

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**01/23/18**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

**1. Prepared by:** \_\_\_\_\_

**2. Date submitted:** \_\_\_\_\_

3. Date approved: 12/9/14 Date revised 02/28/18, 3/21/18

**4. Department/discipline:** Psychology

**5. Department(s) endorsement(s):** \_\_\_\_\_

**(Signatures of the person(s) providing the endorsement are required.)**

6. Course Title: Life Management-Second Stage Recovery

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: PSYC/CDEP 8. Course Level: 2040

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 15 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

The goal of the Life Management course is to help empower persons to improve the quality of their lives. It is a skills based, measurable program designed to create a new, healthy self image and world view based on cognitive and behavioral change. Change is practiced through a five track course: 1. Focus on Anatomy of Issues, 2. Models and Principles, 3. Cognition Charting, 4. Coping Skills, 5. Recovery/ new self-perception

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

The 5 Tracks of the Life Management curriculum

14. **Course Content** (Provide an outline of major topics covered in course)

Track 1 - Focus on Unresolved issues

Track 2 - Models and Principles of Self Perception

Track 3 - Defining Family of Origin

Track 4 - Theory of habits

Track 5 - Defining a Program for Change

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course Learning Outcomes will fulfill the identified competencies.*

*Course Learning Outcomes.*

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

1. Track how issues that result in negative self-image have impacted their life (B, C)
2. Communicate personal discovery and provide constructive feedback in group settings (A, B)
3. Identify negative self image habits and behaviors (B, C)
4. Formulate a new positive self definition (C)
5. Identify cultural values versus negative self definition (D)

**16. Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5 (Group 1)

- a. Track 1 focuses on the anatomy of issues which form the basis of one's self perception and self definition. These include Family, Social, Spiritual, financial, gender, cultural, physical emotional, and friends. Track 1 identifies how these elements of the human condition affect the behavior of the individual and their system of living patterns which limit their ability to grow and change. Track 1 introduces the individual to cognition charting methods to understand their process of thought, feelings, actions and results when dealing with life issues. The cognition charts utilize classical counseling approaches including Gestalt "unfinished business" Mindfulness, Motivational and Person Centered techniques. Track II uses the principles of Rational Emotive Therapy to address these beliefs about ourselves to help the individual understand their self definition.
- c. Tracks II and III use and critique alternative explanatory systems and theories to look at the individual's world view and to change their world view by looking at the family of origin issues which form the basis of one's life patterns. Social Learning, Cognitive Mediating processes, and social influences are addressed.
- d. Tracks IV and V focus on challenging the beliefs and patterns one has about one's self and developing a new self definition thereby developing new life management skills to address social and personal issues.

This course embodies the stated Goal of Goal area 5, "Such Knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity".

Does this course require additional material for specific program requirements?  
If yes, please provide.

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