

Psychology of Personal Adjustment

Fall 2006



Instructor Information

Dr. Patricia A. Marsh

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<http://webpages.charter.net/drpmarsh>

(660) 543-8911

Lovinger 1143

Office Hours:

MW 2 – 3 p.m.

TR 9 – 10:30 a.m. & 2 – 3 p.m.

Walk-ins are acceptable and individual appointments are available upon request. If a conflict arises on a particular day, the office hour(s) will be adjusted and posted on my office door.

Course Information

PSY 1320 – 01

CRN# 12850

TR 11 a.m. – 12:15 p.m.

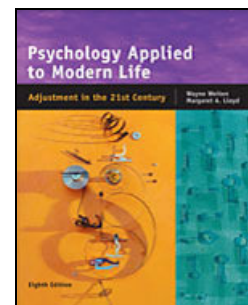
Lovinger 1180

3 credit hour course

Textbook: Weiten, W., & Lloyd, M. A. (2006). *Psychology Applied to Modern Life: Adjustment in the 21st Century* (8th edition). Belmont, CA: Wadsworth.

Optional: Study Guide for the textbook

Other: Miscellaneous supplies such as testing materials may be required and will be described in the class.



Course Description

“PSY 1320 Psychology of Personal Adjustment (3) A general overview of major theories, concepts, and principles in psychology that can be applied to issues of personal and social adjustment” (CMSU 2006 Undergraduate Catalog).

Course Purpose & Goals

The purposes of this course, through the actions of the instructors, are to: (1) assist students with thinking critically about the psychology of adjustment, its methodologies, and theories; (2) help students to reflect on their own learning; (3) provide opportunities for students to develop a deeper understanding of their own lives and goals by applying personal adjustment concepts; (4) provide students with information, discussions, assignments, quizzes and exams that will help students to develop a deeper understanding adjustment; (5) help students to develop General Education competencies as part of Division III—Personal Interaction (see GE Competencies at the end of the syllabus); and to help students in their initial development of the Psychology Departments learning expectations for the major.

Course Objectives

See Psychology department learning outcomes and General Education Competencies at the end of the syllabus.

Grade Philosophy

The course grade will reflect your mastery of the material rather than your relative position in the class, therefore curving of exams and final grades will not be a regular occurrence (i.e., student grades will not be forced into a bell/normal curve). I do reserve the right to shift the grade on an assignment, quiz, or exam, if a significant issue arises.

Everyone in this course has the opportunity to earn an “A.” However, having the *opportunity* to earn an “A” does not guarantee that everyone will earn an “A.” The recommendations below will assist your efforts with learning and understanding the course content.

Student Evaluations

Course grades will be assigned by the number of **points earned** in the class.

A = 545 – 605+

B = 484 – 544

C = 424 – 483

D = 363 – 423

F < 363

Assignment	Description	Point Value	Total Points
<i>Group Activities</i>	There will be five group activities throughout the semester. Before the group meets, each student will need to complete a brief homework assignment (see section on “Papers”).	5 * 15pts	75
<i>Quizzes</i>	There will be 16 regular quizzes, the <i>three lowest scores</i> (this includes missed quizzes) will be dropped and will not be included in the final grade. <u>There are no makeup quizzes.</u>	13 * 10pts	130
<i>Exams</i>	Exams are based on material covered in class and/or in the textbook. Each exam is a combination of the following possible question formats: multiple choice, short answer, short essay, fill-in-the-blank, T/F, and/or matching. <u>I reserve the right to keep the exams.</u> Please note that you will need to bring a number-two pencil and blue scantron answer sheet (form NT-4521) to each exam.	#1 (50pts) #2 (75pts) #3 (100pts) #4 (125pts)	350
	If you miss an exam <u>AND</u> have written documentation of an approved absence+ (see instructor and course policies), you can take a makeup 1-3 days later. All students will have the option of taking a cumulative makeup exam that can be used to replace <u>one</u> missed exam; however, this option is only available on the day of the final and for only replacing one missed exam.		
<i>Papers</i>	Prior to each group activity, students will need to complete a take-home assignment that involves TYPING up their responses to a set of questions. For example, an article maybe assigned to be read and questions answered prior to a group activity that utilizes the article.	5 * 10pts	50
<i>Extra Credit</i>	You have the opportunity to participate in research studies for extra credit or writing reaction papers. (See Extra Credit Guidelines for more details).	Up to 20pts	
Total Points			605

Course Outline

Changes to the schedule, assignments, exams, due dates, etc. will be announced in class. It is your responsibility to come to class and/or to stay informed. Please note that I reserve the right to maintain a **degree of flexibility** with this course.

