

**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) Learned helplessness, social learning theory and classical conditioning will be used as models for self-change utilizing the theories such as 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.
- 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.
- 7) Theories of conflicts, dealing with emotional dimension of conflict, behavior styles in responding to conflict and methods of conflict resolution.
- 8) Managing stress and wellness. Types and effects of stress, causes of stress, personality types, negative and defensive coping, and dealing with stress and the power of self-talk
- 9) Meaning and values. Examine what values are, types of values, the development of values, the difference between belief, attitude, and prejudice, and cognitive dissonance theory in a diverse society.
- 10) Address risk-taking, 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
- 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 role of positive vs. negative messages and their impact on self-esteem and the overall development of one's identity.
- 5) Describe theories of change and develop a model for self-change and a greater self-control.
- 6) Identify the various types of emotions, their characteristics, and coping skills with problem emotions that impact personal and interpersonal relationships.
- 7) Describe various types of communication styles and apply self-empowerment techniques to promote healthy communication.
- 8) Resolve interpersonal conflict and develop the ability to reach a deeper level of interpersonal and intimate relationships.
- 9) Assess personal values and priorities as a basis for decision making.
- 10) Describe the cycle of stress and develop the management techniques to effectively deal with it.
- 11) 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 in a diverse society.

### **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 may be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) 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 unhealthy patterns of behavior utilizing various psychological theories.

### **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) 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):
  - a. Barwick-Snell, Katie and Walker, Velma. *Becoming Aware*. 14th edition. Kendall/Hunt Publishing, 2021.
  - b. Kirsh, Grover Duffy, and Atwater. *Psychology for Living: Adjustment, Growth and Behavior Today*. 11th edition. Pearson, 2021.
- 2) Supplemental: None

**Student Learning Outcomes**

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

- 1) Analyze theories of change, conflict, and/or emotional development and apply those theories to their own lives and/or relationships.
- 2) Research various psychological theories to identify areas for growth and positive change within the student's own interpersonal relationships, communication styles, and/or goal achievement.