

**PSYCH 53 Course Outline as of Spring 2008****CATALOG INFORMATION**

Dept and Nbr: PSYCH 53 Title: GROWTH/COMMUNICATN  
 Full Title: Growth & Communications  
 Last Reviewed: 12/6/1994

Units	Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled 52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled 0
		Contact DHR	0		Contact DHR 0
		Contact Total	3.00		Contact Total 52.50
		Non-contact DHR	0		Non-contact DHR 0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: PSYCH 33

**Catalog Description:**

Principles of mental hygiene and personality development. Emphasis upon emotions, reactions to frustration, measurement of personality, individual and group differences.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:****Schedule of Classes Information:**

Description: A theoretical study of personality development with a special emphasis on growth & communication. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	D	Social and Behavioral Sciences	Fall 1981	Spring 2008
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	E	Lifelong Learning and Self Development	Fall 1981	Spring 2008
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	4	Social and Behavioral Science	Fall 1981	Fall 1993
	4I	Psychology		
<b>CSU Transfer:</b>			<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>			<b>Effective:</b>	<b>Inactive:</b>

### **CID:**

#### **Certificate/Major Applicable:**

Not Certificate/Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

**AFTER COMPLETING THIS COURSE STUDENTS WILL BE ABLE TO:**

1. Describe the experimental method and discuss the scientific approach to behavior.
2. Summarize the strengths and weaknesses of the psychodynamic, behavioral, humanistic, and biological personality theories.
3. List the major types of stress and discuss the factors influencing our tolerance of stress.
4. Discuss three common coping patterns and explain the strengths and weaknesses of each pattern.
5. Describe three key components in the communication process, discuss the significance of nonverbal messages, and explain why self-disclosure is sometimes inappropriate.
6. Explain the nature of groups and how groups affect individual attitudes and behavior.
7. Discuss three factors that influence interpersonal attraction.
8. Explain at least one theory of childhood development.
9. Describe the four phases of the human sexual response cycle, list the various types of STDs, and describe how each STD is transmitted.
10. Discuss the anxiety disorders, the somatoform disorders, the dissociative disorders, the mood disorders, and the personality disorders.
11. Discuss the insight, behavior, and biomedical therapies and describe the techniques used by therapists in these various schools.

### **Topics and Scope:**

1. The Self.

2. Personality.
3. Learning.
4. Motivation and Emotion.
5. Anxiety and Stress.
6. Conflict, Anger, and Aggression.
7. Psychotherapy.
8. Attitudes and Values.
9. Communication.
10. The Individual and the Group.
11. Love and Friendship.
12. Sex.
13. Marriage and Family.
14. Work and Leisure.
15. Life Cycles.

**Assignment:**

Reading and writing assignments, and other homework will be assigned: approximately 2 hours of homework for each hour of class meeting.

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term papers	Writing 10 - 25%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	Problem solving 0 - 0%
None	
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	Skill Demonstrations 0 - 0%
None	
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	Exams 75 - 90%
Multiple choice	
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	Other Category 0 - 0%
None	

**Representative Textbooks and Materials:**

Bruno, Frank J.

1983, ADJUSTMENT AND PERSONAL GROWTH. Seven Pathways. Wiley.

Adler, Ronald B. and Neil Towne

1987, LOOKING OUT/LOOKING IN. Holt, Rinehart, and Winston.

Hamachek, Don E.

1987, ENCOUNTERS WITH THE SELF. Holt, Rinehart, and Winston.