

**Community Health Sciences 179:  
Life Skills for College  
Fall Quarter 2009 – T/R Sections**

*Sponsored by the Bruin Resource Center ([www.LifeEd.ucla.edu](http://www.LifeEd.ucla.edu))*

**Introduction:** Success in the undergraduate experience is very much influenced by attributes beyond intellectual competence. Emotional and social competencies play important roles as well. Life Skills for College Women & Men explores student development in the undergraduate experience, providing an opportunity for you to learn about yourself, your peers, and issues confronting contemporary college students. The course introduces multidisciplinary perspectives on identity, emotional and social development, widely considered to be significant maturational tasks in the undergraduate experience.

We begin with the issue of emotional development and consider evidence of declining levels of emotional well-being among collegians, researchers' efforts to account for these findings, and the efficacy of various theoretically grounded strategies to promote emotional competence and well-being. We turn next to the examination of social development in the undergraduate experience, looking at ways in which our background, experiences, and beliefs influence our ability to effectively communicate and maintain healthy relationships. Lastly, we focus on the process of identity development, approaching the issue from a variety of disciplinary perspectives moving in turn from universal theories of student development to more contemporary perspectives that examine identity development through the lens of gender, race, ethnicity, culture, and sexual orientation. Throughout the quarter, you will be challenged to examine your life through these perspectives and to test the "real life" applicability of course theory and research.

Beyond taking a traditional academic approach to the subject matter and with the goal of fostering your knowledge, comprehension, and critical thinking regarding pertinent theory and research, the course will also focus on application, aiming to support you in forging a healthy identity and in developing emotional and social competencies. The course thus tackles the ambitious task of presenting the subject matter in an academically rigorous and legitimate manner, while simultaneously promoting positive developmental outcomes.

**Student Learning Outcomes:** Upon completion of this course, you will be able to:

- Understand the relationships between cognitive, social, and emotional competence, and use this knowledge to act in ways that promote effective functioning and healthy development
- Demonstrate the ability to effectively use various skills and techniques to manage stress in a healthy manner and promote positive well-being
- Understand the relationships between the developmental inputs that shape your identity (gender, race, ethnicity, culture, sexual orientation, among others) and the developmental experiences that influence schemas, thoughts, feelings, and behaviors, and use this knowledge to act in ways that are congruent with your personal identity and goals
- Understand how communication styles impact varying cultural and interpersonal contexts and relationships
- Demonstrate an understanding of different communication skills and techniques in order to more effectively manage your interpersonal relationships.

**Methods:** This 4 unit course meets twice weekly for 1h 50m each session. It employs multiple instructional methods including lecture, discussion, group exercises, writing and reading assignments. The in-class experiences are interactive, and their effectiveness as a learning tool depends on engaged student interaction with each other and the section leader; this requires you to commit to attending class and actively engaging in course activities.

**Course Reader:** Available at Ackerman Union A-Level Bookstore. Assigned readings are to be completed *in advance* of the session under which they are listed, in order to facilitate class discussion. Assigned readings include both peer reviewed and popular sources. The inclusion of popular sources is intended to challenge you to critically examine the fidelity with which popular sources translate academic theory and research as well as to support you in bridging the gap between comprehension of theory and its application in your life.

**Grading:** This course challenges you to develop new knowledge and skills and to examine and test the relevance of course content in your own and other students' lives through critical analysis and application. You will be judged on your growth exhibited across these dimensions. Adequate demonstration of growth requires that you attend class, actively and constructively participate, and complete assigned readings and projects. You will be evaluated on your participation in discussions, completion of experiential learning activities, and the quality of your presentations and papers. You will not be graded on a curve. To do well in the course, you must demonstrate a thorough understanding of course material, characterized by critical thought, self-reflective analysis, and creative application.

**Course Assignments**

**Percentage of Grade**

Attendance & Participation/Group Work	25
Weekly Experience Logs	20
Learning Assignment 1 (5-7 minute Presentation)	15
Learning Assignment 2 (5-7 minute Presentation)	15
Learning Assignment 3 (4-5 page Paper)	10
Final Reflection Paper (10-12 page Paper)	15

**Attendance:** Attendance is mandatory for each scheduled course session and will determine a percentage of your overall course grade. Please note that you will lose points for all absences regardless of your reason for missing class. No differentiation between 'excused' and 'unexcused' absences will be made. Additionally, tardiness and leaving early from class will negatively affect your attendance grade.

It is acknowledged that individual circumstances may prevent you from attending a particular class session. With approval, you may opt to attend another section of the course and receive make-up attendance credit. You are responsible for all materials covered and course announcements made during your absence.

In the case of unavoidable absences, you may be given the opportunity to make up missed presentations and assignments. This opportunity will be granted to you only if you communicate your situation in a timely fashion and provide supporting evidence of the reason(s) for your unavoidable absence. If the absence is not deemed unavoidable, your grade will be negatively affected and you may not be allowed to make up missed work.

*Note: If you arrive at the classroom after meditation/relaxation has begun, please wait outside so as not to disturb the activity in progress.*

**Participation & Group Work:** Throughout the quarter, you will have the opportunity to work in a variety of small groups and participate in large class discussion. Your engagement in group work and your level of participation in class will determine a percentage of your overall course grade. Your grade will be based on how effectively you:

- Participate fully in all group activities
- Complete the assigned readings prior to class, and share your thoughts and viewpoints on the readings and concepts discussed in class
- Discuss how the concepts presented in the readings relate to your life
- Contribute engaging, insightful comments

- Present high quality examples of concepts being discussed
- Build on the comments of others
- Raise thoughtful questions
- Be sensitive to your level of participation, and make attempts to increase or decrease it when necessary
- Be sensitive to the emotional impact of your statements
- Listen and respond appropriately to others' comments
- Engage in appropriate conduct during class (i.e., no cell phone use, completing work for other courses, sleeping, or side conversations during lecture, discussion, activities, or presentations)
- Attend all class meetings
- Be on time and stay for the duration of the class session.

