

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

PSYC 520

COURSE TITLE

PERSONAL DEVELOPMENT – OA

ALTERNATE TITLE(S)

COPING WITH LOSS & LONELINESS-OA;  
PSYCHOLOGY OF LATER LIFE-OA;  
PSYCHOSOCIAL DEVELOPMENTS OF LATER LIFE-OA;  
CONSCIOUS AGING-OA

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course is designed to improve the quality of life and well-being of students 55 years and older. Topics include effective coping skills, strategies to adapt to changes in life and environment, skills to incorporate sustainable wellness activities into daily routine, and methods to reach personal goals. This course is open to all adult students. (FT)

LECTURE HOURS

108

LABORATORY HOURS

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility  
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Increase awareness of the factors influencing personal development.
2. Understand physical health and mental attitudes related to self-fulfillment.
3. Gain knowledge of techniques and skills for promoting personal growth during times of change.
4. Understand methods for leading a healthy, independent, and active life.
5. Learn about available resources that can positively impact personal development.
6. Understand how decision making impacts lifestyle changes.
7. Understand the importance of consumer education in later life.

COURSE OBJECTIVES

Upon completion of the course the student will be able to:

1. Identify personal, social, spiritual, emotional, mental, physical, and financial values which affect decisions, life experiences, and quality of life.
2. Demonstrate application of methods, knowledge, capabilities, and self-awareness to reach personal goals.
3. Demonstrate an understanding of the level of motivation toward sustainable changes in lifestyles.
4. Demonstrate ability to effectively apply strategies for a sustainable lifestyle.
5. Demonstrate strategies to improve self-confidence and self-efficacy
6. Demonstrate problem-solving skills related to impacts on lifestyle.
7. Demonstrate relationship building skills.
8. Demonstrate successful incorporation of at least one sustainable wellness activity into lifestyle.
9. Evaluate consumer information and resources

**SECTION II**

COURSE CONTENT AND SCOPE

1. Seven Skills in Personal Development
  - 1.1. Communication skills
  - 1.2. Interpersonal skills
  - 1.3. Organizational skills
  - 1.4. Problem-solving skills

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.5. Self-concept and self-confidence
- 1.6. Adaptability
- 1.7. Integrity
- 1.8. Ethics and morality (e.g., at work, in personal life)
2. Aging Under the Six Dimensions of Wellness
  - 2.1. Physical
    - 2.1.1. Biological aspect of aging
    - 2.1.2. Examine and assess recent research and information on aging
  - 2.2. Mental aging, its developmental characteristics and myths
    - 2.2.1. Identity and self-esteem
    - 2.2.2. Self-awareness and self-knowledge
  - 2.3. Emotional
    - 2.3.1. Exploring stressors and stress-reduction skills
    - 2.3.2. Building/strengthening motivation
    - 2.3.3. Increasing self-advocacy
  - 2.4. Spiritual
    - 2.4.1. Review resources for spiritual support
  - 2.5. Social
    - 2.5.1. Building or renewing
    - 2.5.2. Coping with loss and change (e.g., spouse, job, etc.)
  - 2.6. Financial
    - 2.6.1. Money management skills
3. Self-understanding
  - 3.1. Self-awareness and self-knowledge
  - 3.2. Six dimensions of wellness
    - 3.2.1. Physical
    - 3.2.2. Mental
    - 3.2.3. Emotional
    - 3.2.4. Spiritual
    - 3.2.5. Social
    - 3.2.6. Financial
  - 3.3. Biological aspect of aging
  - 3.4. Identity and self-esteem
    - 3.4.1. Building or renewing
  - 3.5. Increasing self-advocacy
  - 3.6. Building/strengthening motivation and self-efficacy
  - 3.7. Social aspects of later life
  - 3.8. Coping with loss and change (e.g., spouse, job, etc.)
  - 3.9. Build new relationships and rebuild old ones.
  - 3.10. Exploring stressors and stress-reduction skills
4. Self-Assessment and Motivation to Change
  - 4.1. Strengths and challenges with personal attributes, personality traits, inherent social-emotional cues, and communication abilities
  - 4.2. Inventories to identify strengths, challenges, readiness, and motivation to change
  - 4.3. Criteria to measure need for change
    - 4.3.1. Physical
  - 4.4. Strategies for self-improvement

