

COURSE OUTLINE

**Psychology 110 (C-ID Number: PSY 115)**  
**The Psychology of Personal and Social Adjustment**  
**(C-ID Title: Psychology of Personal and Social Adjustment)**

**I. Catalog Statement**

Psychology 110 has an applied focus for students interested in how psychology is used in everyday life and is related to other social sciences. The course surveys different psychological perspectives and theoretical foundations and how these are applied across a person's life, taking into account the influence of factors such as culture, gender, ethnicity, historical cohort, and socio-economic status. A broad understanding of how scientists, clinicians, and practitioners study and apply psychology is emphasized.

Total Lecture Units: 3.0

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Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48.0**

Recommended preparation: Eligibility for English 120 or ESL 151.

**II. Course Entry Expectations**

Skills expectations: Reading 5, Writing 5, Listening/Speaking 5, Math 2.

Prior to enrolling in the course, the student should be able to:

1. read at the 10<sup>th</sup> -12<sup>th</sup> grade level;
2. write somewhat loosely organized short essays;
3. take lecture notes and follow extended and fairly complex oral directions;
4. add, subtract, multiply, and divide using whole numbers, fractions, and decimals.

**III. Course Exit Standards**

Upon successful completion of the required coursework, the student will be able to:

1. define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan;
2. generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment;
3. describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science;

4. apply psychological principles and develop “new” interpersonal, occupational and social skills for life-long personal growth;
5. differentiate between individual and sociocultural differences as applied to psychology of adjustment.

<b>IV. <u>Course Content</u></b>	<b>Total Faculty Contact Hours 48 hours</b>
A. Models of Human Nature	3 hours
1. Creative or destructive	
2. Rational or irrational	
3. Free or determined	
B. Psychological Theories of Human Development/Adjustment	8 hours
1. The psychoanalytic model: Sigmund Freud	
2. The behavioristic model: B. F. Skinner	
3. The humanistic model: Rogers and Maslow	
C. The Self	6 hours
1. Self-awareness	
2. Sensory apparatus for external and internal data	
3. Development of self-concept, self-ideal, and self-image	
4. Information from others and from self-observation	
5. Emotions: source, adaptive expression, and maladaptive expression	
D. The Self in Relation to Others	6 hours
1. Attraction and selection	
2. Growth and development of relationships	
3. Communication and assertiveness skills	
4. Problem-solving skills and workable compromise	
5. Methods for corrective action	
6. Ending relationships	
E. The Nature of Stress	6 hours
1. Sources of stress and its measurement	
2. Factors that influence reactions to stress	
3. Maladaptive response to stress and the consequences	
4. Effective management of stress	
5. Stress as a source of personal growth	
F. Making Decisions	3 hours
1. Gathering information and predicting consequence	
2. Weighing alternatives and choosing	
G. Conflict and Its Management	6 hours
1. Sources of conflict	
2. Ownership of a conflict	

3. Responses to conflict
4. Reassessment

H. Crisis: Definition and Description 6 hours

1. Maturation, situational, and catastrophic sources of crisis
2. Complicating factors
3. Danger and opportunity: maladaptive and adaptive responses

I. Effective Self-Management as the Key to Management of Life 4 hours

1. Education and employment/career
2. Marriage and its alternatives
3. Parent: to be or not to be
4. Maturing and aging

V. **Methods of Instruction**

The following methods of instruction may be used in the course:

1. classroom lectures and demonstrations;
2. speakers with special expertise in the area of personal and social adjustment;
3. student presentations and discussions;
4. small group activities focusing on the understanding and application of psychological concepts;
5. audio-visual presentations.

VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

1. homework assignments that apply class concepts (e.g. keep track and analyze your stress over the course of a week);
2. research paper demonstrating use of sources and critical thinking skills (e.g. a paper contrasting different coping skills);
3. individual projects (e.g. PowerPoint presentation that explains different problem-solving skills);
4. group projects (e.g. PowerPoint presentation that explains effective coping skills).

VII. **Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. four to five in-class objective and essay tests requiring demonstration of course exit standards;
2. research paper demonstrating the use of sources and the ability to think critically and apply concepts in a collegiate manner;
3. class participation in individual or group tasks to practice course exit standards;
4. evaluation of homework assignments;
5. evaluation of individual and group projects;

**VIII. Textbook(s)**

Nevid, Jeffrey, and Spencer Rathus. *Psychology and the Challenges of Life 12<sup>th</sup> ed.*  
Indianapolis: Wiley, 2012. Print.  
12<sup>th</sup>-13<sup>th</sup> Grade Textbook Reading Level. 978-1118370360

**IX. Student Learning Outcomes**

Upon successful completion of the required coursework in, the student will be able to:

1. identify appropriate ways to deal with stress and solve personal problems;
2. identify effective ways to manage social and personal relationships;
3. apply psychological concepts as they relate to everyday life.