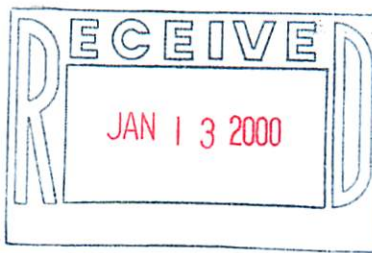


LSC Use Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_



UWUCC USE Only  
Number: 99-54  
Submission Date: \_\_\_\_\_  
Action-Date: App 2/22/00

*Senate App 4/4/00*

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Kim Weiner Phone 7-2621  
Department Counseling and Student Development

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Life Skills  
Suggested 20 character title

**New Course\*** CNSD 150 Life Skills; Improving your Social and Emotional Intelligence  
Course Number and Full Title

**Course Revision** \_\_\_\_\_  
Course Number and Full Title

**Liberal Studies Approval +** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track

**New Program\*** \_\_\_\_\_  
Program Name

**Program Revision\*** \_\_\_\_\_  
Program Name

**Program Deletion\*** \_\_\_\_\_  
Program Name

**Title Change** \_\_\_\_\_  
Old Program Name  
New Program Name

**III. Approvals (signatures and date)**

*Charles A. Kennedy, Ph.D.*  
Department Curriculum Committee

*Kim Weiner, Ph.D.*  
Department Chair

*Amy Carson (Chairman)*  
College Curriculum Committee

*[Signature]*  
College Dean

Director of Liberal Studies (where applicable)

\*Provost (where applicable)



## **I. Catalog Description**

**CNSD 150 Life Skills: Improving your Social and Emotional Intelligence** 1c -0l-1-sh

**Prerequisites:** permission of instructor

This course will provide students with practical, hands-on cognitive, emotional and interpersonal skills which will help them to increase their abilities to process and respond to environmental demands and stresses of their social and academic environment. These skills include mindfulness, emotion regulation, behavior management, and handling relationships by understanding emotions in others. The goals of the course will be to understand basic principles of emotion regulation and interpersonal effectiveness, improve students' ability to focus and attend to one's own thoughts and feelings as they apply to the skills described above.

## **II. Course Objectives**

- A. Learn to distinguish "rational mind" from "emotional mind".**
- B. Develop the skill of "mindfulness" or focused attention.**
- C. Identify emotions, label them and locate them in body.**
- D. Develop skills for reducing vulnerability to difficult emotions.**
- E. Recognize factors reducing interpersonal effectiveness.**
- F. Develop communication skills, including the ability to "make requests", say "no", acknowledge one's own and the other's feelings, setting limits, and resolving conflicts.**
- G. Recognize destructive coping behaviors for dealing with stress.**
- H. Develop alternative coping behaviors for tolerating distress.**

### III. Detailed Course Outline

- |    |   |        |
|----|---|--------|
| 1. | Developing the skill of mindfulness or “wise mind”.<br>skills taught:   | 3 hrs  |
|    | <ul style="list-style-type: none"> <li>a. Wise Mind               <ul style="list-style-type: none"> <li>i. “What” skills (observe, describe, participate)</li> <li>ii. “How” skills (non-judgmentally, one-mindfully, effectively)</li> </ul> </li> <li>b. Follow the breath (Breathing Retraining -BRT)</li> <li>c. Relaxation training (progressive muscle relaxation, relaxation response)</li> </ul>   |        |
| 2. | <ul style="list-style-type: none"> <li>a. Developing Emotion awareness/ regulation skills               <ul style="list-style-type: none"> <li>i. Understand your emotional experience</li> <li>ii. Reduce emotional vulnerability</li> <li>iii. Awareness of destructive coping behaviors</li> </ul> </li> <li>b. Myths about emotions</li> <li>c. Model for describing emotions</li> <li>d. Positive aspects of emotion</li> <li>e. Skills for reducing vulnerability to difficult emotions               <ul style="list-style-type: none"> <li>i. managing anger</li> <li>ii. managing stress</li> </ul> </li> <li>f. Skills for increasing positive emotions</li> </ul>  | 4 hrs. |
| 3. | <ul style="list-style-type: none"> <li>a. Goals of Interpersonal Effectiveness               <ul style="list-style-type: none"> <li>i. Objectives effectiveness</li> <li>ii. Relationship effectiveness</li> <li>iii. Self respect effectiveness</li> </ul> </li> <li>b. Barriers to interpersonal effectiveness               <ul style="list-style-type: none"> <li>i. Lack of skills</li> <li>ii. Worries</li> <li>iii. Emotional lability</li> <li>iv. Indecision</li> <li>v. Environmental blocks</li> </ul> </li> <li>c. Assertiveness Training (setting limits, saying “no”, asking for something)</li> <li>d. Conflict Resolution               <ul style="list-style-type: none"> <li>i. Negotiating</li> <li>ii. Conflict Strategies</li> <li>iii. Problem Solving</li> </ul> </li> </ul> | 5 hrs  |
| 4. | Distress Tolerance/Reduction of destructive behaviors   | 2 hrs  |

