



# PSYC 2220 Psychology of Adjustment

CENTRAL COMMUNITY COLLEGE

## INSTRUCTOR

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## COURSE INFORMATION

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Basic concepts of adjustment including mental health, personality, and the individual and social forces that interact to determine how one copes with his or her world.

Contact Hours: Class- 45 Practical Lab- 0 Clinical- 0 Internship- 0

### Homework Expectations:

For each hour of classroom time, typically you can expect two hours of homework per week.

Credits: 3

Total Hours: 45

## CLASS INFORMATION

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## TEXTBOOKS

Textbook information may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name > Scroll to the bottom of the **Section Details** popup window > Click the link to **Bookstore Information**

## GRADING INFORMATION

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90-100	A
87-89	B+
80-86	B
77-79	C+
70-76	C
67-69	D+
60-66	D

Students will complete 14 assessments and 14 written projects. Each of the exams and papers are worth 100 points. The grading system is considered natural. Assessments and projects not completed by the due date will not be reopened and the student will receive a grade of 0 for the assessment/written project.

## COURSE COMPETENCIES

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### 1. Compare theories of learning and personal growth.

#### Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Analyzes the stages of change.
- Compares and contrasts theories of personal growth.

#### Learning Objectives

- Evaluate the stages of change.
- Summarize theories of personal growth.
- Compare and contrast a fixed mind set and a growth mindset.
- Explain the contributions of humanistic psychology to personal growth.
- Describe individual learning styles.

### 2. Summarize development during Childhood and Adolescence

#### Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Explains the developmental tasks of childhood and adolescence
- Explores the effects of environmental influences on development

#### Learning Objectives

- Compare and contrast theoretical perspectives of development during childhood and adolescence.
- Describe the developmental tasks of childhood and adolescence
- Evaluate the effects of environmental influences on development
- Analyze the relationship between present behavior and past experiences.

### 3. Explain the relationship between Adulthood and Autonomy.

#### Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Investigates the key tasks associated with stages of adult development
- Examines the concept of autonomy.

#### Learning Objectives

- Explain the key tasks associated with stages of adult development
- Critique stereotypes related to older adults.
- Assess the relationship between autonomy and interdependence

- Summarize the concept of autonomy.
- Explain the function of cognitive distortions.
- Explain the steps involved in disputing self-defeating behavior.

#### 4. Examine the relationship between wellness and the body

##### Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Explains practices associated with wellness.
- Outlines the relationship between wellness and body image.

##### Learning Objectives

- Describe practices associated with wellness.
- Summarize the relationship between wellness and body image.
- Evaluate personal choices about health and wellness.
- Explain the relationship between life choices and wellness.

#### 5. Research the nature of stress and methods of reducing stress.

##### Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Compares and contrasts environmental and psychological sources of stress.
- Explains methods of controlling stress.
- Illustrates the effects of stress.

##### Learning Objectives

- Explains environmental and psychological sources of stress.
- Summarizes the effects of stress.
- Describes the concepts of resilience and hardiness.
- Explains the body's reaction to stress.
- Describes methods of controlling stress.
- Assess the relationship between trauma and stress.

#### 6. Analyze factors related to the emotion of love.

##### Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Explains the theories of authentic love.
- Evaluates the ways self-love is related to loving others.

##### Learning Objectives

- Interpret the theories of authentic love.
- Compare and contrast authentic and inauthentic love.
- Illustrate the ways self-love is related to loving others.

- Examine how social trends affect the way people demonstrate their love for one another.
- Analyze obstacles to loving others and being loved by others.

7. Evaluate choices in relationships.

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Summarizes different types of intimacy.
- Explains the impact of current social trends on relationships.
- Determines factors related to the termination of relationships.

Learning Objectives

- Describe different types of intimacy.
- Explain the factors involved in a meaningful relationship.
- Describe different types of intimacy.
- Evaluate the impact of current social trends on relationships.
- Summarize factors related to the termination of relationships.
- Describe common blocks to communication.

8. Analyze the development of gender roles.

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Explains the role of socialization in defining gender identity.
- Evaluates how gender roles influence relationships.

Learning Objectives

- Illustrate the role of socialization in defining gender identity.
- Analyze traditional ideas about gender roles.
- Examine models of alternative definitions of gender role.
- Analyzes how gender roles influence relationships.

9. Examine sexual attitudes and behavioral choices.

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Explains sources of our sexual values.
- Evaluates issues associated with sexual addiction.

Learning Objectives

- Illustrate sources of our sexual values.
- Compare and contrast the relationship between sexual attitudes and behavior.
- Examine health concerns related to sexual behavior.
- Analyze issues associated with sexual addiction.

