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Course Outline for PSCN 7

CONTEMPORARY ISSUES

Effective: Fall

I. CATALOG DESCRIPTION:

PSCN 7 — CONTEMPORARY ISSUES — 1.00 - 3.00 units

Contemporary life issues related to social effectiveness, educational and career development. Explores Issues through an examination of current counseling-related research findings and resource materials. Limit of 6 units. 1-3 hours.

1.00 - 3.00 Units Lecture

Grading Methods:

Discipline:

	MIN	MAX
Lecture Hours:	18.00	54.00
Total Hours:	18.00	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 3

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. analyze and evaluate theories and principles of selected contemporary issues employing current methods of inquiry available to social and behavioral sciences specifically focusing on human behaviors observed in social subgroup operations and how these relate to contemporary society at large
2. demonstrate critical thinking by comparing and contrasting how various psychological, physiological and social behavior components integrate to form a whole and well-functioning human organism
3. research and organize current theoretical and conceptual materials related to the contemporary issue studied; present findings in written form that may be further analyzed, clarified and refined through in-class peer review

V. CONTENT:

Specific content of Contemporary Issues course shall be selected on the basis of perceived current and extrapolated social and behavioral tendencies; as such, the following content is exemplary, though by no means can it be exhaustive of the content range:

- A. Study selected contemporary issue(s):
 1. Contrast prominent theoretical perspectives in the analysis of current behavioral tendencies such as exemplified by, yet not necessarily limited to, social, psychological, sexual and relational behaviors.
- B. Investigate one or more behavioral theories related to selected contemporary issue(s):
 1. Focus on behavioral theory or theories which facilitate understanding of human beings as integrated physiological, social and psychological organisms living, growing and interacting in a contemporary context and subject to a complex of factors.
- C. Examine behavioral principles related to selected contemporary issue(s):
 1. Conduct an in-depth examination of salient behavioral principles underpinning predominant theories aimed at comprehending the range and scope these principles bring to bear in the analysis of the matrix of physiological, social and psychological determinants.
- D. Compare and contrast theories and principles related to selected contemporary issue(s):
 1. Identify and associate areas of similarity and difference arising out of comparing and contrasting theories and principles when focusing on the effects these principles exercise in relation to the chosen contemporary issue(s).
- E. Integrate discoveries made through the study and investigation of contemporary issue(s):
 1. Concentrate on integrating these discoveries into a lifelong understanding of social and relational effectiveness as members of society, as human beings capable of lifelong development, and as integrated physiological and psychological entities.

VI. METHODS OF INSTRUCTION:

- A. **Discussion** - Text-supported class discussions
- B. **Audio-visual Activity** - Audio/video and text presentations
- C. **Lecture** -
- D. Assigned writing/journalizing
- E. **Projects** - Research project/class presentations
- F. Group work on significant issue(s)

VII. TYPICAL ASSIGNMENTS:

A. Lecture and text-supported discussion 1. Introduce, discuss theory of human development as a lifelong process B. Audio/video and text presentation 1. Present video wherein John Bradshaw previews Erik Erickson's psycho-social stages of human development. 2. Present text of David Elkind's article "Erik Erickson's Eight Ages of Man." C. Group work on significant issue(s) 1. Assign groups to select development stage and identify life issues arising in selected stage. 2. Group works to focus on life situations that illustrate principle of invariant succession of stages within Erickson's theoretical framework of development. D. Assign writing/journalizing 1. Student writings will integrate recalled experience into an expanded psycho-social framework in order to further understanding of self as a developing physiological organism in a psycho-social context. E. Research project/class presentation 1. Introduce feasibility of integrating learning experienced through the above-noted assignments A, B, C, and D into design potential of research project to be assigned later in the course.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Research Projects
3. Other:
 - a. Objective tests: evaluations may include examinations and quizzes to assess students' comprehension of lecture, class presentations and text assignments.
 1. Typical test questions, for example, if a contemporary issue under student is "Human Development Across the Lifespan"
 - a. According to text readings and in-class lecture presentations on lifelong human development, narcissistic disorders are most likely to arise out of trauma, neglect or deprivation experienced in which initial stage of development listed among the following?
 1. Infancy stage
 2. Toddler stage
 3. Pre-school stage
 4. Adolescent stage
 - b. Persons experiencing a narcissistic disorder tend to regress most often to re-enactments of which salient developmental issue listed among the following?
 1. Trust versus Mistrust
 2. Autonomy versus Doubt
 3. Initiative versus Guilt
 4. Identity versus Role Confusion
 - c. According to your text, adults whose normal narcissistic needs were ignored or shamed as children are more likely to experience (choose the best answer below):
 1. Series of disappointing relationships
 2. Using material goods and money as measure of self-worth
 3. Addictive (out of control) dependence on people, places or substances to "feel good"
 4. All of the above
 - b. Research project: evaluate research/class presentation
 1. Content: demonstrate knowledge beyond elementary level
 2. Presentation: originality, quality, poise
 3. Discussion generated salient to original research focus
 - c. Instructor observations: evaluate student ability to integrate learned theories and principles relating to selected contemporary issue(s) into a fuller understanding of self and others.
 1. Assessment of student progress observed through participation in at least one individual conference with instructor
 2. Assessment of student progress by psychology-counseling course instructor observing ongoing in-class participation in assigned group work

B. **Frequency**

IX. TYPICAL TEXTS:

1. Erikson, Erik H. *Childhood and Society*., W.W. Norton and Company, 1964.
2. Bradshaw, John *Homecoming*., Bantam Books, 1990.
3. Hillman, James *The Soul's Code*., Random House, 1996.

X. OTHER MATERIALS REQUIRED OF STUDENTS: