Psychology of Adjustment
Fall 2008
MWF 10:00 – 10:50
Swift 619

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Office Hours: By appointment  Email: patricia.stewart@cincinnatistate.edu

Course Description
Psychology of Adjustment is an applied Psychology course that teaches the basics of human adjustment in everyday life. Applications of the concepts taught in this course help students understand themselves better, change their behaviors, and enhance their relationships.

Course Learning Objectives

1) Improve self-awareness and the ability to reflect on human relations issues.
2) Explore strategies for self-improvement and problem solving.
3) Encourage respect for human dignity and the rights of the individual.
4) Promote healthy effective communication with individuals from various groups.
5) Discuss individual, institutional dehumanizing biases/discrimination and their impact on interpersonal relations, motivation, achievement and expectations for future empowerment and success.
6) Discuss the issues related to and promote diversity, democracy, equity, and social justice.
7) Explore diversity that exists in the United States and the world incorporating national, international and global perspectives.
8) Promote advocacy for equity and social justice in personal and professional settings.

Course Learning Outcomes
By the end of this course you will:

1. Increase your self awareness in order to create a strategy for self-improvement based on principles of humanistic and other psychologies.
2. Weigh the pros and cons of self-help and professional psychology when considering help for personal problems.
3. Use constructive behaviors in coping with everyday frustrations and conflicts.
4. Recognize the causes and consequences of stress and how to effectively manage your own levels of stress.
5. Identify ways you can establish healthy friendships and intimate relationships in your life that support reaching your life goals.
6. Recognize how your social environment influences your life choices and behaviors.
7. Demonstrate knowledge of psychological concepts by using them to describe behaviors in self and others.
8. Demonstrate human relations skills as world citizens through a community action project.
General Education Competencies

1. Read critically, including the ability to analyze and interpret a variety of printed books, documents, and articles.
2. Produce clear, logical, correct, coherent and properly documented prose.
3. Display awareness of cultural, ethnic, gender, racial, and religious diversity.
4. Demonstrate self-management skills such as being able to assess self accurately, set personal goals, and monitor personal progress.

Course Text(s) and Materials (required)
Two books are required for this course:

Author: Wayne Weiten and Margaret A Lloyd.
Publisher: Thompson
Edition: 2006, 8th Ed.

Title 2: *Personal Explorations Workbook (for Psychology Applied to Modern Life)*
Author: John Pulver and Wayne Weiten
Publisher: Thompson
Edition: 2006, 8th Ed.

Course Success Points

1. **Participation** involves actively engaging in discussion and other interactive class activities. Students who actively participate tend to do better in their course work.
2. **Attendance** is very important. When you do not attend class you miss vital information and processes that contribute to your learning. You also learn from other students in the class and they learn from you. Listening to other viewpoints is important to the learning process.
3. **Communication** is important to college success. Please communicate with me if you are having difficulty with the course material or if you will be absent from class,
4. **Blackboard (Bb)** - login into Bb at least twice a week to check for announcements and to access course resources.

Course Policies

1. **Attendance** - You can have either an excused or unexcused absence. An unexcused absence is an absence for which you do not have a legitimate reason for missing class. An excused absence is an absence from class for which you have a legitimate reason for missing class. A legitimate reason is a medical emergency, death in the immediate family, or having to travel for work. You must provide documentation for excused absences. You can make up work for excused absences. Plan ahead - missing class because you did not have transportation or childcare is not a legitimate reason for an excused absence. Three
unexcused absences - or missing 33% of the course - are not acceptable and you automatically fail the course.

2. **Make-up Work Assignments/Tests** - I do not provide make-up sessions for unexcused absences or tardiness. If you miss a class you are responsible for the material that was covered during your absence. If materials are not posted on Blackboard, I recommend you ask a classmate for his or her notes. If you miss a test, quiz, or other evaluation activity on the day you are absent you cannot make it up unless you have an excused absence. In that case, you need to provide me documentation of your medical emergency, bereavement, or need to travel for work. If you know in advance you will not be able to make a class session, send me an email in advance of your absence explaining why. Be prepared to provide documentation when you return to class.

