

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Social Science
Department: Psychology
Course ID: PSYCH 102
Course Title: Personal and Social Adjustment
Units: 3
Lecture: 3 Hours
Laboratory: None
Prerequisite: PSYCH 100
- B. Catalog and Schedule Description: A look at personal growth and adjustment issues from a variety of theoretical perspectives. This course reviews the characteristics of healthy and unhealthy behavior patterns and discusses management techniques and coping devices by which one can more effectively deal with problems of day-to-day living.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

- Upon successful completion of the course the students should be able to:
- A. Evaluate actively rather than passively;
 - B. Compare and critically evaluate theories of personality development;
 - C. Explain the differences of personal growth and personal adjustment;
 - D. Apply the principles of such topics as health and wellness, personal style, sex roles, sexuality, relationships, loneliness, death and loss, and meaning of values;
 - E. Critically evaluate the difference between healthy and unhealthy behavior patterns;
 - F. Apply principles learned in the course to effectively cope with the problems of everyday life;
 - G. Analyze personal issues within the context of psychological theory;
 - H. Explain personal feelings and beliefs.

IV. COURSE CONTENT:

- A. Invitation to Personal Learning and Growth
 - 1. Active vs. Passive Learning
 - 2. Review of Key Psychological Principles/Theories/Theorists
 - 3. Self-Actualization (Abraham Maslow and Carl Rogers)
- B. Reviewing Childhood and Adolescence
 - 1. Developmental Stages: Sigmund Freud and Erik Erikson
 - 2. Parenting Styles
 - 3. Defense Mechanisms
- C. Adulthood and Autonomy
 - 1. Adult Stages
 - 2. Transactional Analysis
 - 3. Rational-Emotive Therapy
- D. Work and Leisure: Your Lifestyle
 - 1. Analysis of Personal Style
 - 2. Job Analysis as Related to Personal Style
 - 3. Values Clarification
- E. Your Body and Stress Management
 - 1. Body Image
 - 2. Stress and Life Changes
 - 3. Type A Behavior

- F. Sex Roles
 - 1. The Psychology of Sex Roles
 - 2. Androgyny
 - G. Sexuality
 - 1. Sexual Myths
 - 2. Sexual Issues (including AIDS)
 - H. Love and Intimate Relationships
 - 1. Love Myths and Misconceptions
 - 2. Authentic and Inauthentic Love
 - 3. Meaningful Relationships
 - I. Loneliness and Solitude
 - 1. The Nature of Loneliness
 - 2. Loneliness and the Stages of Life
 - J. Death and Loss
 - 1. Stages of Dying
 - 2. Grieving
 - K. Meaning and Values: Putting Life in Perspective
- V. METHODS OF INSTRUCTION:**
The course is designed under the lecture/discussion format. The instructional methods to be used include:
- A. Lecture
 - B. Class and group discussion of significant issues and topics
 - C. Relevant videotapes and films
 - D. Written assignments on personal issues, both in and out of class.
 - E. Skill exercises
 - F. Small group activities
 - G. Research papers
 - H. Field trips
 - I. Computer-Assisted Instruction
- VI. TYPICAL ASSIGNMENTS:**
- A. Reading both in and out of class in preparation for exams and paper writing on personal and social adjustment issues
 - B. Class and group discussion of significant issues and topics in preparation for exams and paper writing on personal and social adjustment issues
 - C. Relevant videotapes and films in preparation for exams and paper writing on personal and social adjustment issues
 - D. Written assignments on personal and social adjustment issues, frequently graded.
 - E. Skill-development exercises either written or demonstrated
 - F. Small group activities, such as development of conflict resolution or assertiveness
 - G. Research papers on self-chosen, personally relevant topics
 - H. Field trips to specific educational or career-skill workshops

VII. EVALUATION(S):

- A. Methods of Evaluation: This will vary from instructor to instructor, but may include true-false tests, multiple choice tests, or sentence completion tests. In addition, written components such as essay tests, writing tasks (i.e. journals, summary review, interpretive essays, and/or term projects) may be included. Telecomputing can include downloading and uploading reading and writing tasks, on-line discussion, and computer tutorials.
- B. Frequency of Evaluation:
 - 1. This will depend on the type of evaluation (i.e. "objective" or essay). Evaluation will take place periodically throughout the semester with enough frequency to be sufficient to measure student progress and will be sensitive to the various learning styles of students. Typically, this could be weekly quizzes or papers or one or two midterm exams plus a final exam and/or semester project.
 - 2. Student assignments outside of are assumed equivalent of 6 hours per week and may include reading, computer-assisted instruction, writing tasks, preparing for exams, and/or study groups discussions. Grading may be comparative within a class or may be based on an absolute standard.
- C. Typical Exam Questions: These might include essay questions describing healthy and unhealthy behavior patterns, or the difference between personal growth and personal adjustment (giving an example of each), or could be multiple-choice questions asking the student to identify which statement was not true about effective coping strategies.

VIII. TYPICAL TEXT(S):

Corey, Gerald & Corey, Marianne Schneider, I Never Know I Had a Choice (6th Edition), Pacific Grove, CA.: Brooks/Cole Publishing Co., 1997.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None