**Weekly Experience Logs:** Meditation and other relaxation techniques are key components of CHS 179. After being introduced to meditation early this quarter, you will begin to record your meditation practice by completing your Weekly Experience Log. The log requires you to document the amount of time you meditate for the week; rate your personal well-being for each day of the week; record any negative thoughts, feelings or experiences you have; practice positive journaling; and reflect on some of the topics, concepts, presentations and activities covered in class. The following are important guidelines for completing the log:

- Practice the relaxation/meditation skills you learn in class *at least five* times during the week. The more you practice, the more effective the technique.
- Use the meditation CD provided in class, or practice without it
- Begin your first log on the day you are introduced to meditation in class
- Each week, start a new Weekly Experience Log.

You will be graded on the following criteria:

- Demonstrated knowledge and comprehension of relevant course theory and content
- Evidence of critical thinking in applying course content to your life and the lives of college students
- Thoroughness and clarity of your response to each question in the assignment
- Timeliness of completion

*DUE: Every Thursday at the beginning of class*

**Learning Assignments:** Each learning assignment is made up of a set of questions or requirements that ask you to apply course theory and content to yourself and your practice of various skills. Over the course of the quarter, you will complete 2 oral presentation learning assignments (15 points each) and 1 written learning assignment (10 points). You will be graded on how effectively you:

- Demonstrate your acquisition, critical analysis, and self-reflective application of knowledge
- Use course concepts, theories, articles, discussion, and activities to illustrate points
- Specifically reference at least one course reading to enhance or illustrate points
- Address the requirements listed under each topic
- Demonstrate effective organization, preparation, thoroughness, and clarity
- Present findings in an engaging manner with props (for presentations)
- Incorporate proper grammar and spelling (for written assignments)
- Complete the assignment by the assigned date.

See attached descriptions for all assignments at the end of this syllabus packet:

**Learning Assignment #1 – Exploring Schemas (Individual Presentation)**

**Learning Assignment #2 – Identity Theory & Development (Individual Presentation)**

**Learning Assignment #3 – Communication (Written Assignment)**

## **Final Reflection Paper – Reflection on Growth and Development (Written Assignment)**

**Academic Integrity:** UCLA is a community of scholars. In this community, all members including faculty, staff, and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceeding usually resulting in **suspension** or **dismissal**.

If you would like more information on this subject, please see the Dean of Students' Office in 1206 Murphy Hall, call (310) 825-3871, or visit the website at [www.saonet.ucla.edu/dos](http://www.saonet.ucla.edu/dos).

**Course Section Leaders:** Course section leaders are professional staff members representing different departments in the UCLA Student Affairs Organization, College, and other administrative areas. Section Leaders coordinate the delivery of one of the course sections, leading in-class discussions and activities, answering student questions, and providing guidance and support to students outside of the classroom.

### **Seminar 1 - M/W 1p to 2:50p, Student Activities Center 304**

DeAnnah Byrd  
Teaching Assistant  
SAIRO  
deannahbyrd@ucla.edu / (310) 825-6612

### **Seminar 2 - M/W 3p to 4:50p, Student Activities Center 304**

Vanessa Luke Student Development Educator Bruin Resource Center <a href="mailto:vluke@saonet.ucla.edu">vluke@saonet.ucla.edu</a> / (310) 206-3407	Serenity Blauvelt Judicial Affairs Officer Dean of Students <a href="mailto:sblauvelt@saonet.ucla.edu">sblauvelt@saonet.ucla.edu</a> / 310-825-3871
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### **Seminar 3 – T/R 9a to 10:50a, Student Activities Center 304**

Edward Gurrola  
Student Development Educator  
Bruin Resource Center  
[egurrola@saonet.ucla.edu](mailto:egurrola@saonet.ucla.edu) (310) 206-2980

### **Seminar 4 – T/R 11a to 12:50p, Student Activities Center 304**

Rena Orenstein  
Assistant Director, Student Wellness Initiatives  
Bruin Resource Center  
[rorenstein@saonet.ucla.edu](mailto:rorenstein@saonet.ucla.edu) / (310) 825-5503

### **Seminar 5 – T/R 1p to 2:50p, Student Activities Center 304**

Halle Aten  
Learning Disabilities Specialist  
Office for Student with Disabilities  
[haten@saonet.ucla.edu](mailto:haten@saonet.ucla.edu) / (310) 206-9160

### **Seminar 6 – T/R 3p to 4:50p, Student Activities Center 304**

Martine Hall  
Assistant Director  
Office of Residential Life  
[martine@orl.ucla.edu](mailto:martine@orl.ucla.edu) / (310) 825-4765

**Seminar 7 – T/R 11p to 12:50p, Student Activities Center 304**

Tiffani Garnett  
Health & Wellness Educator and Promoter  
Bruin Resource Center  
[tgarnett@saonet.ucla.edu](mailto:tgarnett@saonet.ucla.edu) / (310) 825-7164

Barbara VanNostrand  
Student Affairs Officer  
Musicology  
[bvannost@saonet.ucla.edu](mailto:bvannost@saonet.ucla.edu) / (310) 206-5187

