

CNSL 52: COLLEGE & LIFE MANAGEMENT

Foothill College Course Outline of Record

Heading	Value
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Not open to students with credit in CNSL 2.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area VII: Lifelong Learning
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Identify and distinguish the differences between extrinsic and intrinsic motivation.
- Compose short-term and long-term college and life goals to construct a prioritization and time management plan.

Description

Examination of psycho-social and wellness issues related to personal and academic success. Explores theories and practice for effective goal-setting, communication, health and wellness, learning and social growth.

Course Objectives

The student will be able to:

- describe the psycho-social characteristics, beliefs and attitudes of an effective life-long learner
- compare and contrast the theories of self-esteem
- demonstrate an understanding of concepts of cognitive restructuring
- create short-term and long-term college and life goals
- demonstrate and evaluate theoretical modalities of decision making and goal setting
- apply conflict resolution strategies to improve interpersonal relationships
- assess wellness concepts and create a personal action plan
- identify and evaluate preferred learning style and apply to the process of life long learning
- examine personal and educational values and compare and contrast to diverse cultures
- critically reflect, analyze, and evaluate the learning process
- employ the computer for research
- describe the culture of higher education

Course Content

Teaches students the skills to develop greater awareness of self and others; enhance self esteem; accept personal responsibility for choices and motivate to achieve goals to be successful in college and life. Promotes growth by helping students develop strategies for decision-making, collaborative learning, conflict resolution, assertive

communication and stress management. Students will learn the skills and strategies necessary to become effective life-long learners.

- Development of Self-Esteem
 - Overview of the concepts and theories of self-esteem
 - Person-centered
 - Adult development stages
 - Introduction to theories of cognitive restructuring
 - Rational Emotive Theory
 - Self-efficacy theory
 - Personal assessment
 - Self-esteem and self-assessment inventories
 - Temperament styles
 - Techniques for raising self-esteem
 - Affirmations
 - Disputing irrational beliefs
 - Visualization
- Developing Personal Responsibility: Concepts of Responsibility and Choice
 - Learned helplessness and learned optimism
 - Language of responsibility
 - Psycho-social scripts
 - Family and societal
 - Self-talk: positive and negative
 - Decision-making
 - Concepts of decision making
 - Wise choice processes
 - Decision window
- Motivational Theories: Extrinsic and Intrinsic Motivations
 - Needs
 - Values clarification
 - Compare and contrast family and societal influences
 - Learning and education as cultural values
 - Creating support systems
 - Mentor/coach
 - Personal and social support network(s)
 - Diverse collaborative learning groups
- Self-Management Concepts and Practices
 - Goal setting
 - Short and long-term goals
 - Prioritization
 - Identifying and eliminating barriers to goal attainment
 - Techniques to overcome procrastination
 - Time management
- Communication
 - Assertive communication
 - Assertive, non-assertive and aggressive communication styles
 - Physiological reactions and their effect on communication
 - Fight and flight syndrome
 - Anxiety and anger management
 - Techniques to improve negative physiological and behavioral reactions to change
 - Relaxation, role-playing, visualization
 - Restructuring belief systems
 - Interpersonal communication
 - Reflective listening
 - Non-verbal communication
 - Intercultural communication
 - Cross cultural communication styles
 - Verbal and non-verbal messages
 - Cognitive restructuring
 - Theories of cognitive restructuring
 - Defining and disputing irrational beliefs

- c. Reframing
- 5. Conflict resolution
 - a. Cultural differences in conflict resolution
 - b. Building consensus and team cohesiveness
- F. Introduction to Learning Styles
 - 1. Assessment and identification of learning style
 - a. Learning Styles Inventory
 - b. Myers-Briggs Types Inventory
 - c. Emotional Intelligence
 - d. Multiple Intelligences
 - 2. Self-directed and collaborative learning
 - 3. Active and passive learning
 - 4. Application of learning style theories to career/life decisions
 - 5. Link personality style to classroom success
 - 6. Develop adaptive strategies based on learning styles
 - G. Higher Education: understanding the associate, baccalaureate, and graduate degrees, the roles of different educational segments, and the transfer process, as well as familiarizing oneself with available resources
 - H. Health and Stress Management
 - 1. Understanding and recognizing physiological, psychological, emotional and behavioral effects of stress
 - 2. Developing stress management and relaxation techniques
 - 3. Nutrition, physical activities and substance abuse
 - 4. Psycho-social causes of stress based on gender identity, disabilities and multicultural perspectives

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

- A. Regular class participation required
- B. Representative class assignments include:
 - 1. Reading:
 - a. Assigned readings from texts
 - b. Suggested supplemental reading
 - 2. Writing:
 - a. Weekly critical thinking assignments
 - b. Regular journal entries reflecting on learned outcomes
 - c. Summary paper
 - C. Field work, to include:
 - 1. Completion of a variety of psychological, personality, career, academic and wellness assessment instruments
 - 2. Out of class study groups and collaborative exercises
 - 3. Library, computer and off campus research projects
 - D. Objective and essay examinations
 - E. Student-instructor contracts

Method(s) of Instruction

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

Representative Text(s) and Other Materials

Ford, L., and J. A. Arter. Human relations: A game plan for improving personal adjustment. Boston: Pearson, 2013.

Weiten, W., D. Dunn, and E. Y. Hammer. Psychology applied to modern life: Adjustment in the 21st century. 2018.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading assignments: Weekly reading assignments ranging from 40 to 60 pages per week.
- B. Lecture: Weekly lecture covering subject matter from text assignment with extended topic information.
- C. Field work: May be individual or group activities and covers assigned reading and lecture topics.
- D. Guest speakers: Speakers covering selected topics.

Discipline(s)

Counseling