Day	Date	Part	Topic(s)	Notes
R	8/24	I	Introductions; review syllabus Ch.1 Dynamics of Adjustment	Group role activity
TR	8/29 – 8/31		Ch.1 Dynamics of Adjustment	
TR	9/5 – 9/7		Ch. 2 Theories of Personality	
TR	9/12 – 9/14		Ch. 3 Stress & Its Effects	
TR	9/19 – 9/21		Ch. 4 Coping Processes	
TR	9/26 – 9/28	II	Exam 1 (chapters 1 – 4) Ch. 5 The Self	
TR	10/3 – 10/5		Ch. 6 social Thinking & Social Influence	
TR	10/10 – 10/12		Ch. 7 Interpersonal Communication	
TR	10/17 – 10/19		Ch. 8 Friendship & Love Ch. 9 Marriage & Intimate Relationships	
TR	10/24 – 10/26	IV	Ch. 9 Marriage & Intimate Relationships Exam 2 (chapter 5 – 9) start Ch. 14 Psychological & Physical Health	
TR	10/31 – 11/2		Ch. 14 Psychological & Physical Health Catch-up (if needed)	
TR	11/7 – 11/9		Ch. 15 Psychological Disorders Ch. 16 Psychotherapy	
TR	11/14 – 11/16	III	Ch. 16 Psychotherapy Exam 3 (chapters 14 – 16) start Ch. 10 Gender & Behavior	
TR	11/21 – 11/23		Ch. 10 Gender & Behavior 11/23 No class, Thanksgiving break	
TR	11/28 – 11/30		Ch. 13 Development and Expression of Sexuality Ch. 11 Development in Adolescence & Adulthood	
T	12/5 – 12/7		Video (Pushover Parents) Ch. 12 Careers & Work	
T	12/12		Final Exam (chapters 10 – 13)	11 a.m. Exam

Ways to Facilitate Your Learning

1. Read the text.
2. Regularly attend class.
3. Ask questions when things are unclear or confusing.
4. Actively participate in class discussions and group activities.
5. Create meaningful connections between the course material (from the text and class sessions) to real life situations. **Simply memorizing course material will NOT be sufficient to perform well in this course.**

Extra Credit Guidelines

In order to earn extra credit points for this course you may participate in either or both of the following two activities:

1. PARTICIPATION IN RESEARCH

You can earn up to 1 point for every ten (10) minutes of participation in research (i.e., 1 point for participation that lasts at least 10 minutes, 2 points for a study lasting at least 20 minutes, 3 points for a study lasting at least 30 minutes, and so on). You do not need to submit any forms to the instructor as verification of your participation in research. Instead, your instructor will receive a listing of those who have participated in research, including the amount of time you have participated, at the end of the semester as verification of your research participation.

To sign up as a participant in a study you will first need to access the **Experimentrak** website at <http://cmsu.experimentrak.net> then click on the tab labeled "Registration." You must enter your first and last name, a telephone number, and your cmsu2 email address. (NOTE: if you do not wish to enter your own telephone number, the Psychology Department's number, 660-543-4185, may be used instead). You will also need to enter your date of birth, a password of 6-10 characters and then check the box labeled "yes" for the consent agreement. Then click on the "submit registration" bar and go to your mulemail account. Usually within several minutes, a confirmation email will arrive with a link and a verification code. You can then copy and paste the verification number at the provided link and finish the registration process. You will be asked to complete a demographic survey, and then to choose any psychology class in which you are presently enrolled and toward which you want to assign credit points. After completing these two tasks, you may login, click on the tab labeled "Experiments" and check for open time slots that fit your schedule. If you experience problems or have questions, please let me know and I'll forward your comments to the Research Coordinator.