**Seminar 8 – T/R 5p to 6:50p, TBA, or Student Activities Center 304**

Joanne Valli-Marill  
Associate Director  
OID-Evaluation & Education Assessment  
[joannev@oid.ucla.edu](mailto:joannev@oid.ucla.edu) / (310) 206-2785

# Community Health Sciences 179 Topics, Readings, & Due Dates Fall Quarter 2009 – T/R Sections

*Please read articles IN ADVANCE of the session under which they are listed.*

## Week 1

### **Session 1: WELCOME**

**R 9/24**

*Course overview, introduction*

## Week 2

### **Session 2: STRESS, RELAXATION and COGNITIVE THEORY**

**T 9/29**

*The significance and recognition of stress; relaxation techniques; understanding emotions*

Carlson, N.R., Heth, C.D., Miller, H., Donahoe, J.W., Buskist, W., Martin, G.N. (2007). Life-Style, Stress, and Health. In *Psychology: The Science of Behavior* (pp. 536-540). Boston: Allyn & Bacon.

Bourne, R. (2000). Relaxation. In *The Anxiety & Phobia Workbook* (pp. 73-96). Oakland, CA: New Harbinger.

Bourne, R. (2000). Visualization. In *The Anxiety & Phobia Workbook* (pp. 245-257). Oakland, CA: New Harbinger.

Germer, C.K. (2005). Mindfulness What Is It? What Does It Matter? In Germer, C.K., Siegel R.D., & Fulton, P.R. (Eds.) *Mindfulness and Psychotherapy* (pp. 3-27). New York: The Guilford Press.

### **Session 3: STRESS, RELAXATION and COGNITIVE THEORY**

**R 10/1**

*The significance and recognition of stress; understanding emotions*

Bourne, R. (2000). Self -Talk. In *The Anxiety & Phobia Workbook* (pp. 181-214). Oakland, CA: New Harbinger.

Bourne, R. (2000). Mistaken Beliefs. In *The Anxiety & Phobia Workbook* (pp. 215-231). Oakland, CA: New Harbinger.

***DUE: Weekly Experience Log #1***

## Week 3

### **Session 4: STRESS, RELAXATION and COGNITIVE THEORY**

**R 10/6**

*The significance and recognition of stress; understanding emotions*

Benson, H. & Stuart, E.M. (1992). Feelings, moods and attitudes. In *The Wellness Book* (pp. 209-230). New York: Simon & Schuster.

Seligman, M. E. P., Parks, A.C., & Steen, T. (2004). A balanced psychology and a full life. *Philosophical Transactions- Royal Society of London Series B Biological Sciences*, 1449, 1379-1382.

Fredrickson, B.L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218-226.

**Session 5: STRESS, RELAXATION and COGNITIVE THEORY**

**R 10/8**

*Body Image*

Cash, T. & Pruzinsky, T. (2002). Cognitive-Behavioral Perspectives on Body Image. In *Body Image: A Handbook of Theory, Research, & Clinical Practice* (pp. 38-46). New York: The Guilford Press.

Striegel-Moore, R.H. & Franko, D.L. (2002). Body Image Issues among Girls and Women. In Cash, T. & Pruzinsky, T. (Eds.) *Body Image: A Handbook of Theory, Research, & Clinical Practice* (pp. 183-191). New York: The Guilford Press.

Corson, P.W. & Andersen, A.E. (2002). Body Image Issues among Boys and Men. In Cash, T. & Pruzinsky, T. (Eds.) *Body Image: A Handbook of Theory, Research, & Clinical Practice* (pp. 192-199). New York: The Guilford Press.

SNAC Website Body Image Readings

***DUE: Weekly Experience Log #2***

## **Week 4**

**Session 6: STRESS, RELAXATION and COGNITIVE THEORY**

**T 10/13**

***DUE: Learning Assignment #1 – Individual Presentation***

**Session 7: STRESS, RELAXATION and COGNITIVE THEORY**

**R 10/15**

***DUE: Learning Assignment #1 – Individual Presentation***

***DUE: Weekly Experience Log #3***

## **Week 5**

**Session 8: IDENTITY DEVELOPMENT**

**T 10/20**

*Multiple Dimensions of Identity; College student development*

Erikson, E. – summary sheet

Chickering, A. & Reisser, L. (1993). The seven vectors: an overview. In *Education and Identity* (pp. 43-52). San Francisco: Jossey-Bass.

Jones, S.R & McEwen, M.K. (2000). A Conceptual Model of Multiple Dimensions of Identity. *Journal of College Student Development*, 41, 405-414.

**Session 9: IDENTITY DEVELOPMENT**

**R 10/22**

### *Ethnic/cultural identity development*

Phinney, J.S. & Kohatsu, E.L. (1999). Ethnic and racial identity development and mental health. In Schulenberg, J. et. al. (Eds.) *Health Risks And Developmental Transitions During Adolescence* (420-443). Cambridge, UK: Cambridge University Press.

Rowe, W., Bennett, S.K., & Atkinson, D.R. (1994). White Racial Identity Models: A Critique and Alternative Proposal. *The Counseling Psychologist*, 22, 129-146.

### ***DUE: Weekly Experience Log #4***

## **Week 6**

### **Session 10: IDENTITY DEVELOPMENT**

**T 10/27**

*Individualism and Collectivism; Sexual orientation identity formation;*

Triandis, H. (1995). Introduction: Two constructs. In *Individualism and Collectivism* (pp. 1-15). Boulder: Westview Press.

