

PSYCHOLOGICAL ADJUSTMENT, PSY 170
TR 10:00am – 11:15am
3 CREDIT HOURS

INSTRUCTOR: Dr. Frank Palacat
OFFICE: Na`auao 109
OFFICE HOURS: MTWR 11:30pm – 12:30pm
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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

2014 – 2015 Catalog Course Description

The course focus is on understanding, evaluating and improving adjustment. Includes the study of theories, concepts, and techniques concerning personal growth and behavior change.

PREREQUISITES:

None

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 psychology.
3. Utilize the various psychology adjustment models and concepts in understanding his or her life.

COURSE CONTENT

Concepts or Topics

- Major Theories & Thoughts
- Life in the Present, Past, and Future
- Possibilities in Life
- Assets
- Potential
- Dealing with Stress

Skills or Competencies

- Identify personal issues in life
- Evaluate importance of life
- Use theories to investigate ones own life
- Discuss life issues

COURSE TASKS

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

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

EXAM DATES:	ACTIVITIES COVERING
Exam 1	Questions 1-4
Exam 2	Questions 5-9
Exam 3	Questions 10-14

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.

Incase 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 discussion. 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**.

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. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.**

ASSESSMENT TASKS AND GRADING

Source	Possible Points
Exams (3x200)=	600 points
Participation in Class Activities =	200 points
“WHO AM I” Portfolio =	200 points
Total =	1000 points
900 - 1000 points = A	
800-899 points = B	
700- 799 point = C	
600 - 699 points = D	
<600 points = F or N	

LEARNING RESOURCES

ADDITIONAL INFORMATION**MODE OF INSTRUCTION***

Lectures, discussions, 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 developmental 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.

PSY 170 Tentative Schedule

Dates:	Chapter Readings	Class Activity	Learning Outcome Focus
Jan 13		Introduction	1, 2, 3
15	Q. 1	Lecture/ Discussion	1, 2, 3
20	Q. 1	Lecture/ Discussion	1, 2, 3
22	TBA		
27	Q. 2	Lecture/ Discussion	2
29	Q. 2	Lecture/ Discussion	2
Feb 3	Q. 3	Group Jigsaw	3
5	Q. 3	Group Jigsaw	3
10	Q. 4	Sending an Expert	2, 3
12	Q. 4	Sending an Expert	2, 3
17	Q. 5	Clicker Activity	2, 3
19	Q. 5	Clicker Activity	2, 3
24		Unit Exam 1	1, 2, 3
26	Q. 6	Snowball	1, 2
Mar 3	Q. 6	Speed Terming	1, 2
5	Q. 7	Lecture/ Discussion	1, 2, 3
10	Q. 7	Lecture/ Discussion	1, 2, 3
12	Q. 8	Group Jigsaw	3
17	Q. 8	Group Jigsaw	3
19	Q. 9	Conference Workshop	1, 2
31	Q. 9	Conference Workshop	1, 2
Apr 2	Q. 10	Individual Jigsaw	2, 3
7	Q. 10	Individual Jigsaw	2, 3
9		Unit Exam 2	1, 2, 3
14	Q. 11	Portfolio Sharing	2, 3
16	Q. 11	Expert Group	2, 3
21	Q. 12	Lecture/ Discussion	2, 3
23	Q. 12	Lecture/ Discussion	2, 3
28	Q. 13	Term Sharing	1, 2, 3
30	Q. 14	Role Playing	1, 2, 3
May 5		Unit Exam 3	1, 2, 3
TBA	Q. 1-14	Final Exam / Makeup exams	1, 2, 3

Portfolio Project for PSY 170

Choose 10 of the 14 Questions that interest you. Answer the question by writing a minimum of one page, double space with 1-inch margins, using 12 point New Times Roman font. Provide an artifact (pictures, items, drawings, poems, etc.) that represents that experience. The choice of chapters and what topic to write about is your decision.

TURN THIS SHEET IN WITH YOUR PORTFOLIO.

Scoring Rubric: Using the below scale give 5 points for each criteria completed. If you have not completed a criteria, 0 points will be given.

<u>Criteria:</u>	<u>5 Points for each completed</u>									
	Q. _	Q. _	Q. _	Q. _	Q. _	Q. _	Q. _	Q. _	Q. _	Q. _
Define or Describe the Question that will be answered and provided an example of an experience or observation in their life and applies it to the point or term given.										
1 page typed double spaced, 1 inch margins, 12 point New Times Roman font										
The artifact relates to the point or term given and is more than a simple drawing										
Subtotal Each Q.: (15 points possible)										
Total Points Added = (18x10ch=150 points)										
APA Formatted Title Page and Table of Contents (20 points)										
On-time and Sharing (30 points)										
Grand Total: (200 points possible)										

Comments:

Name: _____

Class: _____