

MAUI COMMUNITY COLLEGE
COURSE OUTLINE

1. ALPHA AND NUMBER: PSY 170
- COURSE TITLE: Psychology of Adjustment
- NUMBER OF CREDITS: Three (3)
- DATE OF OUTLINE: February 2004
1. COURSE DESCRIPTION: Examines current psychological research in the field of adjustment and provides various coping mechanisms and strategies dealing with everyday life problems. Stresses personal as well as societal concerns. Studies stress, love, marriage, divorce, suicide, death and dying, and psychological therapies.
2. CONTACT HOURS PER WEEK: Lecture/Discussion Three (3)
3. PREREQUISITES: Placement at ENG 100
- COREQUISITES: None
- RECOMMENDED PREPARATION: None

APPROVED BY _____ DATE _____

**Received March 2004
Under Amnesty Program
SLOs Updated & Linked To Content
COWIQ Grid Prepared**

5. GENERAL COURSE OBJECTIVES

To develop a working understanding of general terms and theories pertaining to problems in everyday living. Focuses on coping solutions for each concern.

This class focuses on the following education standards:

- 1.9 Develop a personal voice in written communication
- 5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.
- 5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence
- 5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence
- 5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.

6. STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student should be able to:

- a. Chronicle the history of change and adjustment in the United States and be able to hypothesize future changes that may occur.
- b. Compare and contrast the major perspectives in contemporary psychology.
- c. Define stress and stressors. Construct coping strategies to alleviate negative stress.
- d. Define self esteem and formulate ways to increase low self esteem in children and adults.
- e. Demonstrate ways of coping with physical illness and develop ways of promoting wellness through the immune system, personality, lifestyle, and environmental issues.
- f. Appraise several different models of communications. Students should also select the best mode to communicate in a given situation.
- g. Compare and contrast liking, love, and intimacy.
- h. Assess the role of singlehood, marriage, remarriage, and divorce.
- i. Describe the role sexuality plays in a relationship.
- j. Identify work-related concerns and appropriate solutions to these concerns.
- k. Identify problems and solutions for growing older.
- l. Evaluate issues surrounding death and dying and compose ways to cope with one's own death and the death of a loved one.
- m. Write a diary of one's experiences related to the everyday situations presented throughout the semester.
- n. Define psychological terms and concepts and apply these to everyday situations.

7. RECOMMENDED COURSE CONTENT

Content may vary according to the number of chapters covered and the emphasis placed on the course. One recommendation of course content is given below:

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|---------|---|
| 2 Weeks | Introduction/ Goals of Course History of Adjustment Major Perspectives of Psychology (a, b, m, n) |
| 1 Week | Stress (c, m, n) |
| 2 Weeks | Self-esteem (d, m, n) |
| 1 Week | Mental and Physical Health (e, m, n) |
| 1 Week | Communication (f, m, n) |
| 1 Week | Relationship (g, m, n) |
| 2 Weeks | Marital Status (h, m, n) |
| 1 Week | Sexuality (i, m, n) |
| 2 Weeks | Work (j, m, n) |
| 1 Weeks | Growing Old Death and Dying (k, l, m, n) |
| 2 Weeks | Evaluations (Quizzes, Diary, Presentations, Homework) |

8. RECOMMENDED COURSE REQUIREMENTS

Specific course requirements are at the discretion of the instructor at the time the course is offered. Suggested requirements might include, but are not limited to:

Written or oral examinations
In-class and out-of-class exercises
Homework assignments
Quizzes
Projects or research (written reports and/or class presentations)
Attendance and/or class participation
Development of a Portfolio
Service Learning

9. **TEXT AND MATERIALS:**
An appropriate text(s) and materials will be chosen at the time the course is to be offered from those currently available in the field. Examples include:

Texts: Psychology Applied to Modern Life
Annual Editions: Personal Growth and Behavior

Materials: Handouts

Other:

Study Guide to Accompany Text
Appropriate films, videos, or internet sites
Television programs
Guest speakers
Other instructional aids

10. **EVALUATION AND GRADING**

| | |
|---------------------------------|--------|
| Examinations: | 20-70% |
| In-class/Out of Class exercises | 0-40% |
| Homework: | 0-20% |
| Quizzes: | 0-20% |
| Projects/research: | 0-40% |
| Attendance | 0-20% |
| Class participation: | 0-20% |
| Portfolio/Diary | 25-50% |
| Oral Presentation: | 0-20% |
| Service Learning | 0-20% |

11. **METHODS OF INSTRUCTION**

Instructional methods vary considerably with instructor's teaching style and students learning style. Thus, specific instructional methods will be at the discretion of the instructor teaching the course. Suggested techniques might include, but are not limited to:

Lecture, problem solving and class exercises or readings
Class discussions or guest lecturers
Audio, visual presentations
Internet and/or computer usage
Student/class presentations
Group or individual projects
Other contemporary learning techniques (e.g. service learning)

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PSY 170

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

| | PSY 170 |
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| Standard 1: Written Communication | |
| Write effectively to convey ideas that meet the needs of specific audiences and purposes. | |
| 1.1 Use writing to discover and articulate ideas | 1 |
| 1.2 Identify and analyze the audience and purpose for any intended communication | 0 |
| 1.3 Choose language, style and organization appropriate to particular purposes and audiences | 0 |
| 1.4 Gather information and document sources appropriately | 1 |
| 1.5 Express a main idea as a thesis, hypothesis, and other appropriate content | 1 |
| 1.6 Develop a main idea clearly and concisely with appropriate content | 0 |
| 1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics | 0 |
| 1.8 Demonstrate proficiency in revision and editing | 0 |
| 1.9 Develop a personal voice in written communication | 3 |
| Standard 2: Quantitative Reasoning | |
| Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations. | |
| 2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately | 0 |
| 2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate | 0 |
| 2.3 Communicate clearly and concisely the methods and results of quantitative problem solving | 0 |
| 2.4 Formulate and test hypotheses using numerical experimentation | 0 |
| 2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results | 0 |
| 2.6 Assess the validity of statistical conclusions | 0 |
| Standard 3: Information Retrieval and Technology (Information Literacy) | |
| Access, evaluate, and utilize information effectively, ethically and responsibly. | |
| 3.1 Use print and electronic information technology ethically and responsibly | 1 |
| 3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval | 1 |
| 3.3 Recognize, identify, and define an information need | 2 |
| 3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information | 1 |
| 3.5 Create, manage, organize, and communicate information through electronic media | 1 |
| 3.6 Recognize changing technologies and make informed choices about their appropriateness and use. | 2 |
| Standard 4: Oral Communication | |
| Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes. | |
| 4.1 Identify and analyze the audience and purpose of any intended communication. | 1 |
| 4.0 Gather, evaluate, select, and organize information for the communication. | 1 |
| 4.3 Use language, techniques, and strategies appropriate to the audience and occasion. | 1 |
| 4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion | 1 |
| 4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed. | 1 |
| 4.6 Use competent oral expression to initiate and sustain discussion. | 1 |
| Standard 5: Critical Thinking | |
| Apply critical reasoning skills to effectively address the challenges and solve problems. | |
| 5.1 Identify and state problems, issues, arguments, and questions contained in a body of information. | 2 |
| 5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 3 |
| 5.3 Formulate research questions that require descriptive and explanatory analyses. | 0 |
| 5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 2 |
| 5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence. | 3 |
| 5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence. | 3 |
| 5.7 Synthesize information from various sources, drawing appropriate conclusions. | 2 |
| 5.8 Communicate clearly and concisely the methods and results of logical reasoning. | 2 |
| 5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others. | 3 |