

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**DEGREE CREDIT COURSE**

x Transfer Course   x A.A. Degree applicable course  
(check all that apply)

**COURSE NUMBER AND TITLE:** COUN 120: Quest for Identity and Life Skills

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate Language Skills

**ENTRANCE REQUIREMENTS**

**PREREQUISITE:** None

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:** An exploration of the dynamics involved in the development of the individual in the search for identity and self-discovery. Specific emphasis will be placed on the decision-making process particularly as it relates to the individual's own humanness, value system, and unique functioning. Emphasis will also be placed on the role of culture and a set of life skills that will serve to empower one's identity and understanding of self. Examples of life skills include, coping with the physiological effects of stress and anxiety, goal setting, emotional development, problem solving, critical thinking skills, creative self-expression, self-esteem, and interpersonal communication.

**SPECIFIC COURSE OBJECTIVES:** Upon successful completion of the course, students will be able to:

1. Identify and comprehend their personality characteristics and the impact of socialization and culture on their particular personality.
2. Research and evaluate current social and political issues so as to clarify, develop, and strengthen a set of core values for effective decision-making.
3. Utilize journaling, interactive, and meditative exercises to expand self-awareness in pursuit of self-actualization and life balance.
4. Analyze and use transpersonal, thinking, and rational emotive methods to improve mental functioning and develop coping skills.
5. Identify sources of stress that thwart emotional and physiological development using health/wellness, observational, and compassionate exercises.

6. Plan, draft, and write a goal setting and goal-achievement project aimed at any personal goal to achieve aspirational development and balance.
7. Identify, compare, and contrast cultural, family, religious and social values and influences and distinguish the values they choose to live by using intellectual development methods.
8. Demonstrate social development, knowledge, and ability to utilize assertion techniques through role-playing exercises.
9. Differentiate and appreciate the customs, culture, and history of several Native American tribes.
10. Evaluate their identity by identifying and recognizing core gender values, birth order dynamics, and family systems theory using the readings of related Native American topics as a basis.

## **CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

1. Personality Theory and Identifying Individual Characteristics
  - A. Psychological theories of human personality, identity formation, and socialization
  - B. Identifying individual interests, aptitudes, assumptions, motivations, values, and behavioral styles
  - C. Integrating personal qualities with careers and the world of work
  - C. The effects of gender roles, family systems, cultural roles, and birth order on one's identity
2. Developing Core Values
  - A. Identifying personal, cultural, work, and religious value systems
  - B. Researching such topics as human nature, selfishness, altruism, and gender roles to clarify stances taken on current social and political issues.
  - C. How values affect decision making.
3. The Need for Life Balance and Self-Actualization
  - A. Achieving life balance in the eight areas of life: emotional, social, transpersonal, intellectual, aspirational, educational, professional, and physical.
  - B. The need for self-actualization and inner growth.
4. Transpersonal and Mental/Thinking Development and Balance
  - A. Self-Understanding
    - a. Ego transcendence: studies in belief in a Higher Power, God, non-local events, learning from the dying and bereavement process, and focusing on the "heart" for courage, direction, and strength
    - b. Self-image, self-esteem and the true self
    - c. Improving the Judgment System through cognitive restructuring
    - d. Improving the Emotional System; evaluating thoughts and emotions
    - e. Improving the Belief System through rational emotive strategies
    - f. Improving the Attitudinal System through reframing
    - g. Improving the Behavioral System
    - h. How to write in a journal
5. Physiological and Emotional Development and Balance
  - A. Health and Wellness
    - a. Physiological effects of alcohol and drug abuse
    - b. Research studies on the physical effects of stress on the human body
    - c. Assessing and identifying the symptoms of stress
    - d. The Sociological Impact of societal stress: overcrowding, high density housing,

