

COURSE MODIFICATION

1. **Existing Course Subject/Number** COUN 140

Existing Title Self Awareness and Interpersonal Relationships
2. **Initiated By** Tacey Hosley/Counseling
(Instructor, Division/Department)
3. **List below only the items being changed in both the present and proposed format** (allows for easy comparison of items being modified).

ATTACH THE COURSE OUTLINE WITH EDITS SHOWN
(Underline for changes and addition, strike-through for deletion of text)

	PRESENT	PROPOSED
<i>(Note: If entries are too lengthy for space provided, type "see attached outline")</i>		
Subject	_____	_____
Number	_____	_____
Title	_____	_____
Lecture Hours	_____	_____
Lab Hours	_____	_____
Units	_____	_____
Prerequisite	_____	_____
Corequisite	_____	_____
Recommended Preparation	_____	_____
Catalog Description	Fill in proposed, see attached outline with edits _____	

4. CHECK ADDITIONAL ITEM(S) TO BE MODIFIED:

- | | |
|---|---|
| <input type="checkbox"/> *Course Content | <input type="checkbox"/> Instructional Facilities |
| <input type="checkbox"/> *Course Objectives | <input type="checkbox"/> Special Materials |
| <input type="checkbox"/> *Method of Evaluation | <input type="checkbox"/> Work Experience Hours |
| <input type="checkbox"/> *Method of Instruction | |
- *Curriculum Committee may review these modifications for General Education certification

5. DOES THIS COURSE MODIFICATION AFFECT AND/OR DUPLICATE ANOTHER COURSE, ASSOCIATE DEGREE OR CERTIFICATE? At Cuyamaca College Yes No At Grossmont College Yes No

If yes, identify the division or department to whom a Course Alignment form or Letter of Intent has been sent, with the accompanying proposed course outline and evidence of response in order that articulation may be arranged. In cases where it affects a program or certificate at Cuyamaca College, please notify the applicable chair/coordinator and submit a Modification of Program. Attach the original Course Alignment form or Letter of Intent showing the response from the division or department. The Curriculum Committee will not review any proposal that affects Grossmont or any division or department at Cuyamaca unless the completed Course Alignment form or Letter of Intent is attached.

Division/Department	College	Date Sent	Date Returned
---------------------	---------	-----------	---------------

6. REASON FOR MODIFICATION: Provide a statement explaining why the course is being modified, and how it will improve the department and the campus-wide curriculum.

The Counseling Department reviewed all counseling courses to ensure they reflect what is being covered in each course. Textbooks were updated where appropriate. We also worked with the SLO Coordinator to update SLO's.

7. VOCATIONAL COURSES: Has this course modification been reviewed and recommended by your Advisory Committee?
 Yes No If No, when will it be reviewed? _____

8. Are there any changes to items 9 through 14? If yes, continue with items 9 through 14. If no, proceed to the signature and date.

9. TITLE 5 CLASSIFICATION: Have any of the Title 5 course standards been affected by this modification that would require a change in the course classification (i.e., Associate Degree Credit or Nondegree Credit)? Yes No
If yes, please identify the standards that have been affected: _____

10. LOWER DIVISION BACCALAUREATE LEVEL DESIGNATION Yes No

A lower division baccalaureate level course is one which an accredited four-year college or university will accept for transfer as a GE course or part of a lower division requirement for a major or as a general elective. Please list a representative four-year college that offers a comparable lower division course (see Articulation Officer for recommendation).

(Representative Four-Year Institution)

11. LIBRARY RESOURCES AND INFORMATION COMPETENCY SUPPORT: If the modification is substantial enough that additional library resources would be necessary, attach the supplementary *Library Resources & Information Competency Support* form. This form must be signed by a librarian. You may obtain a copy of the form at www.cuyamaca.net/library

12. If this course is recommended for cross-listing, please attach rationale for approval by the Curriculum Committee. List the matching course: _____
(example: CADD 115/ENGR 115)

13. GENERAL EDUCATION: If the course is being proposed to satisfy general education requirements for the Associate Degree, the CSU or UC system, it must meet the appropriate GE guidelines (attach the appropriate GE form).

	PRESENT	PROPOSED
a. <input type="checkbox"/> Not requesting GE credit for this course		
b. <input type="checkbox"/> General Education - Associate Degree Area _____ Section _____ (refer to "A.S. or A.A. General Education Degree Requirements" in catalog)		Area _____ Section _____
c. <input type="checkbox"/> General Education - CSU Certification Area _____ Section _____ (refer to "GE Breadth Requirements for CSU" in catalog)		Area _____ Section _____
d. <input type="checkbox"/> General Education - IGETC Area _____ Section _____ (refer to "IGETC Transfer Curriculum" in catalog)		Area _____ Section _____

14. MAJOR OR CERTIFICATE: If this course is being proposed to satisfy part of a major of an associate degree or certificate, please provide the following information. (If this course is being recommended as part of a major or certificate, please submit the appropriate Program Modification/Addition form.)

