



**PSY 170 WI: PSYCHOLOGICAL ADJUSTMENT**

3 Credit Hours (CRN 60392)

MW 1000-1115



**INSTRUCTOR:** Frank Palacat  
**OFFICE:** Na`auao 123  
**OFFICE HOURS:** MTWR 1:00pm – 2:00pm  
**TELEPHONE:** (808) 236-9209  
**EMAIL:** [palacatf@hawaii.edu](mailto:palacatf@hawaii.edu) (*best contact*)  
**EFFECTIVE DATE:** Spring 2019

**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 the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.*

**CATALOG 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

**RECOMMENDATIONS:**

Read and write at the college level, basic computing and Internet skills, and have a basic understanding of percentages and probability.

**STUDENT LEARNING OUTCOMES**

As a result of taking this course, students can expect to attain the following outcomes:

1. Know the basic concepts, principles, methodology, and general information comprising the field of psychology and be able to use this knowledge to better understand her or his own life and the lives of others.
2. Identify and evaluate important issues in her or his own past and present and obtain assurance and direction for the future
3. Apply the methodology of psychological adjustment to the analysis of his/her life.

**COURSE CONTENT**

- | <u>Concepts or Topics</u>  | <u>Skills or Competencies</u>   |
|--|---|
| <ul style="list-style-type: none"><li>• Major Theories &amp; Thoughts</li><li>• Life in the Present, Past, and Future</li><li>• Possibilities in Life</li><li>• Assets</li><li>• Potential</li><li>• Dealing with Stress</li></ul> | <ul style="list-style-type: none"><li>• Identify personal issues in life</li><li>• Evaluate importance of life</li><li>• Use theories to investigate one’s own life</li><li>• Discuss life issues</li></ul> |

## COURSE TASKS

### C. EXAMS (45%, 450 points of total grade):

Complete three of the four exams covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of approximately 50 Multiple Choice and True-False questions.

<b>EXAM</b>	<b>MATERIAL</b>	<b>% / POINTS possible</b>
Unit Exam 1	Chapters 1-5	15% / 150pts
Unit Exam 2	Chapters 6-10	15% / 150pts
Unit Exam 3	Chapters 11-15	15% / 150pts
Cumulative Exam	Chapters 1-15	15% / 150pts

**Do not miss exams.** Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed at the end of the semester. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the DEADLINE of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of time needed to complete course requirements. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

### A. PARTICIPATION (10%, 100 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**.

### B. “WHO AM I” PORTFOLIO (45%, 450 pts of total grade):

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. Starting the third week, students will be expected to complete a portfolio entry for 10 chapters (10x400 words for a total of 4000 words). A meeting with the instructor will be conducted during the 13<sup>th</sup> week of school. A final revision of each entry and a 500-word reflection paper will be due at the end of the semester. 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

<u>Task</u>	<u>Possible Pts</u>	<u>Grade Criterion</u>
Participation	= 100 pts	900 - 1000 points = A
“Who am I” Portfolio	= 450 pts	800-899 points = B
Exams (3x200)	= 450 pts	700- 799 point = C
<b>Total</b>	<b>= 1000 pts</b>	600 - 699 points = D
		<600 points = F or N

## LEARNING RESOURCES

### Required Text:

Wayne Weiten, Dana S. Dunn, Elizabeth Yost Hammer (2014) *Adjust*; ISBN: 9781133594987  
The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160.

### 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).
- TTC: The Testing Center for assistance in an alternative testing site.
- 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>

## DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale `Ākoakoa 213 for more information.

## TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: [https://windward.hawaii.edu/Title\\_IX/](https://windward.hawaii.edu/Title_IX/).

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235- 7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or [kaahualo@hawaii.edu](mailto:kaahualo@hawaii.edu). To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or [karlas@hawaii.edu](mailto:karlas@hawaii.edu).

## ACADEMIC INTEGRITY

Work submitted by a student must be the student’s own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

Students can upload papers to <http://www.TurnItIn.com> to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

**Students will receive a failing grade for plagiarized assignments.**

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

*Windward Community College is an equal opportunity, affirmative action institution.*

**ALTERNATE CONTACT INFORMATION**

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121

Phone: 808-235-7422

Email: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu)

**ADDITIONAL INFORMATION****A. ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIME**

Students are required to conference with the instructor (face-to-face or via telephone) twice during the semester. If the conference is via telephone, be sure to have access to a computer and internet during that time.