Sullivan, P. (1998). Sexual Identity Development: The Importance of Target or Dominant Group Membership. In Sanlo, R.L. (Ed.) *Working With Lesbian, Gay, Bisexual and Transgender College Students: A handbook for faculty and administrators* (pp. 3-12). Westport, CT: Greenwood Press.

Fassinger, R. (2000). Lesbian, gay and bisexual identity and student development theory. In Sanlo, R.L. (Ed.) *Working With Lesbian, Gay, Bisexual and Transgender College Students: A handbook for faculty and administrators* (pp. 13-22). Westport, CT: Greenwood Press.

### **Session 11: IDENTITY DEVELOPMENT**

**R 10/29**

*GLIDE presentation*

Kogachi, R.S. (2000). Wrist. In Bao, Q., Yanagihara, H., Liu, T. (Eds.) *Take Out: Queer Writing from Asian Pacific America* (pp. 115). New York: Asian American Writers' Workshop.

Diagram of Sex & Gender from *The Center for Gender Sanity*. (2001, August 16). Retrieved September 19, 2007, from <http://www.gendersanity.com/diagram.shtml>

### ***DUE: Weekly Experience Log #5***

## **Week 7**

### **Session 12: IDENTITY DEVELOPMENT**

**T 11/3**

*Gender identity formation*

Lippa, R. (2002). Theories of gender. In *Gender, Nature, and Nurture* (pp. 68-100). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Tannen, D. (1998). Boys Will Be Boys: Gender and Opposition. In *The Argument Culture* (pp. 166-207). New York: Ballantine Books.

**Session 13: IDENTITY DEVELOPMENT**

R 11/5

*DUE: Learning Assignment #2 – Presentation*

*DUE: Weekly Experience Log #6*

**Week 8**

**Session 14: IDENTITY DEVELOPMENT**

T 11/10

*DUE: Learning Assignment #2 – Presentation*

**Session 15: IDENTITY DEVELOPMENT**

R 11/12

*DUE: Learning Assignment #2 – Presentation*

*DUE: Weekly Experience Log #7*

**Week 9**

**Session 16: COMMUNICATION and RELATIONSHIPS**

T 11/17

*Communication activity; communication styles*

Goleman, D. (2006). Prologue Unveiling a New Science. In *Social Intelligence* (pp. 3-12). New York: Bantam Books.

Goleman, D. (2006). Stress is Social. In *Social Intelligence* (pp. 223-237). New York: Bantam Books.

Benson, H. & Stuart, E.M. (1992). Communicating. In *The Wellness Book* (pp. 249-265). New York: Simon & Schuster.

Tannen, D. (2001). I Heard What You Didn't Say. The Washington Post. Retrieved September 19, 2007 from <http://www9.georgetown.edu/faculty/tannend/post051301.htm>

**Session 17: COMMUNICATION and RELATIONSHIPS**

R 11/19

*Communication tools*

Tannen, D. (1998). The Roots of Debate in Education and the Hope of Dialogue. In *The Argument Culture: Stopping America's War of Words* (pp. 256-290). New York: Ballantine Books.

*DUE: Weekly Experience Log #8*

**Week 10**

**Session 18: COMMUNICATION and RELATIONSHIPS**

T 11/24

*Listening skills*

Steinmetz, J., Blankenship, J., Brown, L., Hall, D., & Miller, G. (1980). Active listening. In *Managing Stress Before it Manages You* (pp. 61-65). Palo Alto, CA: Bull Publishing.

West, L., Anderson, J. & Duck, S. (1996). Crossing the barriers to friendships between men and women. In Wood, J. (Ed.) *Gendered Relationships* (pp. 111-128). Mountain View, CA: Mayfield Publishing Co.

**Holiday: Thanksgiving!**

**R 11/26**

## **Week 11**

**Session 19: COMMUNICATION and RELATIONSHIPS**

**T 12/1**

*Love relationships, sex, and stress*

Sternberg, R. & Whitney, C. (1991). Relationship Intelligence Lesson One: Understand the Triangular Love Equation. In *The Love Classroom* (pp. 77-97). New York: Bantam Books.

Dweck, C.S. (2006). The Mindsets. In *Mindset* (pp. 3-14). New York: Random House.

Dweck, C.S. (2006). Relationships: Mindsets in Love (Or Not). In *Mindset* (pp. 139-167). New York: Random House.

**Session 20: Final Class**

**R 12/3**

*DUE: Learning Assignment #3 –Communication Paper*

## **Finals Week**

*DUE: Final Reflection Paper*

*Date to be determined by instructor*

## Community Health Sciences 179 Learning Assignment #1

**Topic:** Exploring Schemas  
**Due:** Tues. 10/13  
**Format:** Presentation (2-3 page outline, 5 – 7 minute presentation)  
**Points:** 15

**Instructions:** This assignment asks you to use cognitive behavioral theory to analyze the relationships between distressing schemas, thoughts, feelings, and behaviors in your life. Use the diagram, *“How Do Beliefs, Thoughts, and Emotions Influence Behavior?”* as a guide for completing this assignment. You will develop and deliver a 5-7 minute presentation that addresses each of the presentation components listed below. On the first day of presentations, you will submit a typed outline to your section leader, regardless of whether or not you present that day.

