

**San Bernardino Valley College**  
**Course Outline for Psychology 052**  
**“Practical Psychology”**

**I. CATALOG DESCRIPTION**

- A. Psychology 052: Practical Psychology  
3 hours lecture = 3 units

Study of the principles of psychology as applied to everyday living, communication with others and effective behavior.

Prerequisites: None

- B. SCHEDULE DESCRIPTION: Psych 052 - Study of the principles of psychology as applied to everyday living, communication with others and effective behavior.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

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

- A. Analyze and describe personal problems, habits, wants, and joys, with an emphasis on what can be done to make things better.
- B. Read, discuss, and respond in writing to questions about their self-image, relationships, fears, guilts, angers, hopes, and how they can become more of what they want to be.
- C. Analyze and explain their personal experiences in a setting that provides feedback about the effectiveness of their communication, both orally and in writing.
- D. Evaluate the degree to which they are currently living up to their potential as self-actualizing people using a paper-and-pencil measure of self-actualization.
- E. Identify the characteristics of fully functioning people and analyze which characteristics students currently possess and which they would like to develop further.
- F. Distinguish and use the various suggestions made by psychologists for how we can further develop our highest potential.

## IV. CONTENT

- A. Assumptions We Make
  - 1. Assumption we make about ourselves
  - 2. Assumptions we make about work, play and education
- B. Self-Images
  - 1. Positive self-images
  - 2. Negative, limiting self-images
- C. Barriers in Relationships
  - 1. Getting stuck in roles
  - 2. Blocks to honest sharing
- D. Ways We Avoid Freedom
  - 1. Blaming outside forces
  - 2. Not seeing our wants
- E. Therapeutic Writing
  - 1. Memories
  - 2. Affirmations
- F. Pressure
  - 1. Exploring opposite desires
  - 2. Encouraging new attitudes and behavior
- G. Guilt
  - 1. Realistic guilt
  - 2. Neurotic guilt
- H. Fear of What Others Think
  - 1. What have I been putting on myself?
  - 2. Exploring opposite desires
- I. Anger
  - 1. Depriving myself of enjoyment
  - 2. Pictures of what I am doing
- J. Loneliness
  - 1. Fears
  - 2. Encourage new behavior
- K. Measuring How Much We Are Living Up to Our Highest Potential
  - 1. Taking the self-actualization test
  - 2. Scoring and interpreting the results
- L. Characteristics of Self-Actualizers
  - 1. Fourteen characteristics
  - 2. Accessing my strengths and weaknesses
- M. Ways to Promote Self-Actualization
  - 1. Fifteen suggestions
  - 2. Activities to try

## V. METHODS OF INSTRUCTION:

The course is designed under the lecture/discussion format. The instructional methods to be used include:

- A. Lecture
- B. Class and group discussion of significant issues and topics
- C. Relevant videotapes and films
- D. Written assignments on personal practical issues, both in and out of class.
- E. Skill exercises
- F. Small group activities
- G. Research papers
- H. Field trips
- I. Computer-Assisted Instruction

## VI. TYPICAL ASSIGNMENTS:

- A. Reading both in and out of class in preparation for exams and paper-writing on personally applied issues
- B. Class and group discussion of significant issues and topics in preparation for exams and paper-writing on personally applied issues
- C. View relevant videotapes and films, such as on assertiveness training or parenting
- D. Written assignments on personally applied issues, frequently graded
- E. Skill-development exercises either written or demonstrated
- F. Small group activities, such as development of conflict resolution or assertiveness
- G. Research papers on self-chosen, personally relevant topic
- H. Field trips to specific educational or career-skill workshops, including to the SBVC Career Center, Transfer Center, and Counseling Center.

## VII. EVALUATION

A. **Methods of Evaluation:** This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary reviews, interpretive essays, and/or term projects) will be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.

B. **Frequency of Evaluation:** This will depend on the type of evaluation (i.e. “objective” vs. written), and will take place periodically throughout the semester with enough frequency to be sufficient to both measure student progress and be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers, plus a final exam and/or project.

Student assignments outside of class are assumed to be the equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study group discussions.

Grading may be comparative within a class or may be based on an absolute standard.

C. **Typical Exam Questions:** These might include essay questions on both personal habits that students want to change or requests to name three achievable personal goals.

**VIII. TYPICAL TEXT(S):**

Daluiso, A. (Editor). Life Management, 3<sup>rd</sup> ed. Guilford, Conn.: Dushkin, 1995.

Maul, Gail and Maul, Terry. Beyond Limit: Ways to Growth and Freedom. Glenview, Ill.: Scott, Foresman, 1983.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:** None