

# Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

(925) 439-2181

Course Title: Individual and Social Processes

Subject Area/Course Number: PSYCH-010

New Course  OR Existing Course

Instructor(s)/Author(s): Estelle Davi

Subject Area/Course No.: PSYCH-010

Units: 3

Course Name/Title: Individual and Social Processes

Discipline(s): Psychology

Pre-Requisite(s): None

Co-Requisite(s): None

Advisories: Eligibility for ENGL-100

**Catalog Description:** This psychology course is designed to study selected concepts and principles of Psychology. Emphasis is on the functional aspects of individual and group behavior. It will focus on Psychology as a discipline within the Behavioral Sciences and its relationship to Anthropology and Sociology. Areas of study will include the understanding of human behavior from philosophical and theoretical viewpoints, stages in human development and the social and psychological influences of one's self-concept. This course meets the graduation requirement for general education for Behavioral Sciences.

**Schedule Description:** Learn about living in today's world. Topics in this course include stress, attraction, love and marriage, and how to cope more effectively with life events. This course is designed to explore the role that psychological factors play in behavior. Required for psychology majors.

Hours/Mode of Instruction: Lecture 54 Lab      Composition      Activity      Total Hours 54

Credit  Credit Degree Applicable (DA)  
 Credit Non-Degree (NDA)  
(If Non-Credit desired, contact Dean.)

Grading  Credit/Non-Credit (CR/NC)  
 Letter (LR)  
 Student Choice (SC)

Repeatability  0  
 1  
 2  
 3

Please apply for:

LMC General Education Requirement: Behavioral Science

Transfer to:  CSU       UC       IGETC      LDTP      Course is Baccalaureate Level:  Yes  No

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## Signatures:

Department Chair \_\_\_\_\_ Date \_\_\_\_\_  
Librarian \_\_\_\_\_ Date \_\_\_\_\_  
Dean/Sr. Dean \_\_\_\_\_ Date \_\_\_\_\_  
Curriculum Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
President/Designee \_\_\_\_\_ Date \_\_\_\_\_  
CCCCD Approval Date (Board or Chancellor's Office) \_\_\_\_\_ Date \_\_\_\_\_

## FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester \_\_\_\_\_

Catalog year 20\_\_\_\_/20\_\_\_\_

Class Max: 45\_\_\_\_\_

Dept. Code/Name: Behavioral Science

T.O.P.s Code: 2001.00 \_\_\_\_\_

Crossover course 1/ 2: \_\_\_\_\_

ESL Class: Yes / No \_\_\_\_\_

DSPS Class: Yes / No \_\_\_\_\_

Coop Work Exp: Yes / No \_\_\_\_\_

**Class Code**  
 A Liberal Arts & Sciences  
 B Developmental Preparatory  
 C Adult/Secondary Basic Education  
 D Personal Development/Survival  
 E For Substantially Handicapped  
 F Parenting/Family Support  
 G Community/Civic Development  
 H General and Cultural  
 I Occupational Educational

**SAM Code**  
 A Apprenticeship  
 B Advanced Occupational  
 C Clearly Occupational  
 D Possibly Occupational  
 E\* Non-Occupational  
 F Transfer, Non-Occupational  
*\*Additional criteria needed*  
 1 One level below transfer  
 2 Two levels below transfer  
 3 Three levels below transfer  
 3+ Four levels below transfer

**Remediation Level**  
 ES Elementary and Secondary Basic Skills  
 P Pre-collegiate Basic Skills  
 B Basic Skills  
 NBS Not Basic Skills

Course approved by Curriculum Committee as Baccalaureate Level: Yes / No \_\_\_\_\_

LMC GE or Competency Requirement Approved by the Curriculum Committee: \_\_\_\_\_

Distribution: Original: Office of Instruction Copies: Admissions Office, Department Chairperson

Rev 1-2007

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## Institutional Student Learning Outcomes

### X General Education SLOs (Recommended by GE Committee)

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.

(Each of the above student learning outcomes for the general education program has a written explanation with illustrations and examples of its application within courses, as well as specific assessment criteria. Consult the GE program information pages.)

### Program-Level Student Learning Outcomes (PSLOs)

At the completion of the LMC general education program, a student will:

1. Read critically and communicate effectively as a writer and speaker.
2. Understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. Think critically and creatively.
4. Consider the ethical implications inherent in knowledge, decision-making and action.
5. Possess a worldview informed by diverse social, multicultural and global perspectives.