**Grading:** Grades will be based on how effectively your presentation:

- Demonstrates your acquisition, critical analysis, and self-reflective application of knowledge.
- Uses course concepts, theories, articles, discussion, and activities to illustrate points.
- Specifically references at least **one** course reading to enhance or illustrate points.
- Addresses the requirements for each presentation component.
- Demonstrates effective organization, preparation, thoroughness, and clarity.
- Presents findings in an **engaging** manner (e.g. effective public speaking, use of props and other audiovisual aids, etc.) Note: Due to time restrictions, the use in this presentation of Power Point or any other computer-based visual aid is not permitted.

### Presentation Components:

1. Identify and describe an influential personal schema (in this case, a mistaken belief) that creates distress in your life. [Refer to the worksheet “Exploring Your Schemas” completed in class.] Select one of the schemas you identified in the exercise or identify an important schema that was not included on the worksheet.
2. Describe and discuss the developmental experiences/messages that contributed to the development of your chosen schema. You may write several, but only present *two to three* bullet points out loud!
3. Identify and describe the types of situations/stressors that activate your chosen schema.
4. Describe the types of automatic thoughts and self-talk that you experience when anticipating and confronting these situations. *Be very specific* and provide *several verbatim examples* of your automatic thoughts and self-talk in these situations. Link each of the automatic thoughts/self-talk to cognitive distortions that are embedded therein about the stressor/situation.
5. Categorize all the feelings/emotions (for example, fear, anger, sadness) that are stimulated by your automatic thoughts in relation to the stressor/situation. Discuss the impact of these feelings on your sense of well-being. Be specific.
6. Describe the physical sensations that you experience in conjunction with the specific feelings/emotions.
7. Identify the behavioral responses that are stimulated by your automatic thoughts in relation to the stressor/situation. Discuss the impact of your behavioral responses on your sense of well-being. Be specific.
8. Describe and discuss how your behavioral responses influence the outcomes you experience in connection with the stressor. Give examples.
9. Objectively analyze & describe the evidence that supports your schema, automatic thoughts, and cognitive distortions. You may write several, but only present *two to three* bullet points out loud!
10. Objectively analyze & describe the evidence that contradicts your schema, automatic thoughts, and cognitive distortions.
11. If you were able to rewrite your schema, what would it be?
12. With your new schema, what would your new automatic thoughts/self talk be? Give examples.

13. Visualize and describe as the beneficial impact that the revised schema and thoughts could have on your emotional well-being, behaviors, and outcomes when confronting your stressor.

### Sample Learning Assignment:

1. Schema: Love (in the romantic sense) does not last forever, and most romantic relationships end up as failures.
2. Developmental Experiences & Messages:
  - When I was younger, my parents were extremely in love with each other. But over time they grew apart, and eventually my dad started seeing someone else.
  - My junior year in high school, I fell completely in love with my first “real” girlfriend, but after dating for a year she ended up breaking my heart.
  - Many of my family members and friends seem happy and completely in love at the beginning of their relationships, but in the end the majority of them have failed marriages and relationships.
3. Activating Situations:
  - When a girl expresses that she’s starting to have strong feelings for me or when I feel that the relationship is becoming too serious.
  - When I see friends or family members struggle and fail in their relationships.
4. Automatic Thoughts/Self-Talk & Cognitive Distortions:
  - When the situation/stressor centers around my relationship:
    - How could I be so stupid to get involved in a relationship when it probably isn’t going to last? (Labeling)
    - This relationship will probably fail, I’ll eventually end up alone again, and even if I find someone else, it will eventually end, so why should I invest in any relationships? (Catastrophizing)
    - I should break up with her before things get too serious. (Should statement)
    - It’s hopeless. I am *never* going to find a real relationship that will last. (Emotional reasoning)
  - When the situation/stressor centers around my friends and family members relationships:
    - Why is she so surprised that things didn’t work out? Doesn’t she know how many relationships end in disaster? (Overgeneralizing)
    - It seems as though everywhere I turn, I see examples of failed relationships. For example, four of my six aunts and uncles have had their marriages end in divorce. (Selective abstraction)

*POSSIBLE OPPORTUNITY FOR INTEGRATING READING: In the reading, “Self-Talk,” the author says that much of the time, we are responsible for how we feel because our mood and feelings are often determined by what we tell ourselves. It’s our interpretation of events that usually make us feel the way we do, unless, of course, there are physiological factors involved, like injury or illness. This totally relates to my situation, because all the self-talk I listed just now results in negative feelings. For instance – I feel sad, depressed, hopeless, nervous, anxious, cynical, and sometimes angry (lead-in to #5):*

5. Emotions/Feelings:
  - Sad, Depressed & Hopeless
  - Nervous & Anxious
  - Cynical, Pessimistic & Angry
6. Physical Sensations:

- When I feel sad, depressed, and hopeless I feel physically fatigued and I lose all of my energy. I also engage in poor eating habits which make me feel unhealthy.
- When I feel nervous and anxious thinking about whether I should end my relationship, I experience racing thoughts which leads to physical anxiety and discomfort. For instance, the days before I broke up with my girlfriend I experienced headaches and an upset stomach.
- When I feel angry and cynical, my heart starts beating rapidly and my body gets really tense.

7. Behavioral Responses:

- If I feel I'm getting too close and emotionally attached to someone or if I feel my partner is becoming too clingy and dependent, I will distance myself from that person and act unfriendly and cold.
- When I envision myself alone in the future, I sometimes feel so anxious or depressed that I can't focus on anything (e.g. schoolwork).
- I actively look for faults in all relationships I see, even fictional ones (i.e. in books, movies, etc.)
- When I am talking to a friend or family member about his/her relationship problems I will be overly cynical and pessimistic, and as a result I am probably not very helpful or supportive.

