

Course	PSYC 2100 Psychology of Adjustment
Term	Fall II, 2009
Instructor	Name: Lacey Smith Phone: (816) 377-3587 Email: laceys@webster.edu
Catalog Description	The course is designed to provide the student with an understanding of how psychological principles are applied to personal experiences. Adjustment is viewed as an active two way process between the individual and their environment. Students study the physiological and psychological determinants of behavior, with emphasis on relevant research and organized around the themes of behavior, interpersonal relationships, and the processes of growth, adaptation and adjustment.
Course Objectives	Students will be able to: 1) Begin a process of self-discovery regarding their personal development. 2) Research a topic of interest related to adjustment and adaptation or report on volunteer experience. 3) Reflect on their life experiences including the influence of family, community, friends, spirituality, life philosophy and purpose, relationships, development, life dreams, careers and mental health.
Materials	Duffy, K., and Atwater, E. (2005), Psychology for Living, 8th edition .Upper Saddle River, NJ: Pearson Prentice Hall. Albom, M. (1997) Tuesdays with Morrie. New York: Broadway Books.
Grading	Grading Your course grade is determined by a combination of three learning measures: 1) Mid-Term Exam, 2) Final Exam, and 3) Psychology of Adjustment Handbook. You can earn a total of 500 points for the course, with each exam worth 100 points while the completion and presentation of your Handbook is worth 300 points. Mid-Term Exam (100 points) - will cover Chs.1 to 4, 7, 8, 16. (20% of course grade) Final Exam (100 points) will cover Chs. 6, 9, 10 to 15. (20% of course grade) Psychology of Adjustment Handbook (300 point value) will consist of the following: (sections 2 & 3 are each worth 50 points,

	<p>section is 50 points and your presentation of sections 1 and 3 is worth 100 points. (The Handbook is 60% of the course grade)</p> <p>The Grading Scale is:</p> <p>A 95 to 100% A- 90 to 94% B+ 87 to 89% B 84 to 86% B- 80 to 83% C+ 77 to 79% C 74 to 76 % C- 70 to 73% D+ 67 to 69% D 64 to 66% D- 60 to 63%</p>
<p>Activities</p>	<p><u>Section 1</u> Your Life Adjustment -provide a summary of the following: life forces that have influenced who you are including family, community, faith, friends, life experiences (adversity, key learnings, decision-makings, cross roads) dreams, life philosophy and purpose, travel/relocation, and accomplishments. Include your legacy and your obituary. You can include self assessment activities including text exercises and questions for reflection and other relevant self-inventory class assignments. Describe how you have responded to life changes and transitions. Include your 40 yr. Vision Exercise. Describe your Life's Story and what do you see as your Life's Work?</p> <p><u>The second part of section 1</u> will focus on the Adjustment of Others - you are to interview two people (family and non-family member) and ask them key questions to learn what have been their greatest challenges and joys; their important lessons from life, what have they learned and what advice would they offer to others? Identify their life dreams and resources. You will need to create a questionnaire to use for the interview process. Apply relevant course concepts.(100 points) 6-10 pgs</p> <p><u>Section 2</u> Provide 3 to 5 page, double spaced written book report for Tuesdays with Morrie to include but not limited to answering the following questions: What motivated the author to write this book and what methods were used to collect his data? How would you have handled a similar assignment? What are the limitations of this method of research and data collecting? What are the major conclusions presented by the author and his lessons learned? What feelings were stirred in you by reading this book? How has this book influenced your perspectives on life and death? Provide any</p>

	<p>additional information that you feel is important and related to text/ life experiences. Due November 25th (50 pts)</p> <p><u>Section 3</u> Either complete a report on your volunteering (4 hrs required) where you summarize your experience, describe the organization and persons you work with and the services provided along with key insights and recommendations to other students. Apply relevant course concepts. (or) Write a report on a professional journal article by selecting a topic from the list below and writing a 3 to 5 page, double spaced paper, including but not limited to operational definition, key issues, different models on the topic, controversies, future trends and application to adjustment. (Use APA criteria)</p> <p>Potential topics are: self-esteem, emotional intelligence, Positive Psychology, change, transitions, role of adversity and prosperity in life, happiness, sense of community, support groups, adoption, divorce, celebration of life, character development, decision-making, spirituality/faith, human relationships, volunteerism, mentoring, coaching, and resiliency. (50 points)</p> <p>Handbook should be 12 to 18 pages, double spaced, and APA format and be creative with your 10 to 12 minute presentation (power point, flip charts, overheads, etc.)</p>
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals in the Graduate Studies Catalogue to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p>