10. Summarize the relationship between work and leisure time activities.

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Explains the relationship between college education and one's work.
- Evaluates issues related to toxic work environments

Learning Objectives

- Explain factors involved in choosing a career.
- Assess the relationship between a college education and one's career.
- Compare and contrast the elements of work and leisure time.
- Describe issues related to toxic work environments.
- Summarize the meaning of retirement.

11. Evaluate the role of loneliness and solitude in life.

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Evaluates elements of loneliness and solitude during life stages.
- Summarizes the importance of solitude as a source of creativity.

Learning Objectives

- Appraise the value of loneliness and solitude in life.
- Summarizes elements of loneliness and solitude during life stages.
- Describe the meaning of shyness.
- Assess the importance of solitude as a source of creativity.
- Summarize emotions associated with loneliness.

12. Analyze the process of dying, grieving and bereavement.

Criteria

Performance will meet expectations when the student:

- Explains possible benefits of therapeutic grief work.
- Compares the stages of death and grief.
- Receives a passing grade on both the written test and written assignment.

Learning Objectives

- Illustrate possible benefits of therapeutic grief work.
- Identify possible benefits of grief work.
- Examine the stages of death and grief.
- Research the stages of death, grief, and bereavement.
- Examine the ways death influences the meaning of life.

13. Explain the foundations of identity, meaning and personal values.

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Evaluates the foundations of individual identity and meaning.
- Explains reasons people engage in heroic deeds and acts of evil.

Learning Objectives

- Describe the foundations of individual identity and meaning.
- Compare and contrast reasons people engage in heroic deeds and acts of evil.
- Examine the concept of cultural diversity
- Summarize factors related to prejudices.
- Assess the role of spirituality and religion in the development of identity.

14. Examine the importance of personal growth throughout life..

Criteria

Performance will meet expectations when the student:

- Receives a passing grade on both the written test and written assignment.
- Compares and contrasts the relationship between priorities, values, and goals and personal growth.
- Illustrates the role of counseling in continued personal growth.

Learning Objectives

- Describe the relationship between priorities, values, and goals and personal growth.
- Explain the role of counseling in continued personal growth.
- Summarize the importance of self-understanding in continued personal growth.
- Describe a method of continuous assessment to support life long personal growth.

## **CCC-AMERICANS WITH DISABILITIES ACT**

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If you have a disability or want to know if you qualify for accommodations as defined by the Americans with Disabilities Act, you are invited to contact the campus Director of [Disability Support Services](#). You are not required to disclose or reveal information about your disability to anyone at any time, however, in order to receive accommodations in college, you must make those needs known and request services from the Disability Support Services office on one of the three CCC campuses. Inquiries concerning the application of the laws and regulations cited above may be directed to the Human Resources Office, Central Community College, P.O. Box 4903, Grand Island, NE 68802-4903; (308) 398-7325, or to the Director, Office of Civil Rights, U.S. Department of Education, Washington, DC 20201.

## **CCC-ARCHIVING OF STUDENT WORK**

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To protect the original work of students from plagiarism and to uphold the high academic standards and integrity of CCC, any written assignment in this course may be submitted to an internet based plagiarism detection service such as [Turnitin.com](#) by the student or the instructor. All submitted written assignments will be archived and may be referenced for the purpose of detecting plagiarism.

## **CCC-ATTENDANCE--ONLINE, FACE-TO-FACE, HYBRID**

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Central Community College faculty record attendance in courses- including online courses. Class attendance and participation contribute significantly to student academic success. Commonly, students who attend class get more out of

their college investment through increased learning, stronger relationships with instructors and classmates, earning higher grades, achieving increased passing rates in courses, which leads to completion of academic, and ultimately, career goals. Attendance in an online course may include timely participation in discussions, submitting assignments, activities, projects, etc. (i.e. completing assignments by their deadline). Students should regularly participate in weekly course activities as led by your instructor to ensure meeting attendance requirements. Failure to consistently attend class(es) - even online class(es) - may jeopardize your financial aid.

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## CCC-COURSE MEETING TIME AND LOCATION

Course meeting time and location may be found in **WebCentral** through My Services, Services for Students, Academic Planning, Student Planning, Go to Plan & Schedule, Timeline tab or use this quick link:

[Student Planning Timeline Tab](#) > Sign In, if applicable > Navigate to Term > Click on Course Name

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## CCC-EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

Central Community College does not discriminate on the basis of race, religion, national origin, gender, age, disability, marital status, or military veteran status as is defined by law in employment, admission, scholarship and financial aid programs or operation of its educational programs and activities as prescribed by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246 as amended, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Age Discrimination Acts of 1974 and 1975, and other federal and state laws and regulations.