2. READ AND REVIEW A JOURNAL ARTICLE

You may also earn extra credit points by submitting a 2-4 page TYPED (double-spaced) paper in which you review an article published in a scholarly journal in the field of psychology. Locate a journal article in the library (note: do not use an online journal) related to the field of psychology (e.g., *Journal of Counseling Psychology*; *American Psychologist*; *Journal of Experimental Psychology*, *Learning Memory & Cognition*; *Journal of Social Psychology*, etc.). Reviews of magazine articles such as *Cosmopolitan*, *Sports Illustrated*, and *Psychology Today* are not acceptable and will receive no credit. Please see me if you have questions regarding the appropriateness of the article you are reviewing.

After reading the article, submit a brief written review. Include (1) a description of the rationale for the study, (2) a statement of the hypothesis/hypotheses under investigation, (3) a summary of the methods used in the study (e.g., number of subjects, experimental procedures, instruments used, etc.), (4) a

summary of the findings, (5) a summary of the implications of the study, and (6) a description of your own reactions to the research (note: devote about 1 paragraph to each of these 6 areas). Submit a photocopy of the journal article along with your paper. You can earn up to 5 points for each journal article review that you submit; up to the 20 point limit. Make sure that you **include your full name**, the **course name**, and **section number on your paper**.

Also, remember that **the last day to submit any extra credit work is Monday, December 4th, 2006**. **After that date any projects turned in will receive no credit—NO EXCEPTIONS.** Please see your syllabus for additional information regarding the “extra credit” policy (e.g., maximum of 20 points of extra credit will be included in determining your final grade).

Instructor & Course Policies

1. **Class Discussions** (both inside and outside of the actual classroom): As a student in this class, you should know upfront that you will encounter new ideas, topics, images and discussions, which **may** challenge your worldview. Some students **may** find this information personally offensive, uncomfortable, distasteful, or may cause anger. Because the field of psychology addresses positive, neutral and negative aspects of human and animal behavior, we will discuss a broad range of topics that may **not** be pleasant for everyone. Please be respectful to your classmates and your instructor. Debates on relevant issues are encouraged, however **no one should engage in personal attacks inside or outside of the classroom**.
2. **Email policy**: In case of illness or being out of town, I will usually respond to emails within a 24-hour period. Please do not be surprised or upset if you do not receive an immediate response to your emails. When sending an email to me (or any of your professors), it is helpful to include your first and last name, course name or abbreviation, and the class time. I teach multiple classes and, in some cases, multiple sections of the same course.
3. **The Blackboard System**: This online system will be used to: (a) post and grade quizzes, (b) post handouts, PowerPoint lecture outlines, and other relevant materials, (c) send emails messages, (d) post announcements, and (e) allow you access to your earned points in the class. For those of you currently unfamiliar with Blackboard, Central’s Center for Teaching and Learning (CTL) has developed a website to assist with the use of Blackboard at <http://www.cmsu.edu/x3774.xml>. If you need help with accessing Blackboard, you can telephone for Blackboard assistance at (660) 543-8485 and/or see the website listed previously.
4. **Student Behavior**: At the instructor’s discretion, student behavior deemed disruptive to the educational environment will result in disciplinary action consistent with Central’s academic policy. Consequences of disruptive behavior include, but are not limited to, removal from the classroom and administrative withdrawal of the student from the course.
5. **Attendance Documentation**: If you have documentation that requires my signature, verifying attendance or course grade, etc. you **must allow me 24-hours to respond**. I will not sign documentation at the beginning of class for at least two main reasons: (a) it disrupts my prep time for getting the class started on-time and thus finishing on-time, and (b) it does not allow me sufficient time to read, understand, look-up, or verify the information being requested. *Please plan ahead!*
6. **Attendance Policy**: Class attendance is a serious and vital responsibility for all students. Attendance is expected and allows you the opportunity to maximize your learning potential, thus missing class puts you at a significant disadvantage. **Obtaining lecture notes for missed classes is your responsibility**, which means contacting a classmate for the notes/materials that you missed. If you know in advance that you will miss class on major due date or for long periods of time, please notify me **immediately!** Ideally any missed

work is completed in advance of the due date. Attendance does NOT mean that you show up to class and read a newspaper or talk with your friends about non-topic related issues. **Individuals who exhibit behaviors that the instructor considers disrespectful or a hindrance to the learning process will be asked to leave the classroom.**

+Examples of approved absences might include participating in an approved university activity or program in which your attendance is required; staying home by order of a qualified physician; or representing the university through a performance or presentation at a conference. Except for unplanned illnesses, all other approved absences need to be discussed with your instructor prior to your departure.