- pollution, racism, sexism, noise, etc.
    - e. Identifying and coping with sources of stress: exercises in visualization, meditation, relaxation, journaling, breathing, progressive relaxation, etc.
    - f. Physiological effects of nutrition, diet, and recreation on both the physical and psychological aspects of the individual
    - g. Developing a personal wellness action plan
    - h. Preparing for one's death using successful aging methods
    - j. Moving through life stages and the grieving process
  - B. Self-Observation
    - a. Giving power away to people, emotions, substances, and habits and physiological effects on the mind and body.
    - b. Cultural, societal, and familial messages and their impact on the mind
    - c. Learning from resistance
    - d. Exploring our personal issues
    - e. Defense Mechanisms: the obstacles that thwart emotional growth including denial, rationalization, repression, suppression, reaction formation, etc.
  - C. Self-Compassion/Using Adjustment Strategies
    - a. Creating supportive environments
    - b. Mastering a skill or discipline
    - c. Utilizing personal growth material
    - d. Eliminating dependence on approval from others
    - e. Effects of racism and sexism: converting self-hatred to self-compassion
    - f. Developing a personalized asset List
    - g. Tolerance and appreciation for differences in self and others

## 6. Aspirational Development and Balance

- A. Identifying one's purpose and mission in life
- B. Time-management strategies for academic, financial, or any personal goal.
- C. Drafting a Goal Outline
  - a. Choosing a measurable goal
  - b. Choosing a challenging, realistic target date
  - c. Measuring your progress
  - d. Personal qualities and activities needed
  - e. Consequences of not achieving the goal
  - f. Benefits of achieving the goal
  - g. Anxieties about pursuing and not pursuing the goal
  - h. Successful stories
- D. Drafting a Goal Achievement Plan
  - a. Identifying tools, people, and organizations to help
  - b. Past Accomplishments
  - c. Listing obstacles
  - d. Designing your perfect environment
  - e. Determining the sacrifices
  - f. Scheduling tasks in your daily planner from strategy list

## 7. Intellectual Development and Balance

- A. Self-Integrity
  - a. Appreciating differences in the backgrounds of others e.g. cultural, class, socioeconomic, educational, lifestyle, gender, etc.
  - b. Exploring value systems: cultural, family, societal, religious
  - c. Growing your character and integrity

- d. Sociological and individual effects of racism and sexism
  - e. Historical roles of men and women
  - f. Kohlberg's 7 levels of moral development
  - g. Setting physical, emotional, verbal, and behavioral boundary systems
- B. Self-Discipline
- a. Practicing Situational Perspective
  - b. Practicing Loving Patience
  - c. Practicing Conscious Detachment
  - d. Practicing Balanced Performance
  - e. Practicing Committed Perseverance
  - f. Practicing Moral Goodwill and Community Service
  - g. Practicing Intelligent Moderation
8. Social Development and Balance
- A. Self-Responsibility
- a. The things we can control
  - b. The things we can't control
  - c. Setting a high character standard for yourself
  - d. Setting a high character standard for others
  - e. Finding your purpose and mission in life
  - f. Career Trends and linking your mission
  - g. Collaborative workplace and group setting behaviors: politeness, empathy, understanding, tolerance, respect, high performance and teamwork.
- B. Self-Assertion
- a. Resolving conflicts in ourselves
  - b. Resolving conflicts with others
  - c. Attraction, sexuality and nourishing relationships
  - d. Role Playing of "I" messages, Need statements, and boundary setting
  - e. The victim mentality
  - f. Communicating needs and feelings and developing intimacy
  - g. Mirroring, Validating, and Empathizing
9. Cultural Development
- A. Customs and Culture of Native Americans
- a. Contrasting traditional Indian values with dominant societal values: group/self, today/tomorrow, age/youth, cooperate/compete, harmony/conquer, spiritual/religion.
- B. History of Native American Tribes and Nations
- C. Acquiring and empowering your gender role.
- a. Differences in the socialization of men and women.
  - b. Native American rites of passage.
- D. The effects of birth order and family dynamics on one's identity.
- a. Native American roles within the family and group tribe.
  - b. Research on the validity of birth order (oldest, middle, youngest, only child) influencing personality traits.

**REQUIRED READING:** Weiten, Wayne and Lloyd, Margaret. Psychology Applied to Modern Life. 6<sup>th</sup> ed. Pacific Grove: Brookes/Cole, 1999.

Corey, Gerald. Schneider Corey, Marianne and O'Phelan, Mary Lou. I Never Knew I Had A Choice. 6<sup>th</sup> ed. Pacific Grove: Brooks/Cole, 1997.

Nuernberger, Phil. Freedom From Stress: A Holistic Approach. Honesdale: Himalayan Institute Press, 1981.