Central Community College offers career and technical education programs for all students regardless of race, color, national origin, age, religion, marital status, including those with limited English proficiency, sex or disability. For a complete list of programs, go to [www.cccneb.edu/programs](http://www.cccneb.edu/programs). Educational programs are offered at but not limited to the following locations: Columbus Campus, Grand Island Campus, Hastings Campus, Holdrege Center, Kearney Center, Lexington Center and Ord Learning Center.

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## CCC-EXPECTATIONS FOR ACADEMIC INTEGRITY

Central Community College believes successful students are independent critical thinkers who possess the work ethic and skills necessary to make a positive difference in their professions and communities. In order to maximize student and community success, CCC is devoted to maintaining an honest academic environment and upholding integrity as a core value. All individuals across all course modalities are expected to practice academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. In the case of alleged violations of academic integrity, Central Community College strives for fair resolution.

### **Instances of Academic Dishonesty:**

Behaviors that violate the fundamental values of academic integrity at Central Community College may include but are not limited to the following:

- Plagiarism - direct copying or paraphrasing without citation someone else's work (i.e. writing, images, video or audio)
- Cheating - engaging in any behavior intended to achieve an unfair advantage for self or another in any academic exercise (i.e. unauthorized collaboration or unauthorized use of resources or data in a study)

- Fabricating Information - inventing or falsifying information (i.e. making up resources and/or citations, falsifying academic records)
- Facilitating Academic Dishonesty - soliciting, furnishing, or offering to furnish unauthorized exams, quizzes, or academic materials; participating in academic sabotage

Read the [Expectations for Academic Integrity](#) in its entirety.

## CCC-GENERAL INFORMATION

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All college policies and procedures identified in the student handbook will be adhered to for the course. College policies and procedures include, but are not limited to, conditions for dropping or withdrawing from a class, student academic honesty, etc. A copy of the student handbook is available upon request from the Student Services office on each campus or you may utilize this link to the [Student Handbook](#).

## CCC-TECHNOLOGY USAGE GUIDELINES

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In order to support the activities for this course, Central Community College provides access to computers for students. The College established Technology Use Policy and Procedure documentation. This document can be found on the College web site. You may click this link to download a PDF document outlining the College's [Technology Use Guidelines](#).

## CCC-TITLE IX POLICY

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Members of the Central Community College community, guests and visitors have the right to be free from all forms of gender and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Any member of the community, guest or visitor who believes that the policy on Equal Opportunity, Harassment and Nondiscrimination has been violated should contact the Title IX/Equity/AA Coordinator, Dr. Christopher Waddle, 308-398-7325 or [TitleIXCoordinator@cccneb.edu](mailto:TitleIXCoordinator@cccneb.edu). Students should understand that in cases of gender and sex based discrimination, no College employee, including members of the faculty, can guarantee confidentiality. For more information about CCC's policy please reference CCC's [Title IX Handbook](#). For counseling services which may remain confidential, CCC counselors are available for free to all currently enrolled students. To schedule an appointment or to receive additional information contact 402-562-1244 or email [counselingservices@cccneb.edu](mailto:counselingservices@cccneb.edu).

## Pregnancy Rights and Responsibilities

Title IX makes it illegal to discriminate on the basis of pregnancy and related conditions. All pregnancy concerns and pregnancy related absences are coordinated by the Disability Services office. You may not anticipate any academic needs associated with your pregnancy, however, your needs may change as your pregnancy progresses. Disclosure of your condition early in the pregnancy will help in making the planning process more proactive. To disclose your pregnancy to ensure proper accommodations and support, please contact the [Disability Services Director](#) on your campus. For additional information related to pregnancy rights and responsibilities, please visit <https://www.cccneb.edu/pregnantandparenting> or contact you campus Disability Services Office or CCC's Title IX Coordinator at [titleixcoordinator@cccneb.edu](mailto:titleixcoordinator@cccneb.edu)



## **COVID-19 REQUIREMENTS AND EXPECTATIONS**

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Students diagnosed with COVID-19 are expected to confidentially report this information to any Associate Dean of Student Success or by calling our Grand Island Office at 308-398-7426. Further, Central Community College instructors will support flexible attendance for students exhibiting symptoms or illness.

Specific instructional programs may require industry-specific personal protective equipment (PPE) that must be maintained.

Central Community College reserves the right to require face coverings and to change mode of delivery, instructor, or class schedule due to pandemic response at the college, at a location, or in the community.