

**COMMUNITY COLLEGE OF CITY UNIVERSITY**

**CITY UNIVERSITY OF HONG KONG**

**Information on a General Education Course**

<b>Course Title:</b>	(English) <b>Practical Psychology for Everyday Life</b> (Chinese) 日常應用心理學
<b>Course Code</b>	CGE14402
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>A1</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Offering Division:</b>	<b>Division of Social Sciences</b>
<b>Remarks:</b>	ASocScAPSS and ASocScLTM students and Graduates of Diploma in General Studies (who have taken this course), are not allowed to take this course

**Course Aims:**

This course aims at enhancing students' self-awareness of his / her behaviour patterns, particularly when interacting with others. Through an activity approach, students can gain insight into the different processes involved in social interactions.

**Course Intended Learning Outcomes (CILOs)** (*What the student is expected to be able to do at the end of the course according to a given standard of performance*)

Upon successful completion of this course, students should be able to:

1. Apply enhanced knowledge and skills in interpersonal communication between and among individuals and groups.
2. Analyse and apply the skills required to build up and maintain good personal relationships.
3. Explain the mechanisms underlying human behaviour.
4. Describe the advantages of self-knowledge in developing sensitivity in interpersonal interactions.
5. Describe the major theories and models of communication and love.

**Alignment of the CILOs with the ILOs of General Education:**

<b>Intended Learning Outcomes (ILOs)</b>		<b>CILOs</b> ( <i>Please ✓ if the CILO(s) is/are aligned with the PILO</i> )					
		1	2	3	4	5	
I.	Demonstrate a solid foundation of inquiry skills for life-long learning	✓					
II.	Apply critical and creative thinking skills		✓				
III.	Communicate coherently in written and spoken language	✓	✓	✓	✓	✓	
IV.	Apply quantitative reasoning / problem solving skills	✓	✓				
V.	Demonstrate capacity for ethical reasoning and responsible actions			✓	✓	✓	
VI.	Recognize the important characteristics of diverse peoples and cultures		✓	✓			
VII.	Examine the major regional and global issues and						

	relate them to the socio-political, cultural, economic and technological factors.						
VIII.	Appreciate the impact of scientific and technological development on society and individual.						

**Keyword Syllabus:** *(a brief description of the syllabus of the course)*

This course covers the following key topics:

- **Effective Communication**  
Basic elements of communication; barriers of an effective delivery of messages; verbal and non-verbal communication; one-way and two-way communication; levels of communication; and intentional attending.
- **Knowing Ourselves**  
Self awareness; better management of one's own emotions and understanding of one's value system; self perception and how others perceive you; formation of self concept; and basics of self-assertiveness.
- **Dating, Love, and Marriage**  
Basic skills to build up and maintain personal relationships; examining personal expectations and anxieties in relation to love and dating; myths of marriage; and attitudes towards sex.
- **Mental Health and Life Style Management**  
Understand stress, mental health, healthy and risky behaviours; learning of life-style and personal health behaviours; and changing of life-style and health behaviours.
- **Assertiveness Training**  
Concept of assertion, self-confidence, personal rights; giving and receiving negative feedback; coping with criticism, handling compliments; and differentiation between passiveness, assertiveness and aggressiveness

**Pre-requisites:** Nil

**Pre-cursors:** Nil

**Equivalent Courses:** DSS10103 Practical Psychology for Everyday Life

**Exclusive Courses:** Nil

**Course Duration:** 1 Semester

**Semester:** As required

**Teaching and Learning Activities (TLAs):** *(designed to facilitate students' achievement of the CILOs)*

Types of TLAs	Hours per week (if applicable)
<b>A.</b> Lectures focus on the introduction and explanation of the rudimentary concepts essential to understanding and completing the various structured and unstructured class exercises and activities to demonstrate how an array of psychological concepts and knowledge could be applied in everyday living. Occasional in-lecture discussions may be organised.	2 hours per week
<b>B.</b> Tutorials provide students with the opportunity to apply the concepts and theories covered in lectures to examine the psychological phenomena of common everyday occurrence. Activities include (a) presentation (involving group discussions and activities), (b) role play (e.g., role-simulation, perspective-taking, integration and application of concepts acquired in this course), (c) structured activities (e.g., questionnaires, group exercises,	1 hour per week (that could also be offered as a 2-hour tutorial fortnightly)

case discussions and analyses, simulations, demonstrations), and (d) psychological tests (e.g., structured and unstructured questionnaires, self-report scales, rating scales).										
<b>Assessment Tasks/Activities:</b> <i>(designed to assess how well the students achieve the CILOs)</i>										
Type of assessment tasks/activities	%	Remarks								
Coursework, including:	60%									
<b>i. Role-play exercise</b> (group)	25%	Students in groups apply the concepts learned to a role-play situation to demonstrate mastery of psychological knowledge and skills in resolving everyday complications.								
<b>ii. Contribution to class discussion</b>	10%	Assessment is based on active contribution to class discussions with relevant personal examples and experiences.								
<b>iii. Mid-term test</b>	25%	One Multiple Choice Question test to assess students' understanding and application of theories and concepts.								
<b>iv. Examination</b>	40%	Students attempt short answer questions to demonstrate their abilities to analyse and apply relevant psychological concepts in different situations or contexts.								
<b>Alignment of TLAs and Assessment Tasks/Activities with the CILOs:</b>										
<b>CILOs</b>	<b>TLAs</b> <i>(Please ✓ if the TLA(s) is/are aligned with the CILO)</i>					<b>Assessment</b> <i>(Please ✓ if the Assessment(s) is/are aligned with the CILO)</i>				
	a.	b.	c.	d.	e.	i.	ii.	iii.	iv.	v.
1	Apply enhanced knowledge and skills in interpersonal communication between and among individuals and groups.	✓	✓	✓	✓	✓	✓		✓	
2	Analyse and apply the skills required to build up and maintain good personal relationships.	✓	✓	✓	✓		✓	✓		✓
3	Explain the mechanisms underlying human behaviour.	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Describe the advantages of self-knowledge in developing sensitivity in interpersonal interactions.	✓			✓		✓	✓		✓
5	Describe the major theories and models of communication and love.	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Assessment Schedule</b> (on the basis of Assessment Tasks/ Activities identified above)										
Examination (%): 40%	Duration (Hrs): 2 hrs	Coursework (%): 60%	Participation (%): 0							
Grading Mode: Standard (graded)										
<b>Indicative Readings</b>										
<b>Recommended Textbook</b>										
Course pack: (2013). <i>Practical psychology for everyday life</i> . Boston, MA: Pearson.										
<b>References</b>										
Branden, N. (2001). <i>The psychology of self-esteem: a revolutionary approach to self-understanding that launched a new era in modern psychology</i> . San Francisco, CA: Jossey-Bass.										
Corey. G., & Corey. M. S. (2010). <i>I never knew I had a choice: explorations in personal growth</i> (9th ed.). Pacific Grove, CA: Brooks/ Cole.										

- Cramer, P. (2006). *Protecting the self: defense mechanisms in action*. New York: Guilford Press.
- Greenberg, J. S. (2013). *Comprehensive stress management*. New York: McGraw-Hill.
- Griffith, D. B., & Goodwin, C. (2013). *Conflict survival kit: tools for resolving conflict at work*. Boston, MA: Pearson
- Rothwell, J. D. (2013). *In the company of others: an introduction to communication*. New York: Oxford University Press.
- Seligman, M. (2011). *Flourish: a visionary new understanding of happiness and well-being*. New York: Free Press.
- Sternberg, R. J., & Weis, K. (2006). *The new psychology of love*. New Haven, CN: Yale University Press.
- Weiten, W., Dunn, D. S., & Yost, E. (2012). *Psychology applied to modern life*. Belmont, CA: Wadsworth Cengage Learning.