

**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

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
2	18	Lecture:	2	36
		Lab:	0	0
		Other:	0	0
		Total:	2	36

**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:**

1. Lectures 2. Small Group interactions and class discussions. 3. Audio-visual aids 4. Guest speakers 5. Texts plus additional readings.

**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, ^uYour Inner Child of the Past^s, Simon & Shuster, 1991;

Peck, S., ^uThe Road Less Traveled^s, Touchstone, 2003;

Beatty, M., ^uCodependent 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