

PSYCHOLOGY OF ADJUSTMENT, PSY 170

3 CREDIT HOURS

Mon and Wed 230 345 PM

INSTRUCTOR: John M. Compton

OFFICE: Na'auao 141

OFFICE HOURS: MW 345-5 pm and TR 5-530 and 645-715 and by appointment

TELEPHONE: 256-7784

EFFECTIVE DATE: Spring Semester/2013

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Course Description

The course focus is on understanding, evaluating and improving personal and social adjustment of individuals. It includes the study of theories, concepts, and techniques concerning personal growth and behavior change. It provides multiple perspectives of how and what people can do as they seek ways to attain more meaningful, healthy, and productive, and therefore more satisfying lives.

PREREQUISITES:

None

RECOMMENDATIONS:

Read and write at the college level and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

1. Identify and evaluate important issues in her or his own past and present.
2. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.
3. Utilize the various psychology adjustment models and concepts in understanding his or her life and learn methods to make changes that can be beneficial to one's life goals and satisfaction.

COURSE CONTENT

Concepts or Topics

- **Major Theories & Concepts**
- **Life in the Present, Past, and Future**
- **Possibilities in Life**
- **Assets**
- **Potential**
- **Dealing with Stress**
- **Criteria of Well-Being**
- **Social Competence**
- **Social Support Systems**
- **Multidimensions Comprising Self**
- **Constructing a Meaningful Life**

Skills or Competencies

1. Identify personal concerns in life
2. Evaluate importance and meaning of life
3. Use theories to investigate one's own life and the lives of others
4. Describe and Identify the structures and processes impacting on your and others' lives
5. Awareness of relationship between self-acceptance, positive relations, purpose, and personal growth
6. Ability to meaningfully discuss and compare what you learn with others
7. Review, evaluate, and revise the organization of your life supports and plans

COURSE TASKS

A. EXAMS (60%, 600 points of total grade):

Complete 3 exams covering assigned readings, class activities, Activities, lectures, videos, and handouts. Each Exam will consist of Multiple Choice, True False, Fill in the Blank, and Short, and take home essay assignment.

Answers.

EXAM DATES: See Chart I below: Assignment and Activities Schedule

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY**. Routine appointments are not emergencies, and should be scheduled outside of class hours. In case of emergencies, it is the responsibility of the student to contact the instructor.

B. PARTICIPATION (20%, 200 points of total grade):

Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own "Psychology and Me" Portfolio (see C. below). Some activities will only require participation in group activities in class, but most will require preparation outside of class and sharing the work product or information in class group Activities. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities. If you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need to **participate regularly**. This will actually be facilitated by keeping up with the reading and completing the weekly explorations which culminate in your completed portfolio.

C. “WHO AM I” PORTFOLIO (20%, 200 pts of total grade):

Handout with instructions to be provided in class. This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. The book is structured to make this a very doable task with explorations at the end of each chapter which will provide basic data and content for this task.

ASSESSMENT TASKS AND GRADING**Source of Possible Points**

Exams (3x200)	= 600 points
Participation in Class Activities	= 200 points
“WHO AM I” Portfolio	= 200 points
Total = 1000 points	

POINTS EARNED AND GRADES TO BE RECEIVED

900 - 1000 points = A

800-899 points = B

700- 799 point = C

600 - 699 points = D

<600 points = F or N

LEARNING RESOURCES

Arkoff, Abe, **The Illuminated Life, 1995**

Campus Resources:

TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website:

<http://library.wcc.hawaii.edu>

Additional Information**MODE OF INSTRUCTION***

Lectures, Activities, videos, assigned readings, brief reaction papers, long theory paper, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

***What to do if you have a learning difficulty**

If you have a learning problem or disability (difficulties in one or more of the following: reading, writing, spelling, hearing, speaking, or writing, seeing, attention, concentration, or other), please let me know at the beginning of the semester. Do the same if English is your second language. We can work out a plan to insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help. Anyone who puts adequate time and effort into this class can make a good grade.

UH-WCC has a staff professional whose role is to assist persons with concerns in this area. It is the policy of WCC to actively support students with such difficulties. Anyone who may have a physical, sensory, health, cognitive, mental health, or other disability that could limit your ability to fully participate in this or any class, is welcomed and encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this or any class and in college in general. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information. As mentioned above, please speak directly with me at any time regarding supports that can help you achieve success in this class.

Chart I. ASSIGNMENT & ACTIVITIES SCHEDULE M & W PSY 170 CLASS			
DATES	ACTIVITY/CHAPTER	DATES	ACTIVITY/CHAPTER
Jan. 7	Introduction Ch. 1, Lecture & Activities	Mar. 6	Ch. 8 Explorations due; Lecture & Activities
9	Ch. 1 Explorations due, Lecture & Activities	11	Ch. 9, Lecture & Activities; Initial Portfolio draft due
14	Ch. 2, Lecture & Activities	13	Ch. 9 Explorations due; Lecture & Activities
16	Ch. 2 Explorations due; Lecture & Activities	18	Ch. 10, Lecture & Activities
21	Martin Luther King, Jr. Day Holiday	20	Ch. 10 Explorations due; Lecture & Activities
23	Ch. 3, Lecture & Activities	Mar. 25-30	Spring Recess
28	Ch. 3 Explorations due; Lecture & Activities	Apr. 1	Exam 2: Chapters 6-10
30	Ch. 4, Lecture & Activities	3	Ch. 11, Lecture & Activities
Feb. 4	Ch. 4 Explorations due; Lecture & Activities	8	Ch. 11 Explorations due; Lecture & Activities
6	Ch. 5, Lecture & Activities; Who Am I Profile draft outline due	10	Ch. 12, Lecture & Activities
11	Ch. 5 Explorations due; Lecture & Activities	15	Ch. 12 Explorations due; Lecture & Activities
13	Exam 1: Chapters 1-5	17	Ch. 13, Lecture & Activities
18	Presidents' Day Holiday	22	Ch. 13 Explorations due; Lecture & Activities
20	Ch. 6, Lecture &	24	Ch. 14, Lecture &

	Activities		Activities; Who Am I Portfolio due
25	Ch. 6 Explorations due; Lecture & Activities	29	Ch. 14 Explorations due; Lecture & Activities
27	Ch. 7, Lecture & Activities	May 1	Review for Final Exam
Mar. 4	Ch. 7 Explorations due; Lecture & Activities	May 6 or 8	Final Exam Ch. 11-14
6	Ch. 8, Lecture & Activity	May 12	Summer approaches