8. Outcomes & Impact on Well-Being:

- By acting unfriendly and cold, I end up closing myself off from people who care about me. For instance, last spring quarter I ended a relationship with my girlfriend, and looking back I realize that it was a healthy and happy relationship.
- After breaking up with my girlfriend, I got really down and depressed, and I stopped going to class for a few weeks. I also ended up turning in my English paper late, and I didn't study as much as should have for my Political Science midterm.
- I'm not as sensitive or compassionate in certain situations as others would be. For instance, last year when my best friend was experiencing problems in his relationship he tried to talk to me about, but I wasn't very helpful. Because of this, I think he now avoids telling me about any problems that he is going through.

*POSSIBLE OPPORTUNITY FOR INTEGRATING READING: To look at evidence for and against my schema, I used the "Five Questions for Challenging Mistaken Beliefs" in the reading "Mistaken Beliefs." I asked myself, what is the evidence for this belief? Does this belief always hold true for me? Does this belief look at the whole picture? Does this belief promote my well-being? Did I choose this belief on my own, or did it develop growing up in my family? So here's what I came up with (lead-in to #9):*

9. Evidence Supporting Schema:

- The National Center for Health Statistics show that the marriage rate is 7.5 per 1,000 total population and the divorce rate is 3.6 per 1,000 population (46 reporting States and D.C.)
- My dad cheated on my mom.
- A good number of my friends have had their hearts broken, and it took them over a year to get over it.
- My first "real" relationship ended really badly.

10. Evidence Contradicting Schema:

- One of my uncles and his wife have been married for over 25 years and still seem to be in love.
- I have friends who have been dating for years and they seem very happy and in love with each other.
- Looking back, my relationship with my most recent girlfriend was much better than I thought it was, and I really learned a lot from being in that relationship.
- My parents have worked through their problems and are still trying to improve their marriage. There are times now when they do seem to be happy and in love. For instance, last month my family celebrated my sister's birthday and my parents were laughing with each other and seemed happy.

11. New Schema: While I can think of a lot of relationships that ended badly, I can also think of a number of relationships that are healthy, happy, loving, and successful. If I have an open mind, there is a good chance that I will end up in a successful relationship.
12. New Automatic Thoughts:
- I can choose not to let a few experiences keep me from having something that can potentially be good.
  - It's okay to allow myself to get close with someone. Even if the relationship doesn't work out, it doesn't mean that the experience wasn't good for me.
13. New Outcomes:
- I would feel more relaxed when meeting people I am attracted to, and I would feel more excited about the possibility of starting a relationship with someone.
  - I would become more hopeful in the fact that that love might possibly last longer than I think it can.
  - I would open myself to people who care about me.
  - I would be a better friend because my friends wouldn't feel the need to avoid talking with me about any relationship issues they may be having.
  - I would be more aware of the successful relationships that are around me, and as a result I wouldn't be so cynical and pessimistic.
  - I would be able to develop more meaningful relationships that bring me happiness.

## Community Health Sciences 179 Learning Assignment #2

**Topic:** Who Are We? Exploring Different Aspects of Our Identity Development  
**Due:** Thurs. 11/5  
**Format:** Presentation (Outline 2-3 pages, Presentation 5-7 minutes)  
**Points:** 15

**Instructions:** This assignment asks you to examine the process of your identity development through the lens of the theories introduced in the course. You will develop and deliver a presentation lasting 5-7 minutes focusing on *one* of the topics listed below. Each student is required to submit a typed outline on the first day of presentations, regardless of whether or not you present that day.

**Grading:** Grades will be based on how effectively your presentation:

- Demonstrates your acquisition, critical analysis, and self-reflective application of knowledge.
- Uses course concepts, theories, articles, discussion, and activities to illustrate points.
- Specifically references at least one course reading to enhance or illustrate points.
- Addresses the requirements listed under each topic.
- Demonstrates effective organization, preparation, thoroughness, and clarity.
- Presents findings in an engaging manner (e.g. effective public speaking, use of props and other audiovisual aids, etc.) Note: Due to time restrictions, the use in this presentation of Power Point or any other computer-based visual aid is not permitted.

### **Topic 1: Chickering's Seven Vectors of College Student Development**

Reflect on your experiences over the past few years and assess your growth/development within *three* vectors that are salient to your life. Summarize your experiences as they relate to the three vectors you have chosen. In particular address the following:

- a. Discuss the growth/development you have already experienced and provide *specific* examples of 1) the evidence of your growth and 2) the experiences that fostered this growth.
- b. Discuss the ways you desire and/or need to grow within the selected vectors.
- c. Identify and discuss *specific* experiences that would foster future growth within the selected vectors.
- d. Discuss how your development in these vectors has influenced and is influenced by your development in other components of your identity (e.g. ethnicity, gender, etc).

### **Topic 2: Social Construction of Gender Identity**

Reflect on your experiences and examine the development of your gender identity focusing on social constructivist theories. In particular, address the following:

- a. Describe using specific examples the most influential messages you received while growing up about what it means to be of your gender. Identify the sources of these messages.
- b. Discuss how these messages exerted subtle or overt pressure to conform to a particular gender role. In addition, describe your emotional response(s) to the pressure(s) you encountered.

*Attention: Questions for Topic #2 continue on the following page*

- c. Discuss how these messages affected your views about yourself and others, both male and female.
- d. Discuss how these messages influenced your actions, decisions, and choices. Provide specific examples.
- e. Discuss how these messages have supported your development and ability to authentically be yourself. Conversely, discuss how these messages have inhibited your development and ability to be yourself.
- f. Identify and briefly describe one of the gender development theories discussed in the chapter *Theories of Gender*, and discuss how the development of your gender identity relates to the theory you selected.
- g. Discuss how the development of your gender identity influences and is influenced by your development in other components of your identity.

