

General Education Course Proposal

Proposed Course: Psych 61 Personal Adjustment Units 3
Prefix No. Title

Department: Psychology School: Natural Sciences

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E X
Integration: B___; C___; D___; International/Multicultural___

Existing Course ___; Revised Course X; New Course ___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisites: Not open to students with credit in Psych 171. General adjustment behavior with regard to health, social, academic, and emotional problems; application of principles for prevention of health, social, academic, and emotional problems.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 2; Year 3 2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 3/24/98
Department Chair Date

[Signature] 9/2/98
School Curriculum Committee Date

[Signature] 9/2/98
School Dean Date

General Education Subcommittee Date

[Signature] 12/22/98
Associate Provost Date

General Education Course Proposal

Proposed Course: Psych 61 Personal Adjustment 3 units
Department: Psychology School of Natural Sciences

GE Category: E

Proposed catalog description:

Prerequisites: Not open to students with credit in Psych 171. General adjustment behavior with regard to health, social, academic, and emotional problems; application of principles for prevention of health, social, academic, and emotional problems.

1. Statement of specifications

This course clearly meets specifications 1 and 3 under E (see Table). With respect to the first specification, students in this course learn about a variety of issues directly relevant to their own emotional and physical health, including stress and drug use, faith and morality, violence, sexuality, and time management and study skills important to their success as a college student.

With respect to the third specification, students perform a number of activities to understand for themselves their current strengths and weaknesses, and how to capitalize on their strengths and ameliorate their weaknesses. For example, students learn tips to improve their studying behavior, do activities to clarify their goals, and use standardized instruments to assess cognitive abilities and personality characteristics. In this class students learn not only about their bodies and selves, but also how they might change their bodies or selves to become more knowledgeable and effective individuals.

2. Statement of common elements

Topics common in all sections of this course are listed in the Table. They are: genetics, stress, drug use, faith, morality, violence, suicide, cults, problem solving, time management, study skills, personality, mental disorders, and sexuality.

Objectives of this course are to have students gain a better understanding of the self and others, and of the principles of psychology that apply to individual and group actions and interactions.

Student activities include discussions, presentations, examinations, and completing a number of assessment devices, all designed to give students a better understanding of their individual strengths and weaknesses. In order to meet the GE writing requirement of 2000 words per semester, two 1000 word papers are assigned. Additional writing is done on examinations and for homework assignments. The overall grading policy involves assessed competence on examinations and papers, such that 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, and 0-59% = F.

GE specifications for E	Common content topics covered in this course	Example readings from Duffy (D) or Martin (M)	Total % time
<i>Promote an understanding of linkages among the physiological... functions of the topics addressed in the course</i>	Genetics Stress Drug use	D - 6,7,9 D - 43; M - 26,27 D - 17,42	13%
<i>Promote an understanding of linkages among the sociological... functions of the topics addressed in the course</i>	Faith Morality Violence Suicide Cults	D - 13 D - 25 D - 10,32,34 D - 21 D - 36	12%
<i>Promote an understanding of linkages among the psychological functions of the topics addressed in the course</i>	Problem solving Time management Study skills Personality Mental disorders Sexuality	M - 17-24 M - 5-10 M - 11-16 D - 4 D - 26,41 D - 18	21%
<i>Promote experiences which integrate activity and theory to heighten the student's awareness and understanding of life-long potentials for creativity and growth</i>	<below are activities> puzzle completion study habits and attitudes survey mental abilities assessment in-class presentations reducing anxiety personality assessment values clarification		18%

Two representative texts are given below.

Duffy, K. G. (1998). Personal growth and behavior. Guilford, Connecticut:
Dushkin/McGraw Hill.

Martin, D. (1991). How to be a successful student. San Anselmo, CA: Martin Press.

3. Ideal syllabus

An ideal syllabus is attached.

4. Special costs

No special costs are associated with this course.

Beth Bolton Newell
Spring Semester, 1998

Psych 61
M-W-F 8:10 - 9:00 am
Schedule # 26456

Personal Adjustment

Instructor: Beth Bolton Newell

Office: PHS 201
278 - 5133 (office/message phone)
278-2691 (dept. office phone)

E-mail: bethn@zimmer (on campus main frames)
bethn@csufresno.edu (off campus servers)

Office Hours: M, W, & F 9:10 - 10:25 am & 7:45 - 8:05 am
T & TH 9:30 - 10:30
OR BY APPOINTMENT

Textbook: Duffy, K. G. (1998). Personal growth and behavior. Guilford, Connecticut: Dushkin/McGraw Hill.

Martin, D. (1991). How to be a successful student. San Anselmo, CA: Martin Press.