1. Skills for tolerating and surviving crisis
  - a. Distract
  - b. Self-soothe the five senses
  - c. Improve the moment
  - d. Pros and cons
2. Skills for accepting life as it is in the moment

5. Final class evaluation

1 hr.

#### **IV. Evaluation Methods**

The format of the class will be as follows. There will be a review of homework assignments, with discussion of problem solving strategies. Discussion will also include assigned readings. Each week a new skill will be introduced with role play to practice it. Each week there will be a meditation or relaxation exercise.

Classroom participation (30%), weekly homework (skill practice) (50%),  
Final exam (20%)

A (90-100), B (80-89), C (70-79), D (60-69), F (below 60)

#### **V. Required Books and Readings:**

- 1) Johnson, David (1997) Reaching Out: Interpersonal Effectiveness and Self-Actualization. Sixth Edition. Allyn & Bacon. Chapters 5,8,9,10,11.
- 2) Kabat-Zinn, Jon (1998) Wherever you go there you are. Hyperion Press. (selected readings)
- 3) Nhat Hanh, Thich (1975) The Miracle of Mindfulness Beacon Press. (selected readings)

#### **Supplemental (recommended) books:**

- 4) Kornfield, Jack (1993) A Path With Heart. Bantam Books
- 5) Goleman, Daniel. (1995) Emotional Intelligence. Bantam Books

#### **VI. Special Resource Requirements**

The student will need an audio cassette recorder to listen to relaxation/meditation tapes.

offices, as long as the student him or herself is interested in working on these self improvement skills.

A2. This course does not require changes in any existing courses on campus.

A3. This course has never been offered at IUP on a trial basis. Content of this course has been offered in the Counseling Center as a counseling group called "Life Skills". This group was attended by students who were either referred by psychologists and counselors at the Center, or by students who responded to an ad in the Penn advertising the group. It has been offered twice.

A4. This course is not intended to be dual level.

A5. This course is not to be taken as variable credit.

A6. Many universities and colleges are adding courses similar to this to their curriculum. Many of the skills taught here are included in freshman experience courses.

A7. No. This is a course which is optimally offered by clinical or counseling psychologists. As a hands-on course, it will involve the balance of both clinical and teaching skills, and the ability to keep the class focused on the learning of skills.

## **Section B: Interdisciplinary Implications**

B1. This course will be taught by one instructor. The instructor will be credited with one hour of load equivalency.

B2. Although courses in sociology and psychology may directly or indirectly address theory underlying these skills, and some of these courses may involve an experiential element (i.e., journaling) there is no course which focuses on the development of the skills as addressed in this course. Therefore, there should be no conflict of interest. (see Appendix A for letters of support)

B3. One seat can be made available to students in the School of Continuing Education.

## **Section C: Implementation:**

C1. There are adequate faculty resources. This course will be taught in place of a counseling group.

- C2. a. Current space allocation is adequate to offer this course.  
b. No additional equipment is needed for this course. The counseling center has recording equipment necessary to play and record tapes.  
c. No laboratory supplies are needed  
d. Library holdings are adequate.  
e. no travel funds are needed.
- C3. No grant funds are associated with this course.
- C4. This course can be offered once a semester. If flexibility in scheduling is permitted, the course could be offered twice a semester with each section meeting twice a week for 7 weeks, or could be offered for 1 ½ hrs over the course of 10 weeks.
- C5. One section of the course will be offered at a time. More sections can be offered if the demand exists. Sections can also emphasize skills for different levels, i.e., freshman adjusting to college or preparing seniors with interpersonal and leadership skills for the workplace.
- C6. The course will be limited to 10 students. The course involves a fair amount of individual feedback, which can be better managed in a smaller group. (If two sections are offered per semester, then 20 students could be accommodated.)
- C7. None.

