



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Psychology of Adjustment

Course Prefix and Number – PSYC 2315

Department –Psychology Division - Social and Behavioral Sciences

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

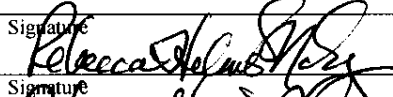

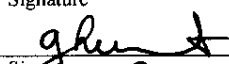
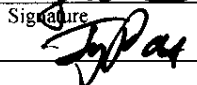
Equated Pay hours for course - 3

Course Catalog Description - Processes involved in the adjustment of individuals to their personal and social environments. Special emphasis on developing understanding and skills in the areas of stress and its management, interpersonal relations, the nature and achievement of adult maturity, and psychological and physical well-being.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

Prerequisites/Co requisites – THEA reading requirement met

Approvals – the contents of this document have been reviewed and are found to be accurate.

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Department Head: Rebecca Helms McElroy	Signature 	Date 2/16/10
Division Chair: G. G. Hunt	Signature 	Date 2-22-10
Vice President of Instruction or Dean of Vocational Instruction: Dr. Ty Pate	Signature 	Date 2-25-10



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Any psychology of adjustment course should include at least the following topics/material:

1. The psychology of self, including personality theory.
2. Stress and well-being.
3. Social psychology.
4. Cognitive and moral development.
5. Cognition and learning, including classical conditioning and operant learning.
6. Health psychology.
7. Abnormal psychology and therapies.
8. Gender roles and differences.
9. Interpersonal communication.
10. Lifespan issues such as parenting, human development and career development.

II. Course Learning Outcomes: At the conclusion of this course students should be able to:

Course Learning Outcome	Method of Assessment
1. Describe the process of adjustment, the meaning of personal growth and the aspects of human diversity.	1. Section exam and/or research topic
2. Describe different personality types and core dimensions of personality and understand the interaction of personality and coping styles.	2. Section exam and/or research topic
3. Know the major personality theorists such as Maslow, Freud, Adler, Jung, Levinson, Erikson, and their theories.	3. Section exam and/or research topic
4. Define the ideas of stress and eustress, including sources of stress, individual differences in response to stress, physiological and emotional response to stress, and the relationship between stress and health.	4. Section exam and/or research topic
5. Know how to describe the “self,” acknowledging identity, self-esteem and self-concept.	5. Section exam and/or research topic
6. Comprehend how society, group membership and our own individuality influence our attitudes and behaviors.	6. Section exam and/or research topic
7. Describe various theorists, such as Piaget, Hartshorne and May, and Kohlberg and their ideas of moral development.	7. Section exam and/or research topic
8. Know the cognitive processes of learning such as those associated with operant learning and classical conditioning.	8. Section exam and/or research topic

9. Describe the holistic approach to mind-body-spirit well-being.	9. Section exam and/or research topic
10. Recognize dysfunctional cognition and behaviors and the various psychotherapies associated with these.	10. Section exam and/or research topic
11. Recognize gender roles and gender differences.	11. Section exam and/or research topic
12. Know the aspects of interpersonal attraction in relation to friendship and love.	12. Section exam and/or research topic
13. Describe interpersonal communication skills in a variety of relationships and settings, such as in friendships, the workforce and families.	13. Section exam and/or research topic
14. Comprehend lifespan development issues such as marriage, parenting and career choices.	14. Section exam and/or research topic

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Duffy, K. & Atwater, E. (2008) Psychology for Living Adjustment, Growth, and Behavior Today. Ninth Edition. Pearson/Prentice Hall. ISBN 13: 978-0-13-222447-5

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Regular conventional classroom or computer lab, CD/DVD player and television/smart board technology. Instructor must have training in, and access to all appropriate technology for www courses and courses via I-TV.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion.

Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in Psychology of Adjustment, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, outside readings, video, and the students' own research.

Reading assignments are mandatory and include the text and/or outside readings.

Written work may also be required in the form of reflection papers, journal assignments, essay questions or short answers on tests and/or written exercises in class. These requirements are to be designed to challenge the student to analyze and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests and other instructor-determined assignments

The grading rubric for all tests, papers, and projects will be as follows:

- 90% to 100%=A
- 80% to 89%=B
- 70% to 79%=C
- 60% to 69%=D
- Below 60%= F

Assessment may be conducted using these methods:

- Objective assessment as measured on multiple choice, matching, true/false, and short answer tests
- Subjective assessment as measured on written essay and/or critical thinking writing assignments

The weight, style, and nature of the specific assessment method are left to the discretion of the instructor, but each instructor must include and place emphasis on these competencies. Balance in testing is required in order to foster and accommodate variations in learning styles.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

Course Prefix & Number: PSYC 2315	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	Section exam and/or research topic
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Section exam and/or research topic
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	Competency does not apply
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	Competency does not apply
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Competency does not apply
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	Competency does not apply



Page 2: Perspectives

Course Prefix & Number: PSYC 2315	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Perspective does not apply
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Perspective does not apply
3. Recognize the importance of maintaining health and wellness;	Section exam and/or research topic
4. Develop a capacity to use knowledge of how technology and science affect lives;	Perspective does not apply
5. Develop personal values for ethical behavior;	Section exam and/or research topic
6. Develop the ability to make aesthetic judgments;	Perspective does not apply
7. Use logical reasoning in problem solving;	Section exam and/or research topic
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Perspective does not apply



Page 3: Exemplary Educational Objectives

Course Prefix & Number: PSYC 2315	
Component Area: Social and Behavioral Sciences	
Exemplary Educational Objective	Method of Assessment
1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.	Section exam and/or research topic
2. Examine social institutions and processes across a range of historical periods, social structures, and cultures.	Exemplary objective does not apply
3. Use and critique alternative explanatory systems or theories.	Section exam and/or research topic
4. Develop and communicate alternative explanations or solutions for contemporary social issues.	Section exam and/or research topic
5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.	Exemplary objective does not apply
6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.	Exemplary objective does not apply
7. Understand the evolution and current role of the U.S. in the world.	Exemplary objective does not apply
8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints.	Exemplary objective does not apply
9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.	Exemplary objective does not apply
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary objective does not apply
11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.	Exemplary objective does not apply
12. Identify and understand differences and commonalities within diverse cultures.	Exemplary objective does not apply