SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Psychology of Personal Adjustment
COURSE NUMBER: PSYC-0112
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
E-MAIL: KCKCC issued email accounts are the official means for electronically communicating with our students.
PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course is designed to accomplish two purposes: (a) To explore characteristics of a healthy personality and aid students in gaining insight that will foster their own personal growth, and (b) To explore the characteristics of healthy relationships and foster growth in these areas.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:

I. Identity
II. Human Communication
III. Growth Dynamics
IV. Human Relationships
V. Emotions and Feelings
VI. A Quality Life

EXPECTED LEARNER OUTCOMES:

A. The student will be able to identify aspects of self.
B. The student will be able to identify the importance of a clear sense of identity.
C. The student will be able to discuss personality development theories.
D. The student will be able to identify verbal and non-verbal communications.
E. The student will be able to describe listening and common styles of responding.
F. The student will be able to summarize the causes of conflict and discuss the positive and negative effects of conflict.
G. The student will be able to discuss conflict management and resolution.
H. The student will be able to discuss theories of motivation.
J. The student will be able to discuss locus of control.
K. The student will be able to explore relationships.
L. The student will be able to describe development and types of emotions.
M. The student will be able to discuss managing emotions.
N. The student will be able to discuss how classical conditioning, operant conditioning and social learning affect control.
O. The student will be able to discuss aspects of managing stress.
P. The student will be able to classify and clarify personal values.
Q. The student will be able to explain the importance of goal setting and life planning.

COURSE COMPETENCIES:

*The student will be able to identify aspects of self.*

1. The student will be able to explain the benefits of self-discovery and self-disclosure.

*The student will be able to identify the importance of a clear sense of identity.*

2. The student will be able to explain why we need to study the development of the self.

*The student will be able to discuss personality development theories.*

3. The student will be able to discuss psychological stages of development.
4. The student will be able to describe how cognitive and social-learning theories influence your self-image.

*The student will be able to identify verbal and non-verbal communications.*

5. The student will be able to describe ways that verbal and nonverbal communication function.
The student will be able to describe listening and common styles of responding.
  6. The student will be able to list and discuss different levels of listening when another person speaks.
  7. The student will be able to define and give examples of common styles of responding to others.

The student will be able to summarize the causes of conflict and discuss the positive and negative effects of conflict.
  8. The student will be able to define conflict and explain what causes conflict.
  9. The student will be able to explain characteristics of the nonassertive and the assertive person.

The student will be able to discuss conflict management and resolution.
  10. The student will be able to list and give examples of methods you can use in conflict resolution.

The student will be able to discuss theories of motivation.
  11. The student will be able to explain how needs and motives influence life planning.

The student will be able to discuss locus of control.
  12. The student will be able to differentiate between internal and external locus of control.

The student will be able to explore relationships.
  13. The student will be able to define emotional attachments and social ties and explain their importance in relationships.
  14. The student will be able to explain steps in establishing and maintaining relationships.

The student will be able to describe the development and types of emotions.
  15. The student will be able to define emotions and explain their characteristics.

The student will be able to discuss how to handle emotions.
  16. The student will be able to list and discuss guidelines for dealing with your emotions.

The student will be able to discuss how classical conditioning, operant conditioning and social learning affect control.
  17. The student will be able to define social learning theory and explain the importance of imitation in a person’s development.
  18. The student will be able to explain classical and operant conditioning and reinforcements and apply them to life.

The student will be able to discuss stress management.
19. The student will be able to discuss techniques for managing stress.

The student will be able to classify and clarify personal values.
20. The student will be able to define the term value and explain how we develop values.
21. The student will be able to list and explain possible value orientations.
22. The student will be able to explain the process of values testing through goal setting.

The student will be able to explain the importance of goal setting and life planning.
23. The student will be able to discuss the criteria for identifying personal goals and making them successful.
24. The student will be able to identify and explain keys to successful life planning.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means of exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

**Computation Learning Outcomes**
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

**Critical Reasoning Learning Outcomes**
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

**Technology and Information Management Learning Outcomes**
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

**Community and Civil Responsibility Learning Outcomes**
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

**Personal and interpersonal Skills Learning Outcomes**
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.