#### **Section D: Miscellaneous**

Students today are facing a level of complexity in their lives that has virtually never been experienced by previous generations in this country (Newton, 1998). The accelerating rate of change in this society coupled with the lack of viable models for coping have left young adults struggling to find direction and meaning in their lives. A survey of counseling center directors in the U.S. indicates that 80 percent believe that the severity of presenting student problems has increased in the past decade (Gallagher, 1995). In addition, students are coming to school with fewer basic social or emotional skills due to family disruptions, increase in violent behaviors and less stability in their environment. This has been evidenced at universities with the increase of civility and other behavioral problems on campus. Universities must be increasingly more

responsive to the needs of the students in order to make adjustments and find creative new solutions to keep up with the rapidly changing world (Newton, 1998). This course is an attempt to provide students with social and emotional skills to assist them in increasing their adaptive abilities to process and respond to the mental demands of modern life. Learning these “meta” skills will be useful in helping the students to negotiate developmental tasks of dealing with uncertainty, improving quality of relationships, emotional regulation, conflict resolution, decision making, time management and overall quality of life. They can be used to help students to provide for themselves an internal environment, which can assist them in reorganizing their energy and become more successful in their educational demands.



# Indiana University of Pennsylvania

Department of Psychology  
Uhler Hall  
1020 Oakland Avenue  
Indiana, Pennsylvania 15705-1068

724-357-2426  
Fax: 724-357-2214  
Internet: <http://www.iup.edu>

*Honoring Yesterday  
Creating Tomorrow*

December 21, 1999

Dr. Kim Weiner  
Director, Counseling Services  
Student Counseling and Development Center  
University Square V  
IUP  
Indiana, PA 15705

Dear Kim:

## CNSD

I have reviewed your proposal for ~~STCS~~ 150: Life Skills, and I would like to offer my endorsement. From a procedural perspective, I can state that the course does not directly duplicate any courses we offer in the Psychology Department. Moreover, the skills targeted in your course are not skills we seek to provide in an academic presentation of psychology. From a personal perspective, I find your course to be a proactive step in attempting to solve what I perceive to be a serious problem for many of our students.

As a regular instructor of General Psychology, I am usually dealing with first-semester students; this is particularly true in the Fall semester. Some of my students are not adequately prepared for the academic demands they confront. Various services and courses exist on campus to assist these students in developing the appropriate study, time-management, and learning skills. However, I have also observed that many students who possess all the requisite academic skills -- including those who are academically gifted -- have difficulties with the emotional and social demands which confront them. Some of these students experience great distress; when a serious problem comes to my attention, I often make a referral to the Counseling Center. For many students, however, psychological counseling is "more remedy than there is problem." That is to say, for many students, learning skills that would allow them to deal with the new pressures and demands would be sufficient. Your course seems like just the kind of measured response that would address those needs.

As one of the requirements for my PC 101 course, students are required to read a book by Ellen Langer called Mindfulness. AT the end of the semester, students write a paper and are asked to address three problems which they have encountered in their role as students at IUP and which come about because of mindlessness, i.e., maintaining past behaviors and ways of thinking in a new context. Their answers are instructive. Many of them address the problems of being free to make, and thus responsible for, decisions regarding their lives. They note that in the past, parents or teachers were always there to make sure that everything went well. They also speak to problems with roommates and dealing with



interpersonal conduct, of feeling overwhelmed by all the “newness,” and of having to deal with an environment much more diverse than the one from which they came. Some of them also recognize that the privileged status they enjoyed as part of the academic “elite” in high school is gone – they find themselves as one bright student among many bright students. They experience competition and a relative sense of “failure” that they had not confronted before. Students also address the issues of social demands and the “party scene” and of drug and alcohol use.

I relate these writings to you because I think that they are exactly the kinds of concerns that a course such as yours can address. It is my hope that we can provide students with the skills they need to succeed as educated people. Those skills are more than just the information learned about a particular topic. I also believe that many of the students we lose are lost not just because of academic pressures but because of their inability to deal with these new emotional and social challenges. I think that your course could aid in the retention of these students and that, in fact, some of the academic problems they confront could be ameliorated by addressing their other needs.

Sincerely,

A handwritten signature in cursive script that reads "Mary Lou Zanich". The signature is written in black ink and is positioned above the typed name.

Mary Lou Zanich, Ph.D.  
Professor and Chair, Psychology

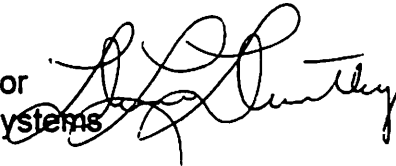
**Academic Information Systems  
349 Sutton Hall – IUP**

Date: December 15, 1999

To: Dr. Kim Weiner, Director  
Counseling Services

Re: Course proposal

From: Diane L. Duntley, Director  
Academic Information Systems



Thank you for the opportunity to review your department's proposal for a new one-credit course in the area of Life Skills. I believe our conversation was also productive.

Within the realm of free electives, I believe that this course will offer a special resource to students who have need of help in structuring their current life patterns. I recommend that you offer the course with a prerequisite of "permission", so that those who register are only those appropriate to the best use of the small number of seats. I would not want this resource consumed by students who were just looking for a one-credit course.

Students who most need this structure are least likely to attend a credit-free workshop or group on a consistent basis; credit is an incentive. There is a substantial body of content to offer one credit. I see this course as a component within an institutional retention effort, too.

As we discussed, timing is important. I like the idea of nine or ten sessions of one and a half hours. While registration must be completed in the drop/add period, you can establish a course start date in week 2 and still finish before Thanksgiving week.

Please be encouraged to submit this through the University Undergraduate Curriculum Committee. If I may assist you as an advocate for the course, please let me know.

Best wishes!

**Susan Heidenthal**

---

**From:** kweiner <kweiner@grove.iup.edu>  
**To:** <suheiden@grove.iup.edu>  
**Sent:** Sunday, January 09, 2000 8:38 PM  
**Subject:** forward to SA curriculum committee

Hi Susan,

Could you please forward this message to members of the SA curriculum committee. They include Carmy, Betsy, Frank Condino, Rhonda, Cathy Dugan, Beth and cc: to Pete Goldsmith.

thanks,  
Kim

=====  
Original Message From Mary Ann Rafoth <mrafoth@grove.iup.edu> =====

Kim – I have reviewed the course proposal you sent me and have circulated it through our department. I can see no conflict with this course and any existing course offered by our department. In addition, I feel the proposed course could be quite useful to many students and wish to offer my personal support. Thank you for the opportunity to review it.

Mary Ann Rafoth, Chair, Department of Educational and School Psychology.

## VII. Bibliography

Goleman, Daniel. (1995). Emotional Intelligence. Bantam Books.

Kabat-Zinn, Jon (1990). Full Catastrophe Living Delta Books.

Kegan, Robert. (1998). In Over Our Heads-The Mental Demands of Modern Life. Harvard University Press: Cambridge, Mass.

Linehan, Marsha (1990). Skills Training Manual for Borderline Personality Disorder. Guilford Press.

Saarni, Carolyn, (1999). The Development of Emotional Competence Guilford Press: New York.

Seligman, Martin (1990). Learned Optimism. Simon & Schuster: New York

Williams, Virginia & Williams, Redford. (1997). Life Skills. Times Books: New York.

### Section A: Details of the Course

A1. Our department has not offered any courses for credit up until this time. We have five full time faculty in our department with alternative workload. Our primary responsibilities include individual and group counseling, and program implementation, which often involve the teaching of the skills proposed in this course. We believe that by offering these skills in the context of a one credit course, students will have incentive for attending regularly and gaining the most from the curriculum. The course is designed as a freshman level course and will be offered as a free elective. This course is designed for students who are interested in working on self improvement, however, it is not a substitute for counseling. The course is structured with management strategies and skill building strategies, and is very psycho-educational. It is not intended to be more evocative than other psychology or sociology courses which involve self-reflection. If the instructor believes the student is in need of counseling, then that student will be referred to counseling. The student will need permission and will be screened by the instructor to ensure that the student understands the purpose and goals of the course. Sometimes students may be interested in a course like this because they want to help a "friend". These students would be screened out. This course could also be available to a student who has been identified by faculty or other