

Las Positas College
Curriculum Committee Meeting
08/18/2025
6.0 Second Reading/Voting Packet

6.1 CSU Transfer

- PCN 20 Thriving in College



Course Outline for Psychology-Counseling 20 Thriving in College **Effective:** Fall 2026

Catalog Description:

PCN 20 - Thriving in College 2.00 Units

This course explores the essential concepts, knowledge, and skills needed for college success. Students will analyze topics such as motivation, decision-making, interpersonal communication, multicultural awareness, and learning theory. Additionally, they will use problem-solving strategies in areas like goal setting and career development.

2 Units Lecture

Course Grading: Optional

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify campus resources, explain their purpose and access, and use them to support academic success.
- B. Identify and explain student rights and responsibilities, and locate and navigate the related policies online through the student handbook or campus website.
- C. Identify personal values and educational interests, and explain how they influence academic and career choices.
- D. Identify general or specific educational goal(s) and outline a plan to achieve them.

- E. Identify and describe curricular options or institutional resources that align with students' educational plan, and utilize these resources or courses to support academic and career goals.
- F. Identify and evaluate personal attitudes, motivations, or behaviors that affect academic success.
- G. Describe interpersonal, creative, personal techniques, or multicultural perspectives that promote college success.
- H. Identify factors that influence problem-solving, goal-setting, and decision-making.
 - I. Apply effective reading strategies, time management, note-taking methods, and test-taking techniques, and in academic tasks.
 - J. Identify and apply decision-making and change theories, and recognize opportunities for making informed choices in academic or personal contexts.

Course Content:

- 1. Beliefs, Attitudes and Behavior
 - 1. Critical analysis of beliefs, attitude, behavior and their impact on college success
 - 1. Theories on college students' beliefs, attitude and behavior
 - 2. Defining and disputing irrational beliefs
 - 3. Developing and accepting personal responsibility
 - 4. Becoming an active learner
- 2. Interpersonal Skills
 - 1. Development of healthy relationships
 - 1. Coping with personal problems and life crisis
 - 2. Strengthening relationships with active listening
 - 3. Creating a support system
 - 2. Acknowledgement of diversity
 - 1. Respecting cultural and social differences
 - 2. Communicating with people from diverse backgrounds
- 3. Critical Thinking and Problem Solving
 - 1. Emotional Intelligence
 - 2. Decision-making strategies
 - 1. Choices and consequences
 - 2. Wise choice process
 - 3. Theories of Motivation
 - 1. Extrinsic and intrinsic
 - 2. Needs and values clarification
 - 3. Identifying and creating inner motivation
 - 4. Creativity Techniques
 - 1. Brainstorming and mind-mapping
 - 2. Visualization
- 4. Academic Success Skills
 - 1. Independent and interdependent learning
 - 2. Time management
 - 1. Establishing priorities
 - 2. Avoiding procrastination
 - 3. Balancing Life

3. Goal Setting
 1. Designing a compelling life plan
 2. Influence on academic performance
4. Textbook Study
 1. Effective reading techniques (SQ3R)
 2. Textbook note-taking techniques
5. Learning Theory
 1. Research of learning styles and effective learning strategies
 2. Techniques for learning specific subjects
5. Higher Education in Society
 1. Value and purpose of higher education
 1. Understanding the value of attaining a higher education
 2. The informed citizen's role in society today
 2. Understanding the college/university systems
 1. Admission requirements and academic opportunities at the CCC, CSU, UC and Independent institutions in the state of CA
 2. Culture of higher education
 3. Faculty expectations, assumptions, and availability
 4. Demonstrating ability to locate, evaluate and utilize institutional resources
 5. Qualities of successful students
6. Self-Awareness and Personal Growth
 1. Administer and interpret self-evaluative measures which may include areas of interests, personality preferences, strengths, values, ability and decision-making styles.
 2. Developing and implementing short-term and long-term education plans
 3. Connecting academic planning to career and life planning

Methods of Instruction:

1. Audio-visual Activity - Design Slides: Create a PowerPoint or Google Slides presentation with relevant images, charts, and bullet points to visually represent the information. Record Voiceover: Record an audio narration to explain and expand upon the content on each slide. Edit Presentation: Refine the presentation by synchronizing the audio with the visual elements for clarity and coherence. Present: Share the completed presentation using a projector or screen for visuals and speakers for audio in a classroom or group setting. This activity combines auditory and visual elements, allowing students to engage with the material in an interactive and effective manner.
2. Classroom Activity - Think-Pair-Share: Students individually contemplate a question or topic, engage in a dyadic discussion with a partner, and subsequently present their insights to the class, fostering reflective thinking, collaborative exchange, and articulate expression. Seminar Discussions: Organize students into small groups to engage in an in-depth discussion of a specific topic or case study. Each group synthesizes their analysis and presents their findings to the class, encouraging collaborative learning and critical evaluation. Role-Playing Exercises: Students assume various roles pertinent to the lesson and enact scenarios, thereby gaining a multifaceted understanding of different viewpoints and practical application of theoretical concepts. Structured Debates: Facilitate a formal debate on a relevant issue, where students defend or challenge specific positions. This activity hones critical reasoning, persuasive communication, and argumentation skills. Real-Time Polling: Utilize technology to

conduct instantaneous polls or quizzes during the class, providing immediate feedback and actively engaging students in the learning process. Case Study Analysis: Introduce a real or hypothetical case study related to the course content. Students critically analyze the case, identify key issues, and develop proposed solutions, applying theoretical knowledge to practical scenarios. Peer Review Sessions: Implement peer review activities where students evaluate and critique each other's work, such as essays or projects. This process fosters critical assessment skills and offers diverse perspectives on their work. Simulation Exercises: Conduct simulations that replicate real-world situations relevant to the course material. This hands-on approach allows students to apply theoretical knowledge in a controlled, experiential context. Concept Mapping: Have students create detailed visual diagrams that illustrate the interrelationships between various concepts covered in the lesson. This technique aids in organizing and consolidating knowledge. Jigsaw Method: Divide the class into groups, with each group researching and presenting a distinct component of a broader topic. Students then come together to integrate their findings, constructing a comprehensive understanding of the subject matter. These activities are crafted to promote active engagement, collaborative learning, and a nuanced comprehension of the material.

3. Discussion - Discussion of different topics as a class or discussion of case scenarios.
4. Field Trips - Students to participate in campus or four-year University field trips
5. Guest Lecturers - Guest speakers
6. Lecture - Lectures
7. Projects - Individual or group projects
8. Student Presentations - Individual or group Student Presentations

Typical Assignments

A. Other:

1. Identify cultural differences present in your classes or within the broader college community. Discuss how a deeper understanding of these cultural variations can enhance your development as a student and benefit your future career.
2. Examine the concept of time as a resource, assess your own time management practices, and create a plan to improve your ability to focus and use time more effectively.

B. Writing:

1. Albert Ellis posited that irrational beliefs can derail your progress and diminish self-esteem. Propose rational beliefs that could be used to challenge and replace these irrational beliefs.
2. Reflect on a time when you faced an emotionally charged conflict with another individual. Describe the resolution process and the strategies employed. Consider what alternative outcomes you would aim for and the strategies you would use in future conflicts.
3. In 3-4 typed pages, identify 2-3 labels you have received from family, peers, or society. Analyze how these labels have influenced or constrained your academic performance, self-esteem, and current goals.

Methods of Evaluating Student Progress

A. Quizzes

1. Weekly or biweekly quizzes

- B. Oral Presentation
 - 1. 3 times during the semester or as needed.
- C. Group Projects
 - 1. At least one project or as needed.
- D. Class Participation
 - 1. Every time the class meets.
- E. Home Work
 - 1. Weekly or bi-weekly.

Student Learning Outcomes

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

- A. Assess their own self-awareness, responsibility, and motivation, and apply alternative strategies to enhance their college success.
- B. Set and pursue long-term educational goals by selecting suitable courses.
- C. Identify how their decisions influence their lives and understand the resulting outcomes.

Textbooks (Typical):

Textbook:

- 1. Skip Downing *On Course*. 11th ed., Cengage Learning, 2023.
- 2. Christine Harrington *Student Success in College: Doing What Works!*. 4th Edition ed., Cengage, 2023.

Software:

- 1. On Course. , (/e).