COURSE DESCRIPTION AND OBJECTIVES

Psychology 61 covers a wide range of topics about adapting to new and/or unfamiliar situations. The focus will be placed upon increasing academic skills, developing better interpersonal relationships, preventing both physical and mental health problems, and understanding the meaning and main categories of psychopathology. Main topics include successful adjustment to higher education, personal growth, interpersonal communication, and applying the principles of psychology for a more knowledgeable, happy, and healthy life.

Standardized assessment tools, numerous applications, and appropriate exercises will allow the student to make a better transition from lower division to upper division status. By the end of the course it is expected that each student will have a better understanding of self, more tolerance for the differences between people, and be able to apply the principles of psychology.

Expected classroom behavior:

This is a state university and, as such, I expect university level behavior and work from each of you. This means:

1. Attend **all** class sessions (leave message on my phone or computer in an emergency situation).
2. Be prompt.
3. Politely pay attention to my lectures or to whoever is speaking. You are responsible for all material presented in class.
4. At all times be considerate to your fellow students. No talking during videos or lecture; keep your eyes on your own papers. Never do anyone harm either by your action or your inaction.
5. Know and obey the Cheating and Plagiarism policy, and the Disruptive Classroom Behavior policy of our campus. They are found on pages 36 - 37 of the *Schedule of Courses Spring 1998*. Become familiar with all legal notices on pages 36 - 38 of the *Schedule of Courses Spring 1998*.

Exams and writing assignments:

There are three exams with items from both lecture and texts. Each exam is worth 100 points. There is also **one** make-up exam. If you miss a regularly scheduled exam for any reason you **must** take the make-up. If you wish to better an exam score, you may also take the make-up. The make-up exam is comprehensive and will be given following Exam III during finals week. It is also worth 100 points. No exam is given later than scheduled. However, with advance warning, sometimes you may take an exam early. You must talk to me **personally** for such an arrangement.

In addition, you are required to write two 1000 word papers. Topics will be assigned during class. Please use your textbooks, the library, and any other reference material to assist you in the writing of your papers. **PROOFREAD YOUR PAPERS!** Your computer's spell and grammar checkers are not enough!

I prefer that you type your papers but I will accept hand printed papers on regular-lined paper (not collegian or narrow ruled).

A number of 5, 10, or 15 point in-class and homework assignments will also be assigned. These are required and will be due on the dates announced.

There will be an opportunity to earn a few bonus points by class attendance or surprise attendance days and through the acceptable completion of bonus homework assignments.

During office hours, I am available to help you understand any course material or for the discussion of any personal or academic problem you are experiencing. Since I do not do on-going psychological counseling, I will help make referrals for you if necessary. ***Please feel free to come and see me; I would like to get to know you individually.***

The main format of the course is lecture with periods of class discussion group work, and questions/answers. Since I tend to cover material rapidly, you may tape the lectures if you desire.

Grading:

90% + of the highest score attained in the class on each particular assignment will be equivalent to an A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F. Scales for each assignment will be posted so that students can keep track of their own standings in the course.

Any students I suspect of cheating on an exam will be reported immediately to the Dean and to the Chairman of the Department of Psychology. For details on what activities constitute cheating, see the attached brochure "Don't Cheat Yourself" or the complete policy spelled out in the "Academic Policy Manual" (which can be found in the Department office).

Note that students with disabilities who have registered with Disabled Student Services will be accommodated according to their specific needs.

Together, we can make this course, worthwhile, interesting and informative!

Course Outline

<u>Week</u>	<u>Topics</u>	<u>Readings & Homework</u>
1	Introduction to the Course Problem Solving Time Management Activity: Puzzle Completion	M 17-24 M 5-10
2	Problem Solving Activity: Study Habits and Attitude Survey	M 17-24
3	Reading for Speed and Comprehension Activity: Mental Abilities Assessment	
4	Study Skills Activity: In-class Presentations	M 11-16
5	Expert Learning Effective Communication	M 28
6	The Field of Psychology Genetics Personality The Definition of Abnormal	D 1,5,11,20,39 D 6,7,9 D 4
7	<i>Exam 1</i> Mental Disorders Anxiety Stress	D 26, 41 D 27 D 43; M 26, 27
8	Anxiety Stress Activity: Reducing Anxiety	D 27 D 43; M 26, 27
9	Mood Disorders Activity: Personality Assessment	D 45
10	Personality Disorders	D 44
11	<i>Exam II</i> Faith Morality Cults Activity: Values Clarification	D 13 D 25 D 36

12	Sexuality	D 18
13	Drug Use	D 17, 42
14	Violence Suicide	D 10, 32, 34 D 21
15	Students' Choice Week	

Exam III
Make-up Exam