**Topic 3: Sexual Identity Development**

Reflect on your experiences and examine the development of your identity in the domain of sexual orientation. In particular, address the following:

- a. Using the "Inclusive Model of Lesbian/Gay Identity Formation", discuss your development with regard to both the individual and group membership dimensions of each stage --- "awareness", "exploration", "deepening commitment", and "internalization/synthesis".
- b. For the phase(s) that you have not experienced, identify and discuss experiences that would promote your healthy development through the phase(s).
- c. Discuss how your views pertaining to gays, lesbians, and bisexuals have been influenced by your gender stereotypes, expectations, and biases.
- d. Discuss how the GLIDE presentation informed your understanding of your own sexual identity development.
- e. Discuss how the development of your sexual identity influences and is influenced by your development in other components of your identity.

**Topic 4: Sexual Identity: Target or Dominant Group Membership**

Reflect on your experiences and examine the development of your identity in the domain of sexual orientation. In particular, address the following:

- a. Using Sullivan's identity development model, discuss your development with regard to each stage --- "naiveté," "acceptance," "resistance," "redefinition," and "internalization."
- b. For the stage(s) that you have not experienced, identify and discuss experiences that would promote your healthy development through the stage(s).
- c. Discuss how your views pertaining to gays, lesbians, and bisexuals have been influenced by your gender stereotypes, expectations, and biases.
- d. Discuss how the GLIDE presentation informed your understanding of your own sexual identity development.
- e. Discuss how the development of your sexual identity influences and is influenced by your development in other components of your identity.

**Topic 5: Ethnic and Racial Identity Development**

Reflect on your experiences and examine the development of your ethnic and racial identity development. In particular, address the following:

- a. Using Phinney and Kohatsu's Ethnic and Racial Identity Model, discuss your development in the context of the initial, transition, intermediate, and final stages and elaborate on the critical influences/incidents that have characterized and contributed to your development within each stage.
- b. For the stage(s) that you have not experienced, identify and discuss experiences that would promote your healthy development through the stage(s).
- c. Discuss how the development of your ethnic and racial identity influences and is influenced by your development in other components of your identity.

**Topic 6: White Racial Consciousness**

Reflect on your experiences and examine the development of your white racial consciousness. In particular, address the following:

- a. Discuss your development in the context of the statuses and types of white racial consciousness and elaborate on the critical influences/incidents that have characterized and contributed to your movement between the statuses and types.
- b. Discuss the ways you desire and/or need to develop with regards to your white racial consciousness, and discuss specific experiences that would promote this development.
- c. Discuss how the development of your white racial consciousness influences and is influenced by your development in other components of your identity.

**Topic 7: Individualism and Collectivism**

Triandis asserts that "...people are typically both individualists and collectivists. The optimal states of individual and societal health are linked to the balance between these two tendencies." Analyze the impact of individualism and collectivism in your own life. In particular, address the following:

- a. Discuss some of the key developmental experiences that have revealed the impact of individualistic and collectivist orientations in shaping your identity and values.
- b. Discuss the ways your upbringing has contributed to a balance or imbalance between these two tendencies.
- c. Discuss the ways the clashes between collectivist and individualistic orientations have contributed to tension or conflict in your life.
- d. Identify specific experiences that would support you in achieving either a healthier balance between individualism and collectivism or a resolution to the tension/conflict associated with clashes between the orientations.
- e. Discuss how the relationship between the individualistic and collectivist orientations in your life have influenced and are influenced by your development in other components of your identity.

## Community Health Sciences 179 Learning Assignment #3

**Topic:** Communication  
**Due:** Thurs. 12/3  
**Format:** Written Assignment (4 – 5 pages)  
**Points:** 10

**Instructions:** This assignment asks you reflect on your use of the *Communication Format* and/or *Iceberg Technique* tools. Use the *Communication Format* and/or the *Iceberg Technique* in **two** different situations where you need to communicate with a friend, relative, roommate, etc. about something potentially difficult. Please reference your course materials to review the specific steps of the *Communication Format* and *Iceberg Technique* tools. In addition, reflect on your use of your communication skills in relation to one component of your identity. Finally, write a 4 – 5 page paper focusing on your communication experiences. The following are important guidelines for completing the assignment:

- Use a 12-point Arial or Times New Roman font and double space each line.
- Number your answer to each question within the assignment.

**Grading:** Grades will be based on how effectively your assignment:

- Demonstrates your acquisition, critical analysis, and self-reflective application of knowledge.
- Uses course concepts, theories, articles, discussion, and activities to illustrate points.
- Specifically references at least one course reading to enhance or illustrate points.
- Addresses the requirements listed under each topic.
- Demonstrates effective organization, preparation, thoroughness, and clarity.
- Incorporates proper grammar and spelling.

*Note: Assignments are due at the beginning of class on the day assigned. If you are absent from class on the day an assignment is due, you can send it via e-mail prior to the beginning of class. Late assignments will be penalized.*

### **Part I**

*Specifically address each of the following questions for **each of the two times** you use the tool(s):*

1. Set the scene. Describe the situation or events leading up to your use of the *Communication Format* or *Iceberg Technique*.
2. What did you say when you used the tool? Share exactly what you said for each step in the tool.
3. What was it like for you to use this type of communication? Difficult? Awkward? Liberating? Other? Explain why or why not. How did the person with whom you were communicating respond?

### **Part II**

Select one of the following components of identity: gender; ethnicity; religion; culture; or nationality (i.e., NOT character traits like honesty, confidence, and charm). Think about that component in terms of your identity.

*Specifically address each of the following questions with that component in mind:*

1. How might that component of your identity influence your ability to use the communication skills taught in class?
2. In the context of that component of your identity, under what circumstances might it be most challenging to use your communication skills? Give an example and explain.
3. In the context of that component of your identity, under what circumstances might it be least challenging to use your communication skills? Give an example and explain.

## Community Health Sciences 179 Final Reflection Paper

**Topic:** Personal Reflections on Lessons Learned  
**Due:** *Date to be determined by Instructor*  
**Format:** Written Assignment (10 – 12 pages)  
**Points:** 15

**Instructions:** The final reflection paper is an opportunity for you to synthesize what you learned this quarter and apply it to your life.

**Grading:** Grades will be based on how effectively your final paper:

- Demonstrates your acquisition, critical analysis\*, and self-reflective application of knowledge.

*Critical analysis of course content involves discussing your experiences and their relationship to assertions made by our authors. It is not a mere listing of author names, article titles, or paraphrased content. Be concrete and cite class readings, discussion, activities, etc. in your paper. Critical analysis goes beyond simply demonstrating knowledge of a theory; it involves demonstrating the ability to examine an issue from multiple perspectives, weigh the evidence that supports or fails to support theoretical propositions, and manage one's life more effectively by drawing on relevant theory & research. For example, the Triandis theory of individualism & collectivism might help you to understand why you as a child of immigrant parents experience emotional conflict trying to satisfy your family's expectation that you pursue a career of their choosing versus pursuing your own passion and career interests.*

- Uses course concepts, theories, articles, discussion, and activities to illustrate points.
- Addresses the requirements listed under each topic.
- Demonstrates effective organization, preparation, thoroughness, and clarity.
- Incorporates proper grammar and spelling.
- Specifically **references at least seven course readings** to enhance or illustrate points and provides a **bibliography** at the end of the paper.

*Provide references within your paper to the seven course readings, per this example: "I think that by writing the weekly journals, I've made progress in letting go of mistaken beliefs, because simply recognizing them is thought to be the first step in that process (Bourne, pp. 215-216)."*

*In addition, provide a list of the readings you referenced – a bibliography – at the end of your paper. Each item on the list should look like this example: Bourne, R. (2000). *Mistaken Beliefs. The Anxiety & Phobia Workbook*. Oakland: New Harbinger Press. 215-231.*

The following are important guidelines for completing the assignment:

- Use a 12-point Arial or Times New Roman font and double space each line.
- Number your answer to each question within the assignment.

*Note: The Final Paper is due at the beginning of the last day of class. If you are absent from class on this day, you can send it via e-mail prior to the beginning of class. Late assignments will be penalized.*

**Part I:** Letter to Yourself (5 – 6 pages)

Write a letter to yourself, describing what you have learned and what you would like to retain after this class is over. To that end, please address the following questions. Be sure to use specific examples in clarifying and supporting the points you wish to make.

1. What have you learned about yourself and how have you developed personally as a result of your efforts in the course?
2. What have you learned from your peers and how have you developed interpersonally (i.e. how you interact and relate with others) as a result of your efforts in the course?
3. Specify three personal or interpersonal goals that you have, and for each goal establish a plan to achieve it based on what you learned in this course. Be sure to identify the specific concepts, theories, and skills that you will need in order to accomplish your plans. In addition, identify the action steps you will need to take to successfully accomplish your plans.

**Part II:** Weekly Experience Log Summary & Assessment (4 – 5 pages)

Using your Weekly Experience Logs, write about your experience this quarter by addressing the questions listed below.

1. Review your Weekly Experience Logs. What did you learn about yourself as a result of completing these logs? Explain and give specific examples.
2. What were your biggest challenges in meditation? What circumstances made it difficult for you to use this technique? How did you attempt to overcome the challenges? To what extent were your attempts to meet the challenges effective? Explain and give specific examples.
3. What relationships did you observe between your meditation practice and your ability to manage distressing thoughts and emotions? Explain and give specific examples.
4. What relationships did you observe between your positive journaling practice (i.e., part 3 of the weekly experience log) and your ability to manage distressing thoughts and emotions? Explain and give specific examples.
5. What did you learn from completing the reflective learning sections (i.e., part 4 of the weekly experience log)?

**Part III:** Self Assessment (1 – 2 pages)

1. What did you contribute to class this quarter? Please support your assertions with specific examples.
2. How did your contribution impact your experience and make a difference in the experiences of your classmates? Please support your assertions with specific examples.
3. Evaluate your performance in the course, taking into consideration your engagement, effort, and the quality of your work.

*To assist you in focusing your response, review the following excerpts from the course syllabus that describe the basis for grading and assessment of your participation:*

**Grading:** This course challenges you to develop new knowledge and skills and to examine and test the relevance of course content in your own and others students' lives through critical analysis and application. You will be judged on your growth exhibited across these dimensions. Adequate demonstration of growth requires that you attend class, actively and constructively participate, and complete assigned readings and projects. You will be evaluated on your participation in discussions, completion of experiential learning activities, and the quality of your presentations and papers. You will not be graded on a curve. To do well in the course, you must demonstrate a thorough understanding of course material, characterized by critical thought, self-reflective analysis, and creative application."