### Course-Level Student Learning Outcomes (CSLOs):

On completion of this course, a student will:

1. Read critically and communicate effectively as a writer and speaker comparing and contrasting the “dueling theories” that describe, explain, change and predict behavior.
2. Demonstrate an interdisciplinary approach to problem solving by explaining the nature of stress and identify coping strategies that are an effective approach to problem solving.
3. Think critically and creatively about the challenge of technological advances and change and how this impacts one’s search for meaning and direction.
4. Analyze the ethical implications of knowledge, decision-making and actions by utilizing the scientific approach to behavior.
5. Possess a world view by denoting the differences between individualistic and collective cultures.

### CSLO Assessment Criteria:

1. ***Read critically and communicate effectively as a writer and speaker comparing and contrasting dueling theories that describe, explain, change and predict behavior.***

*Rationale: Personality theories attempt to describe, explain, change and predict behavior. Personality differences significantly influence people’s patterns of adjustment. Thus, the study of these theories contributes significantly to understanding adjustment.*

Assessment Criteria for CSLO 1:

- *Compare and contrast five theoretical approaches to personality: trait theory, psychoanalytic, behavioral, humanistic and biological perspectives. To assess student understanding, students will complete personality assessment inventories, participate in a classroom classical conditioning exercise and verbally present and submit written study questions and exam questions.*
- *Develop a behavioral modification plan to change a specific aspect of one’s behavior. To assess student understanding, students will write a behavioral modification plan and implement this plan to change a self identified behavior. Also, students will verbally present this plan and submit written study questions and exam questions.*

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- *Compare and contrast the key motivational forces from five theoretical approaches to personality: trait theory, psychoanalytic, behavioral, humanistic and biological perspectives. Students will be assessed by analyzing a case study on stress from these five perspectives, verbally present a case study analysis and exam questions.*

*Example Critical Questions:*

1. *Recent research in behavioral genetics has provided convincing evidence that biological factors help shape our personality. As science continues to progress do you think that researchers will someday be able to explain all our behavior in terms of biological or genetic factors? Support your opinion with evidence from the assigned readings and classroom lecture/discussion.*
2. *Imagine you are a psychological researcher and were to develop a theory of personality. What type(s) of research method(s) would you prefer to use; experimental research, case studies, neurobiological research, surveys, or correlational research? What are the advantages to this/these method(s)? What are the disadvantages to this/these method(s)?*
2. **Demonstrate an interdisciplinary approach to problem solving by explaining the nature of stress, identifying coping patterns and by utilizing an effective approach to problem solving.**

*Rationale: The human response to stress is complex and multidimensional. Stress can be a challenging, exciting stimulus to personal growth, however, it can prove damaging to one's psychological and physical health because it often triggers physiological responses that may be harmful. Controlling the effects of stress depends on the behavioral responses people make to stressful situations. A person's physical and mental health depends, in part, on his or her ability to cope effectively with stress.*

*Assessment Criteria for CSLO 2:*

- *Analyze a stressful event from various multidisciplinary approaches and theoretical orientations: neurobiological, cognitive-behavioral, cultural, social psychological, and the biopsychosocial model. Student will select a stressful event that they are experiencing in their life and analyze this situation from the aforementioned perspectives. Students will be assessed by written study questions, verbal discussion, and exam questions.*
- *Define stress and identify and explain the major types of stress individuals experience in their life. Students will be assessed by completing the "Social Readjustment Rating Scale" and completing a writing assessment examining their life's most stressful event. Also, a written analysis of the assessment inventory integrating the assessment with the cognitive appraisal model of stress. In addition, students will be assessed by written study questions and exam questions.*
- *Analyze how culture sets the context in which people experience and appraise stress. Students will be assessed by written study questions and exam questions.*
- *Identify and classify the various coping techniques that people use in handling stress. Students will be assessed by completing the Barnes-Vulcano Rationality Assessment, written self reflection on analyzing coping strategies, written study and exam questions.*
- *Utilize a template for effective problem solving. Students will be assessed by applying the template for effective problem solving to conquer a stress-producing problem in their life, verbal presentation, written study and exam questions.*

*Example Critical Questions:*

1. *Some psychologists believe that the concept of learned helplessness can be used to explain some of the behavioral patterns that are frequently seen in victims of chronic spousal abuse. Analyze this belief by the behavioral theoretical model.*
2. *Giving up is used as a coping strategy. Identify the pro and con arguments in using giving up as a coping strategy.*

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**3. Think critically and creatively about the challenge of technological advance, societal change, and how this impacts one's search for meaning and direction.**

*Rationale: We live in a time of unparalleled social and technological change. Some psychologists and social critics believe that this change creates feelings of anxiety and uncertainty. As a result, people are confronted with addressing their sense of purpose and meaning in life.*

Assessment Criteria for CSLO 3:

- Explain and culturally analyze how technological advances have promoted the concept "paradox of progress" and how this may challenge one's search for meaning and direction. Students will be assessed by evaluating the degree to which technology has improved the quality of their lives by completing a written "cost-benefit analysis", verbal presentation of this analysis and written study and exam questions.
- Explain and critically analyze how terror management theory "borrows" from psychoanalytic theory and evolutionary theory and how this theory may be applied to excessive materialism and depressive disorders. Students will be assessed by written study and exam questions.

Example Critical Questions:

1. Identify and synthesize the inherent contradictions in the "paradox of progress".
2. The paradox of progress suggests that technology and progress bring both enrichment and difficulties into our lives. Identify and give examples of how biotechnological advances have given rise to ethical concerns.
3. Explain how terror management theory shield people from profound anxiety associated with their mortality.
4. **Analyze the ethical implications of knowledge, decision-making and actions in utilizing the scientific approach to behavior.**

*Rational: Psychology is the scientific study of behavior and mental processes. It is based on systematic observation rather than on speculation, traditional beliefs, or common sense. Psychologists conduct research and test their ideas. Their investigations are formal, systematic, and objective.*

Assessment Criteria for CSLO 4

- List and describe the basic steps involved in scientific research. Students will be assessed by written study and exam questions.
- Compare and contrast the five methods of psychological research. Students will be assessed by written study and exam questions.
- Explain four key ethical issues in psychological research. To assess student understanding students will complete the Social Desirability Scale which measures bias in responding in socially desirable directions for research subjects, analyze their response to the Desirability Scale, written study and exam questions.
- Discuss the ethical controversy regarding experiments on conformity and compliance. Students will be assessed by an in class exercise on "Obedience in the Classroom" and verbal analysis of film clips from "Obeying or Resisting Authority: A Psychological Retrospective", written study and exam questions.

Example Critical Questions:

1. Suppose you believe that stress causes headaches. Describe what you would need to do for each of the six basic steps in the scientific method to research your belief. What research method would you use for your study? What are the advantages and disadvantage in the method you chose?

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2. *Identify and explain the main ethical problems with the studies on obedience to authority. Do the scientific contributions of these studies outweigh the ethical concerns? Support your answer with the research presented in the text, assigned readings and lecture/discussion.*

**5. Possess a world view by denoting the differences between individualistic and collective cultures.**

The very concept of self reflects our culture. Examining individualist and collective cultures helps one to understand the link between culture and the psychology of individuals living in a particular culture. Emphasizing culture illustrates the link between cultural norms and behavior and the ways in which behavior is influenced by different, sometimes dissimilar, social and cultural forces.

Assessment Criteria for CSLO 5:

- *Describe how individual members from individualistic cultures and collective cultures view love and marriage. Students will be assessed by completing a written self reflection identifying their attitudes about marriage and cohabitation, written study questions that analyze how these attitudes about love and marriage reflect individualistic or collective cultures beliefs and exam questions.*
- *Explain how cultural view of love and marriage are linked both to a culture's values and economic health. Students will be assessed by written study and exam question.*
- *Compare and contrast the results of cross-cultural studies on the characteristics commonly sought in a mate Students will be assess by written study and exam questions.*
- *Compare and contrast culture and sexuality: issues/type of culture, traditional sex culture, and nontraditional sex culture. Students will be assessed by written study questions and exam questions.*

## Assessments:

1. Objective/Essay Exams: (Midterms and Final) CSLO's 1, 2, 3, 4, and 5.

Exams will be given periodically during the semester to check a student's comprehension of material presented in assigned readings, study questions, lectures and class discussions.

Exams will include multiple choice, short answer and essay questions. The questions are derived from assigned readings, lecture-based material, video clips, class demonstrations and exercises. A final will be administered during finals week.

Sample Questions: please refer to questions stated in each CSLO and refer to #2 below.

2. Writing/Speaking Assignments: CSLO's 1, 2, 3, 4, and 5.

Each unit of study will have written critical thinking study questions that determine the student's knowledge and comprehension of the subject matter. The answers to these questions are presented by verbal and written presentation.

CSLO's 1, 2, 3, 4 and 5 Sample Written Questions/Essays:

Sample Question: Behavioral modification is a systematic approach to changing behavioral through the application of the principles of conditioning. Develop and implement a behavioral modification plan to change a self identified behavior. In your plan address the following:

- Specify the target behavior
- Gather baseline data: identify possible controlling antecedents, determine initial level of response identify possible controlling consequences
- Design your program: select strategies to increase response strength or select strategies to decrease response strength
- Execute and evaluate your program
- Bring your program to an end

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Sample Question: Explain how terror management theory may be applied to: excessive materialism, neuroticism, depressive disorders and decisions regarding preference for political candidates.

Sample Question: Compare and contrast individualist and collective cultures. Include in your answer how one's cultural perspective influences the shaping the self-concept and behavior.

3. Quizzes: CSLO's 1, 2, 3, 4 and 5:

Quizzes will be given throughout the semester to check on the students' comprehension of fact-based assigned readings and lecture material.

## Method of Evaluation/Grading:

The following is a suggested guideline for weighting the assessments:

Midterms:	60 % (20% for each midterm/lowest score dropped)
Writing/Speaking assignments	10%
Final	20%
Quizzes	10%

Note: essay exam questions and written assignments combined reflect 20% of writing

Suggested guidelines for weighting CSLO's based on assessments:

CSLO 1	20%
CSLO 2	20%
CSLO 3	20%
CSLO 4	20%
CSLO 5	20%

The following criteria for A-level and C-level work are standard for each CSLO:\*

A-level student work for each CSLO is characterized by adherence to assignment for written work that is insightful, well-written and free of mechanical errors. The work is complete, comprehensive and well organized. A-level work is clear, accurate, precise, well-reasoned and demonstrates a major understanding of key concepts and principles. Work distinguishes between relevant from irrelevant information. Work accurately identifies 90% or more of the key concepts and principles that are associated with each CSLO.

C-level student work for each CSLO is characterized by a moderate adherence to assignment guidelines for written work and may contain some mechanical and informational errors. Written work is not completely comprehensive and well-organized. C-level work is only moderately clear, accurate, precise, well-reasoned and demonstrates a moderate understanding of key concepts and principles. Work partially distinguishes relevant and irrelevant information. Work accurately identifies 70-79% of the key concepts and principles that are associated with each CSLO.

**CSLO 1: Read critically and communicate effectively as a writer and speaker comparing and contrasting dueling theories that describe, explain, change and predict behavior.**

Please refer to the above paragraphs A-level and C-level.\*

A-level student work: the five theoretical approaches to personality clearly and accurately delineate the similarities and differences between five theoretical approaches to personality both verbally and in writing; the development of their behavioral modification plan accurately applies a behavioral approach; answers to questions accurately incorporate comparative analysis, supportive research concepts and terms form the section; 90% or higher accuracy on multiple choice/essay exams; and written work is accurate, adheres to assignment guidelines, is insightful, well-written and free of mechanical errors.

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C-level student work: partially compares and contrasts five theoretical approaches to personality; the behavioral modification plan to change a specific aspect of the student's behavior may be incomplete or partially accurate; answers to questions partially incorporate comparative analysis, supportive research and key concepts and principles; verbal presentation and written presentation are incomplete and/or partially accurate in the analysis and application of key terms and concepts; and answers to questions accurately incorporate comparative analysis, supportive research concepts and terms from the section on multiple choice/essay exam correctly answers with 70 to 79% accuracy .

**CSLO 2. Demonstrate an interdisciplinary approach to problem solving by explaining the nature of stress, identifying coping patterns and by utilizing an effective approach to problem solving**

Please refer to the above paragraphs A-level and C-level.\*

A-level student work: explains and analyzes the nature of stress from various theoretical and interdisciplinary perspectives; analyzes how culture sets the context in which people experience and appraise stress and applies a template for effective problem solving; clearly and accurately delineates these perspectives and is able to apply these perspectives to effective problem solving; problem solving effectively incorporates comparative analysis, supportive research and the application of concepts and terms from the material; multiple choice/essay exam correctly answers 90% or more of the questions; and written work is accurate, adheres to assignment guidelines, is insightful, well-written and free of mechanical errors.

C-level student work: partially analyzes the nature of stress from various theoretical and interdisciplinary perspectives; partially analyzes how culture sets the context in which people experience and appraise stress; problem solving is incomplete and/or incorrect in the use of a template; comparative analysis, use of supportive research is incorrect or incomplete in as is the application of concepts and terms from the material; multiple choice/essay exams are 70%-79% accurate; and written work is partially accurate.

**CSLO 3: Think critically and creatively about the challenge of technological advances and societal change and how this impacts one's search for meaning and direction.**

Please refer to the above paragraphs A-level and C- level.\*

A-level student work: clearly, accurately, critically and creatively delineates the challenge of technological advances and societal change and how this impacts one's search for meaning and direction; explains how technological advances have promoted the concept "paradox of progress"; identifies the challenges inherent in one's search for meaning and direction; accurately applies concepts to terror management theory and the reactions to the events of 9/11; incorporates comparative analysis, supportive research, concepts and terms from the material studied with accuracy; multiple choice/essay are 90% accurate related to how technological advances have promoted the concept "paradox of progress" and partially identifies the challenges inherent in one's search for meaning and direction; and written work is accurate, adheres to assignment guidelines, is insightful, well-written and free of mechanical errors.

C-level student work: partially explains how technological advances have promoted the concept "paradox of progress" and is partially correct in identifying the challenges inherent in one's search for meaning and direction; partially correct in applying these concepts to terror management theory and the reactions to the events of 9/11; C partially accurate in comparative analysis, supportive research, and the use of concepts and terms from the material studied; multiple choice exams are 70-79% accurate related to how technological advances have promoted the concept "paradox of progress" and partially identifies the challenges inherent in one's search for meaning and direction; analysis of terror management theory and its application to the events of 9/11 are partially complete and/or correct; and written work is partially accurate.

**CSLO 4: Analyze the ethical implications of knowledge, decision-making and actions in utilizing the scientific approach to behavior.**

Please refer to the above paragraphs A-level and C- level.\*

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A-level student work: clearly and accurately identifies the basic steps in scientific method; clearly and accurately compares and contrasts the five methods used in psychological research; clearly and accurately explains four key ethical issues in psychological research; clearly and accurately analyzes their response on the Social Desirability Scale; and identifies the ethical controversy regarding experiments on obedience to authority and the Zimbardo prison study; answers incorporate comparative analysis, supportive research, correct identification and application of concepts and terms from the material studied; 90% or higher accuracy on multiple choice/essay exams; and written work is accurate, adheres to assignment guidelines, is insightful, well-written and free of mechanical errors.

C-level student work: partially identifies the basic steps in scientific method; partially compares and contrasts the five methods used in psychological research; partially explains four key ethical issues in psychological research; partially analyzes their response on the Social Desirability Scale; and partially identifies the ethical controversy regarding experiments on obedience to authority and the Zimbardo prison study; answers partially incorporate comparative analysis, supportive research, correct identification and application of concepts and terms from the material studied; 70% to 79.9% accuracy on multiple choice/essay exams..

## **CSLO 5: Possess a world view by denoting the differences between individualistic and collective cultures.**

Please refer to the above paragraphs A-level and C level.\*

A-level student work: denotes the differences between individualistic and collective cultures and describes how love and marriage are viewed from these perspective; accurately explains how these cultural views of love and marriage are linked both to a culture's values and economic health, accurately summarizes the results of cross-cultural studies on the characteristics commonly sought in a mate and compare and contrast culture and sexual attitudes; 90% or more accuracy on a multiple choice/essay exam and incorporates comparative analysis, supportive research, correct identification and application of concept and terms from the material studied; and written work is accurate, adheres to assignment guidelines, is insightful, well-written and free of mechanical errors.

C-level student work: partially denotes the differences between individualistic and collective cultures and describes how love and marriage are viewed from these perspective; partially explains how these cultural views of love and marriage are linked both to a culture's values and economic health, partially summarizes the results of cross-cultural studies on the characteristics commonly sought in a mate and compare and contrast culture and sexual attitudes and 70% to 79% or more accuracy on a multiple choice/essay exam and incorporates comparative analysis, supportive research, correct identification and application of concept and terms from the material studied.

**Course Content:** Provide the detailed content of the course.

- I. View of Human Behavior From An Interdisciplinary Perspective
  - A. Definition and Goals of Psychology
  - B. Compare and Contrast Disciplines Behavioral Science Disciplines
  - C. Psychology in Relationship To Other Disciplines
- II. Psychology of Adjustment
  - A. Patterns of Adjustment
  - B. Components of Effective Adjustment
- III. Challenge of Technological Advances and Adjustment to Rapid Change
  - A. Paradox of Progress
  - B. Search for Meaning and Direction--Facing Mortality
  - C. Application: Terror Management Theory
  - D. Adjustment in an Era of Economic Distress
- IV. Scientific Approach To Behavior
  - A. Empiricism
  - B. Scientific Method

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- C. Research Methods
  - 1. experimental
  - 2. correlational
  - 3. case studies
  - 4. surveys
  - 5. naturalistic observation
- D. Ethical Implications In Scientific Research
- E. Ethical Controversy: Obedience and Authority
  
- V. The Nature of Personality
  - A. Trait Theory
  - B. Psychodynamic: Freud
  - C. Behavioral: Skinner, Bandura
  - D. Humanistic: Rogers, Maslow
  - E. Biological Eysenck
  
- IV. The Nature of Stress
  - A. Appraisal of Stressors
  - B. Ambient Stress
  - C. Stress Influenced by Culture
  - D. Major Types of Stress
  - E. Potential Effects of Stress
  - F. Factors Influencing Stress Tolerance
  
- VI. Coping Strategies and Decision Making
  - A. Common Coping Patterns
  - B. Appraisal-Focused Coping
  - C. Problem-Focused Coping
  - D. Emotion-Focused Coping
  - E. Template for Systematic and Effective Problem Solving
  
- VII. Psychology and Physical Health
  - A. Stress, Personality and Illness
  - B. Personality, Emotions and Disease
  - C. Habits, Lifestyle and Health
  - D. Social/Cultural Influences
  
- VIII. The Self
  - A. The Nature of the Self-Concept
  - B. Development of Self-Esteem
  - C. Principles of Self-Perception
  - D. Self-Presentation
  - E. Cultural Influences
  
- IX. Social Thinking and Social Influence
  - A. Forming Impressions of Others
  - B. Power of Persuasion
  - C. Power of Social Pressure
  - D. Prejudice
  
- X. Interpersonal Communication

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- A. The Process of Interpersonal Communication
  - B. Non-verbal Communication
  - C. Interpersonal Conflict
  - D. Styles of Managing Conflict
  - E. Cultural Influences
- XI. Perspectives On Close Relationships (Attraction, Love and Marriage)
- A. Culture and Relationships: Collective and Individualistic
  - B. Attraction and Relationship Development
  - C. Romantic Love/Relationship Development
  - D. Theoretical Orientations: Triangular Theory And Attachment
  - E. Motivational Factors In Love and Marriage
- XII. Gender and Behavior
- A. Gender Similarities and Differences
  - B. Biological origins of Gender Differences
  - C. Environmental Origins of Gender Differences
  - D. Gender Roles: Expectations and Problems
  - E. Communication: The Class of Two Cultures
- XIII. Psychological Disorders
- A. Assessment Criteria For Abnormal Behavior
  - B. Psychological Diagnosis: Classification of Disorders
  - C. Anxiety Disorders
  - D. Somatoform Disorders
  - E. Dissocialize Disorders
  - F. Mood Disorders
  - G. Schizophrenic Disorders
  - H. Psychological Disorders and the Law
  - I. Cultural Diversity
- XIV. Psychotherapy
- A. Goals of Psychotherapy
  - B. Insight Therapies
  - C. Behavioral Therapies
  - D. Biomedical Therapies
  - E. Current Trends and Issues In Therapy

## Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) \_\_\_\_\_

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**Textbooks:** American Psychological Association Standard Format for Source Documentation:

- Weiten, Wayne and Lloyd, Margaret. (2011). Psychology applied to modern life, tenth edition. California. Wadsworth Cengage Learning, Inc. OR the most recent edition.
- Weiten, Wayne and Lloyd, Margaret. (2011). Study guide for psychology applied to modern life, tenth edition. Cengage Learning Cengage Learning, Inc. OR the most recent edition. (recommended)
- American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders, fourth edition (DSM-IV). Arlington, VA. American Psychiatric Association. OR most recent edition. (recommended)

Articles: Current publications that contain articles which reinforce the concepts and principles discussed in class:

Psychology Today, Science of the Mind, Newsweek Magazine, Scientific American, Time Magazine,