

PSYC 0106 - PSYCHOLOGY OF ADJUSTMENT

Catalog Description

Formerly known as PSYC 6

Hours: 54 lecture

Description: Basic theories of personal and social adjustment. Use of psychological principles and methods in adapting to the challenges of life. Topics include self image and self esteem, interpersonal relations, stress management, mental health and illness, and approaches to personal growth. (C-ID PSY 115) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Evaluate the personal development of one's self and the behavior and mental processes of others using scientific tools.
- CSLO #2: Differentiate between individual and sociocultural differences as applied to psychology of adjustment.
- CSLO #3: Appraise the various psychological adjustment models, concepts, and research in understanding one's own personal development.
- CSLO #4: Apply psychological principles and develop adaptive interpersonal, occupational, and social skills for life-long personal growth.

Effective Term

Fall 2016

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan.
2. Generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment.
3. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.
4. Apply psychological principles and develop "new" interpersonal, occupational and social skills for life-long personal growth.
5. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D7 Interdisciplinary Soc/Behav
 - CSUGE - D9 Psychology
 - CSUGE - E1 Lifelong Learning and Self-Development
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4I Psychology

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: 1. Define personality and delineate between three major theories in the study of personality. You will want to include important theorists' names, the key concepts relative to each perspective, as well as strengths and weaknesses of each theory. Essay will be graded based upon a rubric developed by the instructor and shared with students. 2. Describe Master's and Johnson's Four Stage Model of Human Sexual Response and identify changes that would occur within the male and female body at each stage. With one of those phases, explain a sexual dysfunction including key diagnostic criteria. Essay will be graded based upon a rubric developed by the instructor and shared with students.
- Objective Examinations
 - Example: Which of the following is not a proposed treatment for someone with Major Depression? a. Drug Therapy b. Electroconvulsive shock therapy (ECT) c. Frontal lobe lobotomies d. Cognitive Behavioral Therapy

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. After discussing drug and substance related disorders in class including DSM 5 criteria, and having students read a chapter on the bio-psycho-social effects of drugs, students will be divided into groups to identify key factors for chemical dependency, addiction, substance abuse, and tolerance. They will be given various vignettes by the instructor and asked to diagnose and identify problematic substance use. Each group will also be asked to recognize and summarize warning signs for chemical dependency. Performance will be evaluated individually based on participation and collectively based on the critical thinking evidenced in the group summary.
2. Paper/Discussion: Students watch "Stress: Portrait of a Killer" in class (National Geographic documentary). The instructor then assigns a follow-up critical analysis paper where students must summarize at least three negative health outcomes as a result of

stress and discuss how socioeconomic status, access to resources, power and control, and various personality factors (i.e. Type A/B/D personality styles, Locus of Control) impact their reactivity to stress. During the following class, the instructor will lead a discussion about these findings, eliciting student participation, and articulate effective coping strategies.

Typical Out of Class Assignments

Reading Assignments

1. Read Chapter 2 on "Theories of Personality" in Weiten's Psychology Applied to Modern Life text. Be prepared to compare and contrast between the various psychological perspectives including behaviorism, psychodynamic, biological, cognitive, and contemporary approaches.
2. Find one empirical research article on how the internet affects relationships. This article could focus on inter-personal or intra-personal relationships. Bring the article with you to class and be prepared to summarize its content in small groups.
3. Read "Agreement of Genital and Subjective Measures of Sexual Arousal in Men and Women: A meta-Analysis," by Chivers, M. (2010) and be able to critique the effects of gender and self report on human sexual arousal.

Writing, Problem Solving or Performance

1. Identify gender stereotypes and expectations in American culture. Read a classic children's story (Hansel and Gretel, Cinderella, Rumpelstiltskin, Snow White, Sleeping Beauty, Jack and the Beanstalk, etc). Write a paper analyzing how gender roles are portrayed in this piece of literature. In addition, describe at least three examples of gender rearing in one's own life and address how narrow gender norms and expectations affect adjustment and development.
2. Complete the Holmes-Rahe Life Stress Inventory and College Undergraduate Stress Scale presented in class. After scoring your results, interpret your findings for both inventories by addressing how stress level may affect academic success, physical health, and mental health. Conclude with an assessment of adaptive ways to cope to decrease stress and vulnerability to stress.
3. Critically evaluate Sternberg's Triangle of Love in chapter 9 of Weiten's Psychology Applied to Modern Life text. In a short paper discuss the advantages and disadvantages of each type of love? Propose and discuss the typical problems that might arise given each dimension of love. For example, what problems might a couple experience who have passionate love?

Other (Term projects, research papers, portfolios, etc.)

Write a term paper on a specific mental health disorder found in the DSM V. Your paper will be an in-depth analysis including recent research findings, prevalence, clinical criteria, differential diagnosis, treatment, prognosis and any other information relevant to this disorder. You may want to consult the following websites for additional information: <http://www.nimh.nih.gov/>; <http://www.apa.org/>; <http://www.dsm5.org/Pages/Default.aspx>

Required Materials

- Psychology Applied to Modern Life: Adjustment in the 21st Century
 - Author: Weiten, Lloyd, Dunn, and Hammer
 - Publisher: Cengage Learning
 - Publication Date: 2015
 - Text Edition: 11th
 - Classic Textbook?:

- OER Link:
- OER:
- Psychology and the Challenges of Life
 - Author: Nevid and Rathus
 - Publisher: Wiley
 - Publication Date: 2013
 - Text Edition: 12th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.