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.4.1. Self
- 4.4.2. Group
- 5. Techniques for Change
  - 5.1. Integrity and effectiveness of self-assessment process
  - 5.2. Social-emotional support through discussion and class participation
    - 5.2.1. Reflection on social behavior (self and group activity)
  - 5.3. Problem-solving techniques
    - 5.3.1. Interpersonal skills
    - 5.3.2. Communication skills
  - 5.4. Coping skills and strategies to improve adaptability in later life
    - 5.4.1. Time management skills
  - 5.5. Strength and talents
    - 5.5.1. Existing
    - 5.5.2. New
  - 5.6. Methods and sources of social-emotional support
- 6. Motivation to Change
  - 6.1. Strengths and challenges with personal attributes, personality traits, inherent social-emotional cues, and communication abilities
  - 6.2. Students will choose Choosing and employing psychological tests and physical criteria to measure need for inventories to identify strengths, challenges, readiness, and motivation to change
  - 6.3. Choosing and employing physical Criteria to measure need for change
    - 6.3.1. Physical
  - 6.4. Strategies for self-improvement
    - 6.4.1. Self
    - 6.4.2. Group
- 7. Consumer Education
  - 7.1. Consumer information on food, clothing, and housing costs
  - 7.2. Changes to consumer behavior to support later life
  - 7.3. Strategies to protect older adult consumers
  - 7.4. Sustainable lifestyle
  - 7.5. Money management skills
- 8. Nutrition and Health Education
  - 8.1. Nutrient needs and meal planning
    - 8.1.1. Basic food groups
    - 8.1.2. Caloric needs
    - 8.1.3. Evaluate methods for increasing stamina and fitness
- 9. Educational Opportunities
  - 9.1. Educational opportunities for vocations, avocations, or enrichment
  - 9.2. Improving skills and acquiring new skills
  - 9.3. Searching, applying, and/or registering for educational opportunities
- 10. Career and/or Volunteer Opportunities
  - 10.1. Interest
  - 10.2. Identifying challenges, abilities, interests
  - 10.3. Searching and applying for career and/or volunteer opportunities
    - 10.3.1. Online
    - 10.3.2. In-person

### APPROPRIATE READINGS

Reading assignments may include, but are not limited to, the following:

1. News reports and articles related to topics covered in class
2. Literature related to personal development for older adults
3. Digital sources on topics covered in class (e.g. websites, ebooks, etc.)

### WRITING ASSIGNMENTS

Writing assignments include, but may not be limited to, the following:

1. Personal notebook or journal (hard copy or digital format)
2. Personal plan
3. Poetry, song writing, or other written form of self-expression
4. Portfolio (e.g., for career or volunteer work, etc.)
5. Letter writing

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, the following:

1. Researching articles, newspapers, and websites related to personal development.
2. Group assignments to review strategies for personal development and to identify solutions to common problems that arise in later life.
3. Studying government agencies, non-profit organizations, and community resources that support older adults.
4. Creating a video journal or blog

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Activities and assignments that demonstrate critical thinking may include, but are not limited to, the following:

1. Actively engaging in activities (including group activities) that identify strategies to enhance students' ability to make informed decisions in their personal lives.
2. Analyzing and evaluating information on food, clothing, and housing costs.
3. Analyzing and adjusting time, money, and social needs for new lifestyles and attitudes.
4. Researching, identifying, and explaining volunteer and career opportunities in their chosen fields.
5. Comparing methods and/or strategies to support personal development changes.
6. Developing plans for change.

## EVALUATION

The student and the instructor will demonstrate student success in the course using student evaluations, in addition to one or more of the following:

1. Student attendance
2. Pre-and-post-test
3. Goal setting and evaluation of the success of the goals
4. Participation in weekly activities
5. Participation in individual and group activities that support self-confidence, health (mental, emotional, and physical), communication skills, and building relationship with one's self and others

## METHOD OF INSTRUCTION

The methods of instruction may include, but are not limited to, lectures, laboratory, presentations, demonstrations, class discussions, individual study, guest speakers, and field trips.

This course, or sections of this course, may be offered through distance education.

## TEXTS AND SUPPLIES

*Good Vibes, Good Life: How Self-Love Is the Key to Unlocking Your Greatness*, Vex King, Hay House UK, current edition

*The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, Stephen R. Covey, Mango, current edition

*Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*, James Clear, Avery, current edition

*Think Again: The Power of Knowing What You Don't Know*, Adam Grant, Viking, current edition

*How to Listen with Intention: The Foundation of True Connection, Communication, and Relationships* (How to be More Likable and Charismatic), Patrick King, Independently Published, current edition

*Get Out of Your Head: Stopping the Spiral of Toxic Thoughts*, Jennie Allen, Water Brook, current edition

Web resources

[The Science of Well-Being \(Yale\) - Top 10 Personal Development Courses, Classes, Training Programs Online in 2021](#) [10 Best Personal Development Courses & Classes Online 2021 \(codespaces.com\)](#)

[Quality of Life](#) (John Hopkins Medicine, Pathology), <https://pathology.jhu.edu/pancreas/quality-life>

[Dimensions of Wellness](https://www.rwu.edu/undergraduate/student-life/health-and-counseling/health-education-program/dimensions-wellness), <https://www.rwu.edu/undergraduate/student-life/health-and-counseling/health-education-program/dimensions-wellness>

TEXTS AND SUPPLIES (CONTINUED)

The student will be responsible for transportation costs, recyclable materials, materials, pen/pencil, notebook, materials, food, and/or supplies for preparing student-selected projects

PREPARED BY: Fagelson

DATE: 1981

REVISED BY: Hill

DATE: June 1982

REVISED BY: James Smith

DATE: April 1986

REVISED BY Instructional Services/SLO's Added

DATE May 7, 2015

REVISED BY C. Tornsäuffer, D. Eckstein, M. Sloan

DATE December 1, 2021

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog