



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Psychology 102  
**Descriptive Title:** Psychology for Effective Living  
**Course Disciplines:** Psychology  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course is a study of personal development and adjustment in society as well as the psychosocial and cultural influences on childhood, adolescence, and adulthood. Emphasis on the application of psychological research and theories to the development of social skills and personal adjustments as well as practical approaches to problems of personal development and social relationships will be examined.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Fall 2009

**General Education:**

**El Camino College:**  
**2C – Social and Behavioral Sciences – General**  
**Term:** Other: Approved

**5 – Health and Physical Education**  
**Term:** Other: Approved

**CSU GE:**

**D9 - Psychology**  
**Term: Fall 2009** Other:

**E - Lifelong Understanding and Self-Development**  
**Term:** Other: Approved

**IGETC:**

**4I - Psychology**  
**Term: Fall 2009** Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. **Logic of the Scientific Method:** On examination, students will be able to demonstrate a fundamental understanding of psychological research and methodology.
2. **Fundamental Principles:** On examination, students will be able to identify various assessment methodologies, principles and theories that pertain to modern personal, cultural and social development functioning.
3. **Everyday Application:** On examination, students will be able to demonstrate an awareness and understanding of the personal, cultural, and social factors that affect their ability to function in their daily lives.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Describe research methods and ethics for participants and subjects during the peer review process.
2. Describe the major theories and models of psychological adjustment to modern life.
3. Differentiate between the major theories of personality.
4. Analyze the nature of stress and its effect on the health of individuals.
5. Evaluate how people understand and are influenced by the social world in which they live.
6. Discuss the research on friendships, intimate relationships, and family relationships, explain how they relate to psychological adjustment.
7. Evaluate and analyze research on gender stereotypes and gender comparisons.
8. Describe personality traits and temperament, and evaluate the influence of culture on each.
9. Discuss psychological disorders and their impact on individual adjustment.
10. Analyze the impact of cultural factors on adjustment in the modern world.

## III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	<b>I. Psychology and the Challenges of Life (3 hours, lecture)</b> A. Human Diversity and Adjustment B. Psychological Research and Adjustment C. Research Methods and Procedures for Clinical Assessment: Scientist-Practitioner Model D. Ethics: Research Methodology and Participants
Lecture	3	II	<b>II. Personality (3 hours, lecture)</b> A. Theories of Personality B. Assessing Personality

Lecture	4	III	<b>III. Stress and Adjustment (4 hours, lecture)</b> A. Sources of Stress B. Psychological Moderators of Stress
Lecture	6	IV	<b>IV. Psychological Factors and Health (6 hours lecture)</b> A. Physical, Emotional, and Cognitive Effects of Stress B. Factors in Health and Illness C. Self Assessment D. Psychological Factors and Physical Health
Lecture	4	V	<b>V. Developing Healthy Behaviors (4 hours, lecture)</b> A. Nutrition and Health B. Fitness and Health C. Sleep and Health D. Substance Abuse
Lecture	4	VI	<b>VI. Social Influence (4 hours, lecture)</b> A. Conformity, Obedience, and Mob Behavior B. Altruism and Helping Behavior C. Cultural Factors
Lecture	5	VII	<b>VII. Abnormal Behavior and Mental Illness (5 hours, lecture)</b> A. Theories of Psychological Disorders B. Personality Disorders C. Mood Disorders D. Schizophrenias
Lecture	3	VIII	<b>VIII. Gender Roles and Gender Differences (3 hours, lecture)</b> A. Masculinity, Femininity, and Gender Stereotypes B. Gender Differences C. Gender-Typing D. Cultural Factors
Lecture	3	IX	<b>IX. Interpersonal Attraction (3 hours, lecture)</b> A. Attraction B. Friendship C. Love
Lecture	3	X	<b>X. Relationships and Communication (3 hours, lecture)</b> A. Structure of Relationships B. Marriage C. Being Single
Lecture	6	XI	<b>XI. Adolescence and Adult Development (6 hours, lecture)</b> A. Adolescence B. Young and Middle Adulthood C. Late Adulthood
Lecture	10	XII	<b>XII. Personal, Social, and Cultural Assessment (10 hours, lecture)</b> A. Assessing Personality Traits B. Assessing Social Adjustment C. Assessing Culture and Personal Adjustment D. Assessing Occupational Aptitudes E. Assessing Therapies

Total Lecture Hours	54
Total Laboratory Hours	0
Total Hours	54

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the section in your textbook on culture and social influence. Using this information to guide you, interview someone from another culture on how social influence processes like conformity and obedience operate in their culture. In a two-to three-page essay, compare and contrast the operation of at least two social influence processes in your own culture to those of your interviewee's culture.

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Complete a psychological instrument that measures your psychological needs. In a two-page essay that utilizes the results, analyze your personality profile.
2. Complete personality test and self-assessment on aptitudes and personal well-being. In a two- to three-page essay that utilizes the results, determine which career is suggested by your analysis of these instruments.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Other exams

Quizzes

Reading reports

Written homework

Homework Problems

Multiple Choice

Completion

Matching Items

True/False

Other (specify):

Students will be required to complete in-class personal and group assessment exercises.

## V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Guest Speakers
- Lecture
- Multimedia presentations
- Role Play
- Simulation
- Other (please specify)
  - Class debates, visit to El Camino College Career Center

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

## VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work

**Estimated Independent Study Hours per Week: 6**

## VII. TEXTS AND MATERIALS

### A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Jeffrey S. Nevid, Spencer A. Rathus. Psychology for Effective Living. custom text ed. McGraw Hill, 2019.

### B. ALTERNATIVE TEXTBOOKS

### C. REQUIRED SUPPLEMENTARY READINGS

### D. OTHER REQUIRED MATERIALS

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> This course involves reading college level textbooks, answering essay questions, written homework, and reading reports. A student's success in this class will be enhanced if they have these skills.

Eligibility for English 1A or qualification by appropriate assessment	<b>Category:</b> Non-Course <b>Justification:</b> This course involves reading college level textbooks, answering essay questions, written homework, and reading reports. A student's success in this class will be enhanced if they have these skills.
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**D. Recommended Skills**

<b>Recommended Skills</b>
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and written homework.
ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>

Course created by Midori K. Watanabe on 12/10/1987.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 03/23/2020**

**Last Reviewed and/or Revised by Julio Farias on 09/29/2020**

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