	<p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p>
Course Policies	There are no additional policies for this course.
Weekly Schedule	<p>Week 1 (October 28) Course Introduction & Overview Chapter 1 Self-Direction Chapter 2 Childhood Chapter 3 Adulthood</p> <p>Week 2 (November 4) Chapter 4 Seeking Selfhood Chapter 7 Managing Your Inner Life</p> <p>Week 3 (November 11) Chapter 8 Friends Chapter 16 Good Grief & Dying</p> <p>Week 4 (November 18) Midterm Exam Chapter 12 Love & Commitment Chapter 11 Sexuality</p> <p>Week 5 (November 25) Tuesdays with Morrie report due Chapter 6 Taking Charge Chapter 9 Leaders & Followers</p> <p>Week 6 (December 2) Chapter 10 Work & Play Presentation of Adjustment Handbook Chapter 13 Stress & You</p> <p>Week 7 (December 9) Presentation of Adjustment Handbook Chapter 14 Mental Health Chapter 15 If You Go For Help</p>

	<p>Week 8 (December 16) Final Exam</p> <p>Throughout the course we may have speakers, panel discussions and videos related to the course topics. This Syllabus is subject to change by your Instructor.</p>
<p>Additional Information</p>	<p><u>Course Attendance:</u> The University reserves the right to drop students who do not attend class the first two weeks of the term/semester. Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences.</p> <p><u>Conduct:</u> Students enrolling in a degree program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an education institution. Misconduct for which students are subject to discipline may be divided into the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities or of other authorized activities on University premises. 3. Classroom disruption. Behavior occurring within the academic arena, including but not limited to classroom disruption or obstruction of teaching, is within the jurisdiction of Academic Affairs. In case of alleged campus and/or classroom disruption or obstruction, a faculty member and/or administrator may take immediate action to restore order and/or to prevent further disruption (e.g. removal of student[s] from class or other setting). Faculty members have original jurisdiction to address the immediacy of a situation, as they deem appropriate. When necessary and appropriate, Public Safety and/or the local [or military] police may be contacted to assist with restoring peace and order. Faculty response is forwarded to the academic dean (or his or her designee) for review and, if necessary, further action. Further action might include permanent removal from the course. Repeated offenses could lead to removal from the program and/or the University.

4. Theft of or damage to property of the University. Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place.

Students who engage in any of the above misconducts may be subject to dismissal from the University on careful consideration by the executive vice president of the University or his designee. To the extent that penalties for any of these misconducts (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate action under such laws.

Students are subject to the Student Code of Conduct and Judicial Procedure described in the Online Student Handbook.

Course Contact Hours:

Unless a course has enrolled fewer than four students, faculty have a contractual obligation to meet the full complement of contact/meeting hours (32 for undergraduate courses; 36 for graduate courses). Not to meet this full complement of hours may be construed as a breach of contract and may also endanger Webster University's accreditation by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, and its licensure by the State of Florida. Finally, course meetings which are missed for any reason must be made up.

DETERMINATION OF GRADES IS BASED THE FOLLOWING CRITERIA:

Minimum Requirements:

Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.

Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.

Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.

Mastery Level (Grade of "B"): *Professional Achievement*

Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research

papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive.

Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

Mastery Level Plus (Grade of "A"): *Creative Achievement*

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the student.

For Webster University policies and procedures, please refer to the Catalog and Student Handbook. If you have a documented disability as described in Section 504 of the 1973 Rehabilitation Act of the Americans with Disability Act (ADA), you can contact our Academic Resource Center (ARC) at www.webster.edu/acadaffairs/asp/arc.htm, or call 800-981-9801, ext. 7620 to make arrangements for services. Also, please notify your site administrator if you are attending an extended campus.

Reviewed by: _____

	Job Title: _____ Date: _____
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