

# COURSE SYLLABUS

<b>Course Title:</b>	Psychology of Adjustment	<b>Date submitted:</b>	March, 2004 (04-14)
<b>Department:</b>	Social Sciences		
<b>Curriculum:</b>	Psychology		
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101) PSY*104 <b>Course Type:</b> D/L A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio	<b>Prerequisites:</b>	
	<b>Elective Type:</b> G/LA/SS AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LA: Liberal Arts FL: Foreign Language M: Math S: Science SS: Social Science	C- or better in Composition (ENG*101) and General Psychology I (PSY*111)	
	<b>Credit Hours:</b> 3 <b>Developmental:</b> (yes/no) No Lecture: 3 Clinical: 0 Lab: 0 Studio: 0 Other: 0 <b>TOTAL:</b> 3	<b>Corequisites:</b>	
	<b>Contact Hours:</b> Lab: 0 Studio: 0 Other: 0 <b>TOTAL:</b> 3	None	
	<b>Class Maximum:</b> 35 <b>Semesters Offered:</b> F/Sp	<b>Other Requirements:</b>	
		None	
<b>Ability Based Education (ABE) Statement</b>	Tunxis faculty and staff have identified a set of specific abilities (skills and knowledge) that students should develop in a successful and well-rounded education. We believe that ten of these abilities, the general-education abilities, are necessary for all students to be successful at work, in future education, and as citizens. In most college-levels course at Tunxis, students will be assessed on at least one general-education ability as well as abilities that are specific to the course. Students in professional programs will also be assessed on abilities that are important to that profession. (In some externally accredited programs, general-education abilities may not be assessed in every course, but all abilities will be assessed by the time the student completes the program.)  On some assignments, students will receive feedback on the degree to which they have mastered certain abilities. When this happens, students will receive a rating of 1 (Not Satisfactory), 2 (Satisfactory), or 3 (Distinguished) and an explanation for the rating. The goal will be to let students know where they stand at a specific time and what they need to do in order to improve in these abilities. We are convinced that development of these abilities, and the general-education abilities in particular, is critical to students' success in all aspects of life.		

<p><b>Catalog Course Description:</b></p>	<p>Human adjustment and growth with emphasis on personal adjustment, interpersonal relationships, family dynamics, and sociocultural adjustment are studied. Self-esteem, emotions, communication, goals and values, problem-solving, and social roles are also considered.</p>
<p><b>Topical Outline:</b> List course content in outline format.</p>	<ol style="list-style-type: none"> <li>1. The Challenge and the Self             <ol style="list-style-type: none"> <li>a. Adjustment and Personal Growth</li> <li>b. The Self</li> <li>c. Human Development Through the Life Cycle</li> <li>d. Personality: Three Forces in Psychology</li> <li>e. Adjustment Problems and Psychotherapy</li> </ol> </li> <li>2. The Challenge of Stress, Fear, and Depression             <ol style="list-style-type: none"> <li>a. Stress and Defensive Coping</li> <li>b. Meeting the Challenge of Stress</li> <li>c. Fears, Phobias, and Test Anxiety</li> <li>d. Depression, Grief, and Suicide</li> </ol> </li> <li>3. The Challenge of Human Relationships             <ol style="list-style-type: none"> <li>a. Violence in Contemporary Life</li> <li>b. Social Influence and Assertive Behavior</li> <li>c. Attraction, Love, and Marriage</li> <li>d. Sexual Behavior</li> </ol> </li> <li>4. The Challenge of Self-Control             <ol style="list-style-type: none"> <li>a. Self-Directed Behavior</li> <li>b. Weight Control, Smoking, and Drug Abuse</li> </ol> </li> <li>5. Personal Growth             <ol style="list-style-type: none"> <li>a. Personal Growth and the Duality of Life</li> <li>b. The Human Potential Movement</li> </ol> </li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <hr/> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p>N/A</p> <hr/> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p>

<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> None</p> <p><b>Desired:</b></p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout</p>