

PSY R102: INTERPERSONAL RELATIONS

Originator

Ichaparro

College

Oxnard College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

R102

Course Title (CB02)

Interpersonal Relations

Banner/Short Title

Interpersonal Relations

Credit Type

Credit

Start Term

Fall 2021

Formerly

PSY R102A - Interpersonal Relations I

Catalog Course Description

The class provides an exploration of personal awareness and interaction. Students will learn to apply psychological principles of human behavior, explore ways of knowing themselves, and learn how they are perceived by others. A combination of experimental and theoretical approaches is used to increase awareness, clarify values, and aid in decision-making. C-ID: PSY 115.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid**Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Students will define the focus of Psychology as the study of mental processes and human behavior. |
| 2 | Explain the major theories of the field of psychology. |
| 3 | Distinguish between individual and sociocultural differences as applied to interpersonal adjustment |
| 4 | Identify and describe key concepts in psychology such as: self, identity, coping, personality |
| 5 | Analyze the importance of the scientific-practitioner in psychology, specifically in the study of human relations |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|--|
| 1 | Define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan. |
| 2 | Generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment. |
| 3 | Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science. |
| 4 | Apply psychological principles and develop "new" interpersonal, occupational and social skills for life-long personal growth. |
| 5 | Analyze the importance of the scientific-practitioner in psychology, specifically in the study of human relations |
| 6 | Describe the theories and explain the effects of psychosocial development to human relations across the lifespan |
| 7 | Describe the differences between men and women in human relations as well as sexual and gender identity |
| 8 | Define and apply the concepts of interpersonal communication and conflict resolution |
| 9 | Develop and apply interpersonal social skills |
| 10 | Distinguish between individual and sociocultural differences as applied to interpersonal adjustment |

Course Content

Lecture/Course Content

1. Understanding the self, identity, coping, and adjustment in becoming a social person, Adjusting to modern life
2. Personality theories
3. Biopsychosocial influences on adjustment
4. The Self and understanding interpersonal adjustment
5. Other theories
 - a. Biological
 - b. Psychosocial development across the lifespan
 - c. Cognitive
 - d. Psychosexual
6. Theories of personality
 - a. Psychodynamic
 - b. Humanist/Existential
7. Motivation: Behaviorist theory
8. The self and developing skills
9. Social influences: pressure, persuasion, compliance, conformity and control
10. Interpersonal communication: assertive, aggressive, passive, etc
11. Sexual and gender identity
12. Dysfunctional relations
 - a. Human needs based
 - b. Addictions
13. Power issues in relations
 - a. Theories of the types of power
 - b. Unhealthy uses of power, e.g. abuse
14. Clinical assessment, research,
15. The scientific- practitioner
16. Introduction to mental illness
 - a. Definition of mental illness
 - b. History of mental illness
17. Types of mental illness
 - a. The Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association
 - b. Types of psychotherapy
18. Habits , lifestyles and health
19. Major theories of personality
20. Results of psychological intervention

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Group discussions
 Instructor-guided use of technology
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. The instructor will explain how to do a literature review using the American Psychological Association formatting and citing procedures regarding a topic chosen by the student and approved by the instructor related to dynamics seen in relationships such as domestic violence or relationships in military couples or families
2. Students will participate in a group discussion regarding the various theories such as the Humanistic and Behaviorist/learning theory and critique the theories if they best explain dynamics in couple relationships or adjustment in those same relationships.
3. The instructor will assign an essay exam focusing on various mental illnesses and their impact on family relationships.
4. The instructor will design an objective quiz requiring the student to define the following terms: adjustment, science practitioner, stress, addiction, conformity, compliance, the self, rape, self actualization, aggression, gender identity.

Representative Course Assignments

Writing Assignments

1. Outlining of chapter readings from textbook, for example, on the topic of "Schizophrenia"
2. Eight-to-ten page research paper on, for example, the topic of "Cutting Disorders among Adolescents" (in APA format)
3. Short essays, for instance, on "Sociocultural Differences in Interpersonal Relations"
4. Final essay, such as, "How to treat Post- Traumatic Stress Disorder Among Veterans," using American Psychological Association formatting
5. A case summary of a mental illness using the DSM-5.

Critical Thinking Assignments

1. The student will examine real life relationship, with names redacted and apply a theory of motivation to see if the theory may be improved by that real life relationship and adjustment seen.
2. Students report on a different theory studied in class to determine its applicability.
3. Students share their analysis with their class mates, providing evidentiary commentary to that same relationship
4. In small groups, students will study the various theories they have chosen such as the Psychodynamic, Piagetian, Learning, Humanist.

Reading Assignments

1. Chapters from main class textbook, for example, "Behavioral Learning Perspectives" or "Psychosocial Development: Adolescence to Adulthood"
2. Professional journal articles on human relationships related to theories in psychology or other relevant subject areas, for example, "Social Pressure, Persuasion and Conformity"
3. Non-technical journal articles and periodicals on topics such as: "Stress and Coping"
4. Readings from the DSM-5, the Diagnostic and Statistical Manual of the American Psychiatric Association

Other assignments (if applicable)

1. Preparation/research for a class presentation of a topical paper, for example, about the differences between men and women in adjustment, and related psychosocial development across the lifespan

Outside Assignments

Representative Outside Assignments

1. The student will research a topic related to adjustment approved by the instructor, 8-10 pages using APA formatting and citing procedures,
2. The student will prepare take home exams adding to the information beyond the textbook
3. The student will prepare a class presentation related to the research paper they have prepared above.

4. In preparing the assignment noted above critiquing a psychological theory, the the student will examine formal critiques and empirical research testing the theory by other Psychologists the student will read select readings from the DSM-5 regarding mental illness

Articulation

C-ID Descriptor Number

PSY 115

Status

Approved

Comparable Courses within the VCCCD

PSY M03 - Personal Growth & Soc Awarenes

PSY V02 - Personal Growth and Social Awareness

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Other Resource Type

Description

Students are recommended to use the Diagnostic and Statistical Manual (most recent edition) of the American Psychiatric Association if they are doing research into the area of mental illnesses.

Resource Type

Textbook

Description

Weiten, W., Dunn, D.S., Hammer, E.Y. (2021). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (11th edition). Cengage.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on a discussion board regarding the stressors on adjustment upon entering college for the first time. They will respond substantively to one or two fellow students
Video Conferencing	Student will attend all zoom sessions, with instructor lecture
Other DE (e.g., recorded lectures)	students will attend a lecture by Phillip Zimbardo (at the APA on his follow-up research after the Prison study and people's ability to treat each other well

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	student will post on a discussion board about the differences btwn men and women in communication styles
Video Conferencing	students will attend a demonstration of APA style on a research paper
Other DE (e.g., recorded lectures)	Students will attend a lecture about obedience to authority by Phillip Zimbardo

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: <ul style="list-style-type: none"> • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)

Synchronous Dialog (e.g., online chat)

Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.

Video Conferencing

Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Telephone

Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates

Department Chair

09/12/2020

Dean

09/14/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

12/09/2020

Board

MM/DD/YYYY

CCCCO

12/18/2020

Control Number

CCC000295408

DOE/accreditation approval date

MM/DD/YYYY