I. INTRODUCTION

A. This course studies the processes involved in adjustment of individuals to their personal and social environments.

B. Through this course, students will prepare for contemporary challenges by developing and demonstrating critical thinking skills, communication skills, social responsibility, and empirical and quantitative skills.

- 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.
- Social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
- Empirical and quantitative skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

II. OVERALL OR GENERAL OBJECTIVES OF THIS COURSES

Upon successful completion of this course, Personality Adjustment, the student will be able to:

A. Explain his/her own behavior and that of others.

B. Discuss the learning, psychopathology of everyday life, relations of the opposite sex, and occupational choice.

C. Discuss the aspects of human behavior that are of basic importance to an understanding of individual and group behavior in any context.

D. Discuss psychological concepts and ways in which these concepts may be applied to everyday life.

III. INSTRUCTIONAL MATERIALS
Instructional materials for this course may be found at
www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. To receive transferable credit for this course, the student must earn a grade
   of “C” or better. A grade of “D” usually will not transfer to other
   colleges.

B. This is a concentrated course which will require serious and intense effort
   on the part of the student. It is suggested that the student first read the text
   and then take notes on the lectures. Development of note-taking is
   essential to the reinforcement of learning and applying the materials
   obtained from this course.

C. Reference the CLASS PERFORMANCE: This information is
   disseminated to all students at the FIRST CLASS MEETING. At that
   time the syllabus and any administrative matters (i.e. EXAMINATIONS,
   SEMESTER GRADE COMPUTATIONS, ABSENCES, GRADING
   PHILOSPHY) will be discussed by the instructor.

V. EXAMINATIONS

A. The examinations will be objective in type (multiple choice, matching,
   true/false). All exams must be taken with a No. 2 lead pencil. No one will
   be allowed to begin an examination after the first person has turned in
   his/her exam.

B. If a student misses an exam, or wishes to try to improve his/her grade, a
   comprehensive make-up exam covering all course material will be given
   the last day of class.

VI. SEMESTER GRADE COMPUTATIONS

   90 – 100 = A
   80 - 89 = B
   70 - 79 = C
   60 - 69 = D
   50 - 59 = F

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE
     INSTRUCTOR

A. Withdrawal from Course: It is the student’s responsibility to officially
   drop a class if circumstances prevent attendance. Any student who desires
   to, or must, officially withdraw from a course after the first scheduled
class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 11-week session: Friday of the 8th week
- 8-week session: Friday of the 6th week
- 5 ½-week session: Friday of the 4th week

The equivalent date (75% of the semester) will be used for session of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of “W”, provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrate Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course…” Prior approval from the instructor is required before the Grade of “I” is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
VIII. COURSE OUTLINE

A. Unit One: Nature of Adjustment

1. Unit Objectives: Upon successful completion of this unit, the student will be able to:

   a. Define adjustment
   b. Define psychology
   c. Define adjustment in a sociocultural context
   d. Analyze critical thinking and adjustment
   e. Become a wise consumer of psychological knowledge

2. Learning Activities:

   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignments: Chapters 1 and 2

3. Unit Outline:

   a. the Nature of Personality
   b. Theories of Personality
      (1) Psychoanalytic Perspectives
      (2) Psychoanalytic Revisionists and Dissenters
      (3) Learning Perspectives
      (4) The Cognitive Social Learning Perspective
      (5) Human Perspectives

B. Unit Two: the Self and Identity

1. Unit Objectives:
   Upon successful completion of this unit, the student will be able to:

   a. Identify the forces that shape human development.
   b. Explain the significance of the Self as a determinant of development.
   c. Identify what is healthy development what conditions foster it.
   d. Identify faulty development and discuss the conditions that create faulty development.
   e. Explain that there are “normal” problems in healthy development.
2. **Learning Activities:**

   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignment: Chapter 3
   d. First Exam Chapters 1,2,3

3. **Unit Outline:**

   a. the Forces that Shape Us
      1. Heredity
      2. Environment
      3. Significance of development of self
         a. The self concept
         b. Self-direction
         c. Search for significant selfhood in today’s world.
   b. Recognition of Developmental Variation
   c. Three Approaches Used to Define Healthy Development
   d. Faulty Development
      1. Three forms of faulty development
      2. Five conditions conducive to faulty development and the extent of their damage.
   e. Psychological Conditions Fostering Healthy Development

C. **Unit Three:** Stress

1. **Unit Objectives:**
   Upon successful completion of this unit, the student will be able to:

   a. Identify types of stress and its source
   b. Determine the severity of stress
   c. Point out the positive effects of stress

2. **Learning Activities:**

   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignment: Chapter 4
3. **Unit Outline:**
   a. Stress: Definition
   b. Types and Sources of Stress
      (1) Frustration
      (2) Conflict
      (3) Pressure
      (4) Self-imposed stress
   c. Severity of Stress
   d. Key Factors in an Individual’s Ability to Meet Stress
   e. Positive Effects of Stress

**D. Unit Four: Coping**

1. **Unit Objectives:**
   Upon completion of this unit, the student will be able to:
   a. Define the characteristics of healthy development
   b. Analyze the adjustive process
   c. Analyze the types of psychological adjustive reaction, ex-defense mechanisms.

2. **Learning Activities:**
   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignment: Chapters 5 and 11
   d. Second Exam – Chapters 4, 5, and 11

3. **Unit Outline:**
   a. Principles of Adjustive Behavior
   b. Processing the Adjustive Demands
      (1) Action
      (2) Analysis
      (3) Analysis
   c. Types of Psychological Adjustive Reaction

**E. Unit Five: Abnormal Psychology & Therapies**

1. **Unit Objectives:**
   Upon successful completion of this unit, the student will be able to:
   a. Review the characteristics effecting behavior.
b. Outline the models for understanding maladaptive behavior.
c. Identify maladjustive patterns in development.
d. Discuss major treatments for maladaptive behavior.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignment: Chapters 14 and 15

3. Unit Outline:
   a. Nature of Effective Behavior
   b. Models for Understanding Maladjustment
      (1) Medical model
      (2) Psychological model
   c. Major Maladjustive Patterns
      (1) Transient situational personality disorders
      (2) Neurotic disorders
      (3) Psychoses
      (4) Psychosomatic disorders
      (5) Acting out disorders (psychopathic)
   d. Treatment and Prevention of Maladjustive Behavior

F. Unit Six: Interpersonal Relationships

1. Unit Objectives:
   Upon successful completion of this unit, the student will be able to:

   a. Discuss the various theoretical models for analyzing interpersonal relationships.
   b. Outline the steps in interpersonal relations.

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignment: Chapters 7 and 10

3. Unit Outline:
   a. Ways of Viewing Interpersonal Relationships
      (1) Social exchange model
      (2) Role model
      (3) “Games people play”
(4) General systems model
b. Relating to Significant Others
   (1) Encounter
   (2) Interpersonal perception and attraction
   (3) Interpersonal accommodation
   (4) Self-disclosure
c. Foundations of Satisfying Interpersonal Relationships

G. Unit Seven: Health
1. Unit Objectives:
   Upon successful completion of this unit, the student will be able to:
   a. Define Health and Illness
   b. Identify the factors (characteristics) that affect one’s health

2. Learning Activities:
   a. Classroom lecture/discussion
   b. Student homework study
   c. Reading assignment: Chapter 16
   d. Third Exam: Chapters 14, 15, 10 and 16
   e. Make-up Exam: Chapters 1, 2, 3, 4, 5, 10, 11, 14, 15 and 16
   f. Final Exam: Chapters 1, 2, 3, 4, 5, 10, 11, 14, 15, and 16