Course Outline

COURSE: PSYC 41  DIVISION: 10  ALSO LISTED AS:

TERM EFFECTIVE:  Fall 2011  Inactive Course

SHORT TITLE: PSYC OF ADJUSTMENT

LONG TITLE: Psychology of Adjustment

<table>
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<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
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<td>Lecture</td>
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COURSE DESCRIPTION:

Analysis of personal interactions, process of personal adjustment, frustration and defense mechanisms, assertive behavior, values clarification and the goals of individual behavior. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Assess the state of the student's personal mental and emotional health and feelings
   ILO: 6, 2, 4, 1
   Measure: Participation in class discussion; demonstration of skills in small group work; lifeline; journal

2. Develop an understanding and acceptance of the student's self and
feelings
ILO: 6, 2, 4, 1
Measure: Participation in class discussion; demonstration of skills in small group work; lifeline; journal
3. Recognize, compare, and contrast constructive and destructive means of interacting interpersonally and intrapersonally
ILO: 6, 2, 4, 1
Measure: Participation in class discussion; demonstration of skills in small group work; journal
4. Recognize and assess how the student's behavior affects those with whom he or she interacts
ILO: 6, 4, 1, 2
Measure: Participation in class discussion; demonstration of skills in small group work; journal
5. Identify and develop positive ways of interacting with others
ILO: 6, 4, 1, 2
Measure: Participation in class discussion; demonstration of skills in small group work; journal
6. Recognize and discuss concepts related to the student's behavior and to apply these concepts to problems of a personal nature in an attempt to integrate his or her personality
ILO: 6, 1, 2
Measure: Participation in class discussion; demonstration of skills in small group work; lifeline; journal
7. Analyze and discriminate core values and apply these to the student's personal congruence, integrity, and self-confidence
ILO: 6, 2, 1, 4
Measure: Participation in class discussion; demonstration of skills in small group work; journal

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Inactive Course:: 04/25/2011

WEEK 1  2 HOURS
Introduction to adjustment. The students will be able to define adjustment. Recognize several different types of adjustment patterns. Evaluate the need for good personal adjustment. Recognize and be responsible for their own adjustment, whatever they wish it to be.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 2  2 HOURS
Mental health. The students will be able to list terms that apply to mental health and mental illness. Explain the mental health scale. Compare and contrast similarities between biological and psychological health.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 3  2 HOURS
Analysis of interactions -- self. The students will develop awareness
of their own body on command. Compare and contrast high and low levels of awareness. Organize their awareness to their benefit.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 4    2 HOURS
Analysis of interactions -- others. The students will be able to accept contrary views of awareness from others in the group.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 5    2 HOURS
Studies in awareness. The students will be able to list three ego states. Explain second order structural analysis. Compare and contrast the basic life positions.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 6    2 HOURS
Studies in awareness. The students will be able to apply the drama triangle to current life situation. Define five common patterns of neurotic interaction. Evaluate the need for positive feedback.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 7    2 HOURS
Study of the state of personal adjustment. The students will be able to evaluate their current state of adjustment vis-a-vis the mental health scale. Accept their current state of adjustment as part of a process.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 8    2 HOURS
Study of the process of personal adjustment. The students will be able to explain the process of mental breakdown and recovery. Recognize the factors that contribute to mental breakdown and recovery.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 9    2 HOURS
Frustration and defense mechanisms. The students will be able to identify and explain common defense mechanisms. State the typical conditions in which defense mechanisms are used. Recognize and describe how the defense mechanisms are effective in protecting our egos. Evaluate the need for defense mechanisms.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 10   2 HOURS
Stress. The students will be able to apply the theory of stress to the model of health and illness.
Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 11   2 HOURS
Goals of individual behavior. The students will be able to list the four major goals of misbehavior. Compare and contrast behavior common to each goal. Explain the process by which one regresses through the goals.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 12   2 HOURS

Goals of individual behavior. The students will be able to evaluate one's current goals of behavior.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 13   2 HOURS

Understanding assertiveness. The students will be able to define assertive behavior. Compare and contrast assertive and aggressive behavior.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 14   2 HOURS

Assertiveness training. The students will be able to discuss an assertive script. Recognize situations in which assertive behavior could be applied. Demonstrate application of assertive skills in a variety of role-play vignettes.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 15   2 HOURS

Assertiveness training. The students will be able to explain how stress interferes with self assertion. Analyze the value of assertion in contrast to being intimidated or aggressive. Continued practice of assertiveness skill development through role-playing.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 16   2 HOURS

The inner child. The students will be able to identify and explain the concept of their inner child. Evaluate the role their inner child plays in their current interpersonal interactions. Discuss self-esteem and the process of improving one's self-esteem.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 17   2 HOURS

Values clarification. The students will be able to define and discuss the concept of a value system. Recognize and describe their own value system. Conceptualize and reorganize their own value system if they so chose.

Out of class assignment: reading of text and additional readings as assigned; work on lifeline; work on journal.

WEEK 18   2 HOURS

Values clarification and conclusion. The students will be able to organize and integrate class material into a meaningful whole.
Each week the student will read appropriate chapters and complete assigned exercises commensurate with the 1-2, lecture-out of-class standard.

**METHODS OF INSTRUCTION:**

**METHODS OF EVALUATION:**
The types of writing assignments required:
Essay exams
Other: Journal, lifeline
The problem-solving assignments required:
None
The types of skill demonstrations required:
Class performance
The types of objective examinations used in the course:
None
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 45% - 60%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 45% - 55%
Objective examinations: 0% - 0%
Other methods of evaluation: 0% - 0%

**REPRESENTATIVE TEXTBOOKS:**
Missildine, "Your Inner Child of the Past"s, Simon & Shuster, 1991;
Peck, S., "The Road Less Traveled"s, Touchstone, 2003;
Beatty, M., "Codependent No More"s, Hazeldon, 1997,
or other appropriate college level textbook.
Reading level of text: College level. Verified by: G. Hinn

**ARTICULATION and CERTIFICATE INFORMATION**
Associate Degree:
   GAV E2, effective 200470
CSU GE:
   CSU E2, effective 200470
IGETC:
   CSU TRANSFER:
      Transferable CSU, effective 200470
UC TRANSFER:
   Not Transferable

**SUPPLEMENTAL DATA:**
Basic Skills: N
Classification: A
Noncredit Category: Y
Cooperative Education:
Program Status: 1 Program Applicable
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: PSYC
CSU Crosswalk Course Number: 41
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000207342
Sports/Physical Education Course: N
Taxonomy of Program: 200100