PSYC 2315 — Psychology of Adjustment
Frank Phillips College

General Course Information
Credit Hours: 3
General Education Core Curriculum Course

Prerequisite
Completion of PSYC 2301 or its equivalent with a grade of C or better.

Course Description
Study of the processes involved in adjustment of individuals to their personal and social environments.

THECB Approval Number ................................................................. 42.0101.56.25

Statement of Purpose
Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Core Objectives Required for Social and Behavioral Sciences Courses
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.

Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

- Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
<table>
<thead>
<tr>
<th>Required Core Objective</th>
<th>Activity Related to Core Objective</th>
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<tbody>
<tr>
<td>Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>Students will complete a one page writing assignment using development, interpretation, and expression of ideas to identify psychological adjustment concerns.</td>
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<td>Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>Students will complete an assignment/presentation that demonstrates appropriate use of stress management techniques appropriate for adjustment difficulties pertaining to college students.</td>
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<td>Communication – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>Students will experience visual and oral communication through various media in the classroom.</td>
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<td>Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td>Students will complete a three page essay utilizing creative thinking, inquiry, analysis, and evaluation skills applied to a popular self-help text.</td>
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<td>Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td>Students will utilize creative thinking, innovation, inquiry, analysis, and evaluation on an original research assignment/presentation of the student’s choice of a popular press self-help text.</td>
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<tr>
<td>Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</td>
<td>Students will analyze, evaluate and synthesize data to determine either healthy or maladaptive psychological functioning from clinical case studies of those suffering from adjustment disorders.</td>
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<tr>
<td>Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
<td>Students will complete a written assignment that demonstrates their ability to analyze numerical data and/or observable facts in order to reach informed conclusions.</td>
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<tr>
<td>Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
<td>Students will complete an assignment demonstrating the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
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<tr>
<td>Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
<td>Students will be evaluated using various data on attendance, tardiness, and or completed assignments to show the direction and degree of correlation between those variables and classroom success.</td>
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<td>Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
<td>Students will complete a one page writing assignment answering a question that relates to social and civic responsibility in the recognition and treatment of those suffering from adjustment disorders.</td>
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<tr>
<td>Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
<td>Students will complete an assignment/quiz that examines social policy concerning the diagnosis and treatment of adjustment disorders in America.</td>
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<tr>
<td>Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
<td>Students will complete an assignment/quiz that examines foundational principles and civic responsibility concerning normal and abnormal human development and the social costs of inadequate or ineffective parenting.</td>
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Learning Outcomes
Upon successful completion of this course, students will:
1. Identify the psychological difficulties that arise as consequences of maladaptation to the stresses of modern life.
2. Describe some of the prominent perspectives and approaches used in the study of personality and adjustment psychology.
3. Use terminology appropriate to the study of adjustment psychology.
4. Describe accepted approaches and standards in psychological assessment and evaluation.
5. Identify factors in physiological and psychological processes involved in human behavior, especially in response to the challenges of living in a modern society.

Methods of Evaluation
Students’ successful completion of required projects and examinations as well as participation in classroom learning activities are the basis for assessing progress toward course objectives.

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tr>
<td>“Daily Grade” - Reading quizzes, attendance, participation, and Adjustment Journal entries</td>
<td>30%</td>
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<tr>
<td>Critical Review of Self-Help Text</td>
<td>20%</td>
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<tr>
<td>Three Periodic Examinations</td>
<td>30%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Academic Honesty and Integrity
Students attending Frank Phillips College are expected to maintain high standards of personal and scholarly conduct. Academic dishonesty including, but not limited to, cheating, collusion (working with anyone else to produce work for which you take credit without the professor’s permission), utilizing resources such as books and notes for a test without the professor’s permission, and plagiarism is considered a serious offense and may result in disciplinary actions including:
- A grade of 0 for the test or assignment
- A semester grade of F for the course
- Administrative withdrawal from the course
- Academic suspension
- ***Faculty members have the right to assign a failing grade to a student who is guilty of academic dishonesty at any point during a semester. Faculty members may prohibit a student from dropping a course when academic dishonesty is discovered. However, if a student has dropped the course in accordance with the rules and dates applied to dropping a course and prior to the discovery of academic dishonesty, the grade of W will stand. Students currently enrolled in a course and students who have completed a course (A, B, C, D, CT, and I) may have a grade changed to an F if academic dishonesty is discovered. The faculty member must
notify the student of the change to the final grade within one week of facilitating the change. The student will have the opportunity to appeal the final grade change according to the college policy stated in the catalog.

Class Attendance
Regular attendance is necessary for satisfactory achievement. Therefore, it is the responsibility of the student to attend class in accordance with requirements of the course as established by the instructor.

Students will be excused from class without penalty when either representing the college in an approved activity or having an approved reason for not attending. Reasons for absences must be approved by the instructor of the course. These exceptions do not relieve the student of the responsibility of making up the missed work as designated by the instructor concerned.

Students who enroll in one or more college-preparatory course(s) because of TSI deficiency will be administratively withdrawn from all classes if the course in which they are excessively absent is their only preparatory course. For a student enrolled in more than one preparatory course, the student may be dropped from only the course affected by absences.

Any student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day, provided that proper notification of the absence is given to the instructor of the course missed. The student should notify the instructor within the first fifteen (15) days of the semester that he or she intends to be absent on the specified holy day.

Cell Phones and Other Electronic Devices Procedure:
Cell phones and electronic devices in the classroom create a distraction for both students and faculty. Cell phones are also considered suspicious during test taking. Therefore, Frank Phillips College outlines the procedure for handling cell phone usage in a classroom as follows:

1. First Offense: the student will be warned verbally by the instructor to turn off the cell phone or electronic device or by appropriate administrative personnel at distance sites. The instructor will make a notation of the infraction.
2. Second Offense: the student will be asked to leave the class period for the day and will receive zeroes for any work done in class on that day; a student receiving instruction through remote connection at an off-campus site will be required to attend the class face to face in Borger from this class date forward.
3. Third Offense: the student will be administratively withdrawn from the class in which the infraction occurred and will receive no refund for the class.

Students should leave the college’s main number with an appropriate contact in case of an emergency.
Borger: (806) 457-4200, ext. 0 or 886-5047 after hours
Grievance Policy
If you have a dispute concerning your grade or policies in this class, it is your responsibility to FIRST contact the instructor, either by e-mail or in person, to discuss the matter. Should things remain unresolved after this initial contact, please follow the procedures described in the Academic Policies section of the Frank Phillips College Catalogue. In the vast majority of cases, the matter can be resolved at the instructor/student level, and learning to communicate your concerns in a civilized manner is part of the college experience.

Important Information
Frank Phillips College is a Microsoft Office Campus. You must submit your electronic assignments in Microsoft Office programs only. If you do not have Microsoft Office, you may use one of the computer lab sites on campus for your class work.
Scans/Or Core Competencies That Will Be Addressed in the Class

**Resources:**
- Allocates Time
- Allocates Money
- Allocates Material & Facility Resources

**Information:**
- Acquires & Evaluates Information
- Organizes & Maintains Information
- Uses Computers to Process Information

**Interpersonal:**
- Participates as a Member of a Team
- Teaches Others
- Serves Clients/Customers
- Exercises Leadership
- Negotiates to Arrive at a Decision
- Works with Cultural Diversity

**Thinking Skills:**
- Creative Thinking
- Decision Making
- Problem Solving
- Seeing Things in the Mind's Eye
- Knowing How to Learn
- Reasoning

**Technology:**
- Selects Technology
- Applies Technology
- Maintains & Troubleshoots Technology

**Systems:**
- Understands Systems
- Monitors & Corrects Performance
- Improves & Designs Systems

**Basic Skills:**
- Reading
- Writing
- Arithmetic
- Mathematics
- Listening & Speaking

**Personal Qualities:**
- Responsibility
- Self-Esteem
- Sociability
- Self-Management
- Integrity/Honesty