- a. This course is not being proposed as part of a major or certificate.
- b. AA/AS Degree Major _____
(example: Ornamental Horticulture, Emphasis: Floristry)
- c. Certificate Major _____
(example: Ornamental Horticulture, Emphasis: Floristry)

I have reviewed this form for completeness and recommend this course modification:

Raad Jerjis
Department Chair/Coordinator

4/2/20
Date

I do/do not recommend this course modification:

Nicole Jones
Division Dean

04/02/2020
Date

Vice President, Instruction
(following Curriculum Committee action)

Date

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

COUNSELING 140 – SELF AWARENESS AND INTERPERSONAL RELATIONSHIPS

3 hours lecture, 3 units

Catalog Description

This course analyzes the cognitive, behavioral, humanistic, and existential theories as they relate to the awareness of the self and the dynamics of healthy relationships. Using many of the skills suggested by the above theories, students will define and utilize personal achievement techniques, basic principles of healthy functioning, and effective coping strategies that facilitate the process of intra and interpersonal change and relationships. Utilizing the major theories in the field of psychology and psychotherapy, the development of a healthy and strong identity and an empowered sense of self will be explored.

Prerequisite

None

Course Content

- 1) Getting acquainted with ourselves and others. Areas of examination will include but not be limited to: attribution error, attribution theory, emotional attachments, and the Johari Window.
- 2) Self-Awareness. Emphasis will be on the theories of personality and human development according to Freud, Adler, Erickson, Levinson, Satir and Rogers.
- 3) Who's in control? Learned helplessness, social learning theory and classical conditioning will be used as models for self-change utilizing the theories of Seligman, Bandura and Pavlov.
- 4) Dealing with emotions. This section will examine how cognitive appraisals can be part of an emotional experience, the four psychological reactions to anger, and the impact of culture on emotional expression. The thoughts of Ellis, Emery, May, and Kubler-Ross will be examined.
- 5) Interpersonal communication. Various models of communication will be examined in addition to styles of responding according to different theorists.
- 6) Developing close relationships. The role of beliefs and attitudes and their impact on developing healthy relationships, social exchange theory, and theories of love according to Sullivan and Sternberg.
- 7) Resolving interpersonal conflict. This section will address theories of conflicts, dealing with emotional dimension of conflict according to Bolton, behavior styles in responding to conflict and methods of conflict resolution.
- 8) Managing stress and wellness. Types and effects of stress according to Selye, causes of stress, personality types A or B, negative and defensive coping, and dealing with stress and the power of self-talk according to Ellis will be closely examined.
- 9) Meaning and values. This section will address what values are, types of values as classified by Milton, the development of values, the difference between belief, attitude, and prejudice, and cognitive dissonance theory.
- 10) Where do I want to go with my life? This section will look at what risk is according to Viscott, Maslow's Hierarchy of Needs, effective life-planning, and the concept of happiness.

Course Objectives

Students will be able to:

- 1) Identify the components necessary to develop a healthy relationship with oneself as well as others and recognize the factors that stifle one's growth and self-improvements as well as the problem-solving skills for selected types of relationships.

- 2) Compare and contrast humanistic, existential, behavioral, and cognitive theories relating to the development of identity and adjustment.
- 3) Assess and examine personal awareness and healthy functioning through observation and introspection.
- 4) Analyze the process of individual development and the nature of self-esteem and identify the role of positive vs. negative messages and their impact on the development of one's identity through observation and introspection.
- 5) Describe the various theories of change and develop a model for self-change and a greater self-control.
- 6) Specify the healthy vs. unhealthy patterns of behavior and their impact on personal and interpersonal interaction.
- 7) Describe the effect and role of emotions and how they may impinge upon other areas in life such as academics, family, and others.
- 8) Describe and apply self-empowerment techniques and healthy communication skills in order to improve communication.
- 9) Determine the various ways associated with resolving interpersonal conflict and develop the ability to reach a deeper level of interpersonal relationships and intimate relationships.
- 10) Assess personal values and priorities as a basis for decision making.
- 11) Describe the cycle of stress and develop the management techniques to effectively deal with it.
- 12) Recall the factors impacting change and adaptation to the outside environment and develop a list of goals and directions that may lead to personal success and happiness.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Objective and essay quizzes and exams that measure students' ability to understand and apply psychological principles relating to personal growth.
- 2) Written exercises or journal entries in which students assess their current behavior and make plans for improvement.
- 3) Comprehensive research paper which addresses students' overall personal journey and change in which they are required to analyze and evaluate healthy and the unhealthy patterns of behavior utilizing various psychological theories such as behavioral, humanistic/existential, and cognitive.
- 4) Development of a personal adjustment and success plan based on assessment of personal behavior in the areas of emotions, intellect, social functioning, stress management, and goal setting.
- 5) Short surveys will be utilized to assess the level of emotional attachment, social ties, openness and communication, in identifying self-concept and perception by oneself and others.
- 6) Interview questions and personal observations will be utilized to assess the current level of functioning.
- 7) Exams

Special Materials Required of Students

Access to Internet

Minimum Instructional Facilities

Smart classroom, computer lab

Method of Instruction

- 1) Lecture and group discussion
- 2) Classroom or individual exercises

Out-of-Class Assignments

- 1) ~~Myers Briggs Type Indicator~~ Personality assessments

- 2) Self-change project
- 3) Written exercises or assignments
- 4) Journal entries
- 5) Comprehensive paper
- 6) Reading assignments

Texts and References

- 1) ~~Required (representative example):~~ Barwick-Snell, Katie and Walker, Velma. *Becoming Aware*. 13th edition. Kendall/Hunt Publishing, 2017.
- 2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Apply theories of change to exhibit a healthy sense of self-control.
- 2) Identify healthy vs. unhealthy behaviors that impact interpersonal and intrapersonal relationships and communication.
- ~~3) Demonstrate stress management coping strategies in their personal lives.~~
- ~~4) Recognize the role of emotions and how they can be debilitating and/or facilitative.~~