Ventimiglia, Thomas. Quest for the Empowered Self, 2<sup>nd</sup> ed. Murrieta: Self-published, 2001.

Selections on the History of Native American Tribes and Nations

1. Brown, Dee. Bury My Heart at Wounded Knee. New York : Henry Holt and Company, 1970.  
The Teton Sioux: Reading: "Red Cloud's War."
2. The Fight for Powder River Country: Reading: "The Only Good Indian is a Dead Indian," from the book, Bury My Heart at Wounded Knee.
3. Readings from the Commissioner of Indian Affairs, 1871.
4. 1789 – Treaty with the Six Nations (Treaty of Fort Harmar).
5. 1794 – Treaty with the Six Nations (Treaty of Canandaigua).

**SUGGESTED READING:** Books and selected handouts relevant to topics discussed.

Pang, Mei Natashachang. Bound Feet and Western Dress. New York: Doubleday, 1996.

Tannen, Barbara. You Just Don't Understand Me. New York: Ballantine Books, 1990.

Leman, Kevin. The Birth Order Book. New York: Dell, 1985.

Morales, Alejandro. The Brick People. Houston: Arte, 1992.

Corey, Gerald, Schneider Corey, Marianne and O'Phelan, Mary Lou. I Never Knew I Had A Choice. Pacific Grove: Brooks/Cole, 1997.

Covey, Stephen R. The 7 Habits Of Highly Effective People. New York: Simon and Schuster, 1989.

**REQUIRED WRITING:** Writing assignments are required. Appropriate writing assignments may include, but not limited to:

1. A written summary of the positive and negative messages received from caretakers in childhood.
2. Problem solve in outline form how students will utilize changes in unhealthy beliefs each student will present the outcomes in a class speech.
3. Strategize in written form the habits, emotions, and people they give their power away to, the reasons underlying them, how they will act in the future, and how it will be sustained.
4. Write in paragraph form the identification of their cultural, family, societal, and religious value systems and subsequently clarify and define their own value systems.
5. Journal writing that encourages the identification of personal problem areas in thinking, behaving, planning and strategizing how to resolve these problem areas.
6. A cultural research paper on the following:  
Each student will conduct research in the library on the following topics.
  - a. Choose any non-western culture.
  - b. Choose any topic among the following and relate it toward the above cultural group.

Topics include: roles that men and women play, birth order, identity issues, rites of passage, methods used for emotional healing, how decisions are made, family expectations, or how one chooses a career/path. Findings will be reported in a 2–5 page paper. The student will address the last paragraph toward how this information will affect their values, beliefs, and/or life.

**OUTSIDE ASSIGNMENTS:** Outside class assignments are required and may include, but not limited to:

1. Role playing with a friend, spouse, etc., several strategies for practicing assertiveness skills and communication skills. Students will then be required to write the outcomes in a two-page journal entry format.
2. Every other week, students will practice five to fifteen minute exercises three times a day for a week that relate to a unit course theme.
3. Students will conduct two interviews. One, a person from a different culture and two, a person from a different gender than they are.

**Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.**

#### **INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture  
 laboratory  
 lecture-laboratory combination  
 directed study

#### **DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)  
 Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)  
 Two-Way Video Conferencing (Two-way interactive video and audio)  
 One-Way Video Conferencing (One-way interactive video and two-way interactive audio)  
 Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**GRADING POLICY AND STANDARDS** (include methods of determining whether the stated objectives have been met by students): (include methods of determining whether the stated objectives have been met by students):

**Methods of evaluation**

	<u>Percentages</u>
a cultural research paper	5 - 15
a personal mission statement	5
a daily journal	5 - 15
a goal setting project	5 - 10
a final exam	10 - 25
an oral presentation	5 - 10
a cultural and gender plunge	5 - 10
(interviewing a person from a different culture and gender)	
a values identification paper	5 - 10

**GRADING SCALE**

90% - 100%	= A	or	720 total points and above
80% - 89%	= B	or	640 total points and above
65% - 79 %	= C	or	520 total points and above
55% - 64%	= D	or	440 total points and above
0% - 54%	= F	or	439 total points and below

Grading is based on both the quality and completion of the assignments.

**IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?**

Yes \_\_\_\_ No x Number of times course may be taken for credit: \_\_\_\_

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

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**SIGNATURES ON FILE**