

Lassen Community College Course Outline

PSY-33 Psychology of Personal and Social Adjustment

3.0 Units

I. Catalog Description

This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for correspondence, online and hybrid delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only

General Education Area: E1

CSU GE Area: E1

C-ID PSY 115

51 Hours Lecture, 102 Expected Outside Class Hours, 153 Total Student Learning Hours

Scheduled: Fall, Spring

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 200100

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

1. Demonstrate the ability to identify and analyze specific aspects of personality and personal adjustment.
2. Apply psychological principles and develop “new” or “modified” interpersonal, occupational and social skills for life-long personal growth.
3. Compare and contrast various research findings on topics covered in class such as personality development, intimate relationships, stress management, changing gender roles, and adjustment to modern society.
4. When studying human behavior, describe research methods, ethics in regard to research techniques, and the peer-review process.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Define and describe the steps involved in the development of a psychologically well-adjusted individual
2. Identify and assess his/her own adjustment process
3. Identify; describe and contrast a mentally healthy personality and the dysfunctional personality
4. Construct (design) a preventative psychotherapy program
5. Identify and describe the specific areas of Clinical Psychology which relate to interpersonal relations and the development of a functionally healthy individual.

6. Describe and contrast psychological and physiological addictions
7. Practically apply personality theories and techniques in communication to aspects in their own interpersonal relationships

IV. Course Content

- A. The concept of adjustment
 1. Scientific approach to behavior: research procedures
 2. Basic human needs: biological, social, psychological
 3. Adjustment as accommodation, and assimilation
- B. The development of personality
 1. Theories of Personality
 - a. Psychodynamic perspective: Freud, Jung, Adler, Sulloway
 - b. Behavioral perspective: Skinner, Bandura
 - c. Humanistic perspective: Maslow, Rogers
 - d. Biological perspective: Eysenck, Buss
 1. The individualized inner organization
 2. Developmental stages in infancy and childhood
 3. Biological and social determinants; innate differences
 4. The family
 5. Self-image its acquisition and modification
- C. Inter-personal relations
 1. Communication
 - a. Communication skills used to solve conflicts
 - b. Non-verbal communication
 - c. Gender differences in communication
 - d. Technological advances and new forms of communication
 - i. Email
 - ii. Text messages
 - iii. Social networking
 2. Relationships with superiors, co-workers, and subordinates on the job.
 3. Marriage and family relations.
 - a. Sex roles in our current culture
 - b. Peer group
 - c. The dysfunctional family
- C. Personality under stress
 1. Unconscious motivations
 2. Defense mechanisms
 3. Escapes,
 4. Deviant personalities.
- D. Traditional and changing gender roles
 1. Traditional gender roles
 2. Gender roles in modern society
 - a. Family and professional responsibilities
 - b. Personal achievement: Educational choices and vocational preparation
 - c. Social pressures /expectations
 3. Self-concept, self-efficacy, self-defeating behavior

V. Assignments

Appropriate Readings

Standard college-level books. Additionally articles and materials from other sources (i.e., journals, magazine articles) will be used to enhance the learning process.

Writing Assignments

In order to successfully complete this course, students must demonstrate an understanding of course content by written assignments including essays on given topics and a research project.

Expected Outside Assignments

Outside assignments will include weekly essays related to each learning unit an empirical research studies entailing library visits.

Specific Assignments that Demonstrate Critical Thinking

This course provides substantial information relating to the development of personality, the adjustment, and mental health process. The student will acquire a greater understanding of the development of personality and all of the influences both internal and external that are involved. The student's ability to critically evaluate this complex integrative process on an individual basis will be challenged. The assignments outlined are designed to stimulate the use of critical thinking. The student must participate in classroom discussions and activities finish a final project and critically evaluate course content through essay. The student must be sensitive to the feelings, level of knowledge, and degree of sophistication of others.

VI. Methods of Evaluation

Traditional Classroom Evaluation

Class participation, Group and individual projects, essays, research project.

Correspondence Evaluation

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Evaluation

A combination of traditional classroom and online evaluations will be used, such as (1) Traditional Classroom: exercises/assignments, objective examinations and essay examinations and (2) Online delivery: exercises/assignments, online quizzes and exams, essay forum postings, and chat rooms.

Online Evaluation

Same as face-to-face instruction including a variety of evaluation methods such as: research papers, asynchronous and synchronous discussions (chat/forum), exercises/assignments, online quizzes and exams, and postings to online website.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

Traditional Classroom Delivery **Correspondence Delivery**

Hybrid Delivery

Online Delivery

Traditional Classroom Delivery

Lecture, discussion, discussion groups, audio-visual media, participation in group activities, and other appropriate methods to be determined by the instructor.

Correspondence Delivery

Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery:

A combination of traditional classroom and online instruction will be utilized. Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the remaining hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of exercises/assignments, lectures, visual aids, and practice exercises. Online delivery will consist of exercises/assignments, lecture posts, discussions, adding extra resources and other media sources as appropriate.

Online Delivery

Online instruction will be utilized. 51 hours will be instructed online through the technology platform adopted by the District. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, exams and online lectures. Adding extra resources and other media sources as appropriate.

VIII. Representative Texts and Supplies

Corey and Corey, *I Never Knew I Had a Choice*, 11th edition, 2018, Cengage, ISBN 9781305945722, Loose-leaf edition: 9781337273824

IX. Discipline/s Assignment

Psychology, Counseling

X. Course Status

Current Status: Active

Original Approval Date: 3/13/1990

Revised By: Sandy Beckwith

Curriculum/Academic Standards Committee Revision Date: 11/01/2022