7. Phone/Pagers: These items are to be placed in the silent, vibrate, or off mode during class. This policy will also be applied to your instructor. More punitive steps may be taken for repeat offenders.
8. Food/Drink: We are in a technology classroom, which does not allow food or beverages. The only exception is water in a sealable container.
9. Paper Assignments: Are to be typed or word-processed, double-spaced, with 1" for all margins, and in 12 point font. Proper grammar, punctuation, and spelling are expected on all assignments (i.e., points will be deducted if not followed). Late papers are penalized by a reduction of **4-points for each 24-hour period (at the start of class time) they are late**; this includes weekends and holidays.
10. Office Hours: Specific times for office hours are listed on the front page. Individual appointments are available upon request, and walk-ins are encouraged. Please take advantage of appointments. These times are set aside so that questions or concerns can be addressed, assistance and resources discussed, or for meetings about your professional development (e.g., academic and career).
11. Policy on Cheating/Plagiarism: Students who are caught cheating, and/or knowingly provide false information may be reprimanded with failure of assignments, exams, the course, and the burden of other disciplinary actions. In other words, cheating on examinations and/or plagiarism of written material will be handled in a manner consistent with Central's academic policy. Please note that it is *your responsibility to be familiar with this policy, which can be found in your student handbook*.
12. Drop Policy: I will not drop students from the class. It is the student's responsibility to drop from the course if s/he chooses. Simply not attending class or not taking tests is not sufficient. Any student on the roster at the end of the semester will receive a grade regardless of attendance or test performance; incompletes are issued at the discretion of your instructor.
13. Flexibility: The class schedule listed in this syllabus is tentative, and while I do not plan to make changes, I reserve the right to adjust to the syllabus as necessary. If you miss a lecture, you should contact someone in the class to find out what you missed and whether any announcements/changes were made.
14. Inclement weather/emergency closings: If we miss a class because of a snow/ice day, the exam schedule will remain as planned in the syllabus. The only exception is if a snow day occurs on an exam day. In that case, the exam will take place on the next day we return to class. For closing information please visit <http://www.cmsu.edu/x39792.xml>

Services Available to Students

15. Academic Assistance: The Academic Enrichment (AE) Learning Center Services provides assistance and resources to help all students with their college work. The AE Learning Center Services can be reached at (660) 543-4061, in Humphreys 127, or by visiting their web site at <http://www.cmsu.edu/x61696.xml>
16. Writing Center: Offers students a non-pressure environment for writing their papers. Professional feedback on your writing is provided. The Writing Center is located in Humphreys 116. You can contact them at (660) 543-4367, writingcenter@cmsu1.cmsu.edu, or visit their web site at <http://www.cmsu.edu/x63578.xml>
17. Early Alert: As part of the CEHS (College of Education and Human Services) commitment to building a positive, student-centered learning community that supports the success of every student, your instructor participates in the CMSU Early Alert Program.
18. Adult Student Services: Non-traditional students wishing to seek out additional assistance are encouraged to contact the Non-Traditional Student Services at (660) 543-4007, visit their office at University Union 217, or on the web at <http://www.cmsu.edu/x5305.xml>
19. Students with Disabilities: Students with documented disabilities who are seeking academic accommodations should contact the Office of Accessibility Services, Union 222, (V) (TTY) 660-543-4421. Please let the instructor know if accommodations should be made for you.
20. Counseling: Students wishing to talk with a trained professional regarding relationship issues, mental health, academic stress, etc. are encouraged to contact CMSU's Counseling & Psychological Services at (660) 543-4060; located in Humphreys 131. Open from 8 a.m. – noon and 1 – 5 p.m. Monday – Friday. <http://www.cmsu.edu/x28708.xml>
21. Health Center: Students wishing to address their health issues should visit the University Health Center located at the corner of Clark and College or call (660) 543-4770. For information on services provided, please visit their web site at <http://www.cmsu.edu/x39125.xml>
22. Career Development: Student interested in career related issues should contact CMSU's Career Services at (660) 543-4985 or visit their office located in University Union room 302. Additional information is available on their web site at <http://www.cmsu.edu/x25869.xml>

Additional Resources:

CMSU Academic Calendar: <http://www.cmsu.edu/calendar/>

Also, the **Library** has asked that the following information be included in all syllabi:

You can get help @ your library!

