

Attention!

This is a ***representative*** syllabus.
The syllabus for the course when you enroll may be
different.

Use the syllabus provided by ***your*** instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!

Semester Syllabus
The Psychology of Adjustment
The Ohio State University
Psychology 3335

Recommended text: (Nevid, 2015) Psychology and Challenges of Life (13th ed.). Wiley. Some find it useful, others choose to take the course without... Depends a lot on your style/needs.

Required text:

None!

Well not actually...

You will need two books for the class. One will be a self-help book. The other will be a “classic” work of Psychology. For example, I am reading Erik Erikson’s *Insight and Responsibility*. The self-help book will allow us to flex or critical thinking muscles and allow us to demonstrate our ability to apply course concepts. I am very big on that!

The second book allows us to step back in time and take a look at the bigger picture and better understand how the relative “micro” hypothesis testing in Psychology is inspired by the big picture presented to us in the classic works.

Both of these books will require my approval. There will be a deadline for approval, yet to be determined and that date will be determined during the first week of class.

As to the course content, that is handled in the lecture notes pretty completely.

Welcome to the Psychology of Adjustment!

We will examine the psychological factors that influence human growth, development, and behavior in the context of adjustment to internal and external challenges. For examples of adjustment domains, in the class, we will learn about behavior modification, group dynamics, theoretical and practical approaches to/of self-help, and ways to improve personal communications and relationships.

Information literacy and critical thinking are at the core of this course. We are bombarded by “shoulda, woulda, coulda” from multiple channels (internet, relationships, tv, advertisements, books). How do we know if the information we are consuming is useful? Honest? Supported by evidence? Is it all just fake news/bullshit? Knowing where the information came from, understanding its underlying evidence and various contexts prepares us to be more effective in this game called “life”. Want live happier, smarter, and safer? Let us see what we can do to head a bit further down that path!

COURSE GOALS AND OBJECTIVES:

Upon completion of this course, students will demonstrate the ability to:

1. Compare and contrast theoretical approaches to understanding and achieving self-awareness.
2. Analyze events in everyday life utilizing the principles of and research in psychology.
3. Identify and describe processes associated with group dynamics and influence.