**B. WRITTEN COMMUNICATION HALLMARKS**

A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WI” learn to understand course content through writing and to write in ways appropriate to that discipline. English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor’s degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor’s degree. The hallmarks of a writing intensive course are:

**W1.** The class uses writing to promote the learning of course materials. *Writing is considered to be a process in which multiple drafts are encouraged.*

**W2.** The class provides interaction between the instructor and students while students do assigned writing. *At least one student-teacher conference on a writing assignment is required in writing intensive courses.*

**W3.** Written assignments contribute significantly to each student’s course grade.

**W4.** The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

**W5.** To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.

**ADDITIONAL INFORMATION****PSY 170 Tentative Schedule**

<u>Date</u>	<u>Chapter Readings</u>	<u>Class Activity</u>	<u>Learning Outcome Focus</u>
Jan 7		Introduction	1, 2, 3
9	CH. 1	Lecture/ Discussion	1, 2, 3
14	CH. 1	Lecture/ Discussion	1, 2, 3
16	CH. 2	Lecture/ Discussion	2
23	CH. 2	Lecture/ Discussion	2
28	CH. 3	Group Jigsaw	3
30	CH. 3	Group Jigsaw	3
Feb 4	CH. 4	Sending an Expert	2, 3
6	CH. 4	Sending an Expert	2, 3
11	CH. 5	Clicker Activity	2, 3
13		Unit Exam 1	1, 2, 3
20	CH. 6	Snowball	1, 2
25	CH. 6	Speed Terming	1, 2
27	CH. 7	Lecture/ Discussion	1, 2, 3
Mar 4	CH. 7	Lecture/ Discussion	1, 2, 3
6	CH. 8	Group Jigsaw	3
11	CH. 8	Group Jigsaw	3
13	CH. 9	Conference Workshop	1, 2
25	CH. 9	Conference Workshop	1, 2
27	CH. 10	Individual Jigsaw	2, 3
Apr 1	CH. 10	Individual Jigsaw	2, 3
3		Unit Exam 2	1, 2, 3
8	CH. 11	Expert Group	2, 3
10	CH. 11	Expert Group	2, 3
15	CH. 12	Lecture/ Discussion	2, 3
17	CH. 12	Lecture/ Discussion	2, 3
22	CH. 13	Term Sharing	1, 2, 3
24	CH. 13	Portfolio Sharing	1, 2, 3
29	CH. 14/15	Role Playing	1, 2, 3
May 1		Unit Exam 3	1, 2, 3
6 (10:00am- 11:15am)	CH. 1-15	Cumulative Final	1, 2, 3

**Portfolio Project for PSY 170**

Choose 10 of the 15 chapters that interest you. Write a minimum of one page, double space with 1-inch margins, using 12 point New Times Roman font. Find a point or term from the chapter that you are writing about, and apply that point or term to an experience or observation you have seen in your life. Provide an artifact (pictures, items, drawings, poems, etc.) that represents that experience. (i.e. Chapter on Friendship and Love, picture of myself with friends or love ones). 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 criterion completed. If you have not completed a criterion, 0 points will be given.

<u>Criteria:</u>	<b><u>5 Points for each completed</u></b>									
	<b>CH. _</b>	<b>CH.</b>								
Presents a clear and concise thought in defining a point or term given in the chapter.										
Provided an example or evidence of an experience or observation which applies it to the point or term given.										
Grammar/spelling/punctuation errors										
Varied sentence structure, < 20% Similarity										
1 page typed double spaced (400 words), 1 inch margins, 12 point New Times Roman font										
Provided an artifact that relates to the point or term given and is more than a simple drawing. (i.e. Picture)										
On-time, Professional Presentation										
Interesting to read, holds the reader's attention										
<b>Subtotal Each CH.: (40 points possible)</b>										
<b>Total Points Added = (40x10ch=400 points)</b>										
<b>Goals and Expectations (25 points)</b>										
<b>Reflection (25 points)</b>										
<b>Grand Total: (450) points possible)</b>										
<b>Comments:</b>										

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_