You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library's website at <http://library.cmsu.edu>. For research assistance, you may contact the Reference Desk:

Phone: (660) 543-4154
AIM: JCKLReference

Email: reference@libserv.cmsu.edu
RefChat: <http://library.cmsu.edu/chat>

Psychology Department Mission Statement

Excellence in education of students in Psychology through innovative, student centered instruction, use of technology, scientific inquiry and practical experiences.

Learning Outcomes for the Psychology Major

(Available at <http://www.cmsu.edu/x81698.xml>)

The learning outcomes listed below are addressed throughout the psychology curriculum. In other words, you will repeatedly encounter these learning outcomes if you plan to take additional psychology courses for a minor, major, or for life long learning. These learning expectations can help to guide how and what you learn across the various psychology courses offered at CMSU. If you have any questions about the learning outcomes please feel free to talk with me.

The graduate with a B.A. or B.S. in Psychology will use the knowledge and skills obtained in the program to:	Competency Level	Assessment Method
Demonstrate and integrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.	1	Q & T
Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	2	G, Q, & T
Value and use critical and creative thinking, including the scientific method, to address problems related to behavior and mental processes.	2	
Appropriately apply knowledge and skills acquired in the psychology curriculum to personal, social, and organizational issues.	1	E, G, Q, & T
Value and apply empirical evidence, cope with ambiguity, and behave legally and ethically in research and applied settings.	2	Q & T
Understand and apply the language of the science of psychology, through effective speaking, reading and writing.	1	G & P
Demonstrate the ability to acquire and disseminate information and use computers and other technology for a variety of purposes.	1	P & Q
Recognize, understand, and respect individual differences and the complexity of sociocultural and international diversity. Demonstrate knowledge about how these factors affect applied and scholarly work.	1	G, P, Q & T
Demonstrate knowledge about realistic occupational, career, and advanced educational opportunities appropriate to the discipline and develop a feasible plan to pursue those opportunities.	1	E, Q, & T

General Education Competencies

This course is approved for the Division III (Personal Interaction) classification of the General Education Program. Division III states that “Students need to learn how humans change in intellectual, personality and socialization skills and what causes those changes. They need to learn strategies that will enable them to prevent undesirable changes in their cognitive, emotional and physiological well being. Further, they need to know the causes of personal and social conflicts and understand strategies to resolve those conflicts” (CMSU 2006 Undergraduate Catalog). Listed below are the individual competencies contained within Division III, the level of the competency addressed within the course (primary or secondary), and the type of assessments used.

Division III: Personal Interaction	Competency Level	Assessment Method
1. Recognize the diversity of human interaction and what promotes and what impedes productive personal interactions.	1	Q & T
2. Recognize consequences of appropriate and inappropriate behaviors in themselves and others.	1	G, Q, & T
3. Learn strategies that will enable them to prevent undesirable changes in their cognitive, emotional and/or physiological well being.	2	E, Q, & T
4. Know the causes of personal and/or social conflicts.	2	Q & T
5. Identify and analyze appropriate strategies to resolve personal and/or social conflicts.	1	G, Q, & T
6. Understand how humans change in physiological, intellectual and/or socialization skills and what causes those changes.	1	G & T

Competency Levels

1 = Primary level, the competency is explicitly covered in the course.

2 = Secondary level, the competency is discussed in the course but may not be a main focus.

Assessment Methods

E = In-class exercise such as a self-report paper and pencil surveys that will allow students to apply psychological concepts to and explore aspects about themselves.

G = Group assignment. Students will work in small groups to accomplish hands-on activities related to the course content. Group activities will mostly be conducted in-class; however, some groups may require time outside of class to complete their task.

P = Paper. Two typed papers are required. Each written paper involves carefully reading articles that take opposite sites on a specific issue related to behavior. The papers require students to respond to several critical thinking questions about each article. A scoring rubric, tips on writing the paper, and information on how to access the articles electronically will be provided.

Q = Online quizzes through the Blackboard System

T = In-class test. All test items assume that you will be able to identify, apply, and where appropriate evaluate the concepts, theories, and ideas presented.