3. **Late Assignments** - If you do not turn in an assignment by the due date, it will not be accepted and you will receive a 0 for it, unless you have an excused absence. If you have an excused absence you have one week after you return to class to turn it in.

4. **Tardiness** - If you are late for class please be considerate of your classmates and enter quietly and sit in the rear of the class. Please note YOU are responsible for signing in to receive attendance points. If you are late less than thirty minutes, you may come up at the end of the class to receive half credit for attending. You are considered absent if you arrive later than 30 minutes according to the classroom clock without prior instructor permission.

5. **Electronic Devices** - The purpose of the classroom is for teaching and learning. The use of electronic devices to listen to music, surf the web, play games, check phone calls, and to read or to text message detracts from both your own and your classmates' learning. Please turn off and put away all devices and remove ear buds including Bluetooth devices. You may use laptops for taking notes for this course. If you use your devices for non-classroom related purposes you risk my confiscating them. If you are expecting an emergency call, set your phone to vibrate and let me know before class you are expecting a call.

**Classroom Behavior** - You are expected to maintain a classroom environment that enhances that goal by demonstrating appropriate classroom behaviors. These include but are not limited to speaking respectfully to others, not interrupting while others are speaking, not talking while others are speaking.

**Grading** - Grades are based on the degree to which you master the course material - in other words, your performance. Your grades will be posted on your Blackboard web site within one week after evaluation activities are submitted unless stated otherwise.

**Grading System**

**Pass/Fail grade.** You may choose to receive either a letter grade or a Pass/Fail grade. Students receiving P/F grades are expected to meet all of the above requirements for this course. If you have registered for this course on a letter-grade basis and would like to change to a P/F grade, this must be done through the Registrar Office.

**Incomplete grade.** If you need more time to do the work required or if you anticipate that your final grade will drop below your expectation, you can opt for an “I” grade, but this request must be submitted to me in writing or by email before the last week of class. You have one year to remove the Incomplete grade.

**Borderline grades.** Final grades falling in the borderline may sometimes be adjusted.
upward, but never downward. Consideration of upward adjustment is based primarily on participation and assignment completions.

1. **Points** - I use a point system and points earned are based on quality, accuracy, and completeness of work. See the course outline for points awarded for specific activities. Your final grade is determined by the total number of points that you earn.

2. **Assignments** - Besides weekly reading assignments, you will complete written assignments outside of class and in-class activities. In these assignments you explore or apply course concepts to actual human behavior. You will earn points for the writing assignments and in-class activities. The number of points you earn are based on accuracy, comprehension and writing skills.

   - In-class Activities = 50
   - Workbook Activities = 50
   - Insight Journal = 30
   - I Am Project = 20
   - Personal Change Project Outline = 5
   - Personal Change Plan = 25
   - Community Action Project Outline = 5
   - Community Action Project Presentation = 25
   - Tests = 40

3. **Tests** - You will take four tests in this course. The tests are designed to assess your comprehension of course concepts and material. The tests include objective and short answer questions. Each test is worth 10 points for a total of 40 points for the term.

4. **Academic Integrity** - As this is a human relations focused course, you are particularly expected to develop relationships based on mutual trust and honesty. I would like to create and maintain an open, honest, trusting relationship with you and do not want to jeopardize the development of mutual trust by having to deal with suspicions of dishonesty. Academic dishonesty in this class includes being dishonest in handing in plagiarized work of another person including submitting the same work as another present or previous student. Copying another’s work, whether published author or peer, cheating on exams, or plagiarizing are never acceptable behaviors in a college course, including this one. The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. As attendance and participation in seminars is a part of the grade, it is dishonest to sign on attendance roles for someone who is not present. As academic dishonesty is a serious offense, PLEASE avoid doing ANYTHING that might be considered to be dishonest. If you are in doubt as to whether something violates the academic honesty policy, ask me before it is too late.

5. **Special Needs Policy** - If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may
influence your performance in this course, you should meet with the instructor to
arrange for reasonable provisions to ensure an equitable opportunity to meet all
the requirements of this course. At the discretion of the instructor, some
accommodations may require prior approval by Disability Services.

WEEKLY SCHEDULE:
In general, each meeting will consist of lecture and an in-class activity. A group activity will be
assigned each week. We may need to revamp the schedule from time to time. Check
Blackboard for updates regularly.

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<thead>
<tr>
<th>Date</th>
<th>Topic / Activity</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, review syllabus</td>
<td>Purchase Text &amp; Workbook, Insight Journal</td>
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<tr>
<td>Week 2</td>
<td>Introductions Take 2, Lecture, In Class Activities</td>
<td>Read: Chp. 1, 2 Insight Journal</td>
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<td>Week 3</td>
<td>Personality Inventory, Lecture, In Class Activities</td>
<td>Read: Chp. 5 Insight Journal, I am Project, Personal Growth Outline</td>
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<td>Week 4</td>
<td>I am Presentations, Lecture, In Class Activities</td>
<td>Read: Chp. 6 Insight Journal, Community/Family Outline</td>
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<td>Week 5</td>
<td>Guest Speaker, Lecture, In Class Activities</td>
<td>Read: Chp. 3, 4, 14 Insight Journal</td>
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<td>Week 6</td>
<td>Lecture, In Class Activities</td>
<td>Read: Chp. 7 Insight Journal</td>
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<td>Week 7</td>
<td>Guest Speaker, Lecture, In Class Activities</td>
<td>Read: Chp. 8, 9 Insight Journal</td>
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<td>Week 8</td>
<td>Lecture, In Class Activities</td>
<td>Read: Chp. 10 Insight Journal</td>
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<td>Week 9</td>
<td>Personal Growth Project Presentations, Lecture, In Class Activities</td>
<td>Read: Chp. 16 Insight Journal</td>
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<td>Week 10</td>
<td>Community/Family Project Presentations, Group Processing, Course Evaluation</td>
<td>Awareness</td>
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Insight Journal
You will complete a total of 10 journal entries. Five entries will be a free writing exercise and five will
be an assigned writing exercise. The five assigned exercises are as follows: Write about 5 short term
goals & 5 long term goals. Write about five strong influences in your life (past or present). Write about
five small but meaningful gestures committed by a loved one; Write a letter of gratitude to someone
who you have never properly thanked; Write about three bad memories, feelings associated with them
and their impact (past & present).

I AM Project
You will complete the I Am poem using the guidelines below. In addition, you will select or create an art
piece/image that goes along with your poem.
I am (two characteristics about yourself)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I pretend (something that you actually pretend to do)
I feel (a feeling about something)
I touch (an imaginary touch)
I worry (something you actually worry about)
I cry (something that makes you sad)
I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you make an effort toward)
I hope (something you actually hope for)
I am (the first line repeated)

**Personal Growth Project**

Format Requirements: 2 pages, Double Spaced, 12 font

Content Requirements: Introduction to Identified Change - Discuss the behavior/cognition that you would like to change. Explain the benefits that this change would promote in your life. Explain the negative aspects that may result throughout the change process.

Change Plan - Discuss the three steps you are going to take to promote the identified change. When you devise your program, be specific. What exactly are you going to do? How often? For how long? How can you incorporate reinforcers to promote success with these tasks? How will you include three of the seven skills to promote self-esteem to promote your success with the plan?

Discussion of Progress - Identify how your strengths and weaknesses have helped and/or hindered your progress on the plan for change. What tasks would you alter or add to promote continued progress on your plan for change? What are your thoughts/feelings about your progress on the change plan experience thus far?

**Community/Family Action Project**

Format Requirements: Option 1: 2 pages, Double Spaced, 12 font – OR – Option 2: Power Point Presentation to be delivered during class time. 10 - 15 Slides.
Content Requirements: Introduction to Identified Change - Discuss the goal that you would like to accomplish in order to better your community or family. Explain the benefits that this change would promote in your life, your family/community. Explain the negative consequences that may come about throughout the change process.

Change Plan - Discuss the three steps you are going to take to promote the identified goal. When you devise your program, be specific. What exactly are you going to do? How often? For how long? How can you incorporate reinforcers to promote success with these tasks? How will you include three of the seven skills to promote self-esteem to promote your success with the plan?

Discussion of Progress - Identify how your strengths and weaknesses have helped and/or hindered your progress on the goal. What tasks would you alter or add to promote continued progress on your goal? What are your thoughts/feelings about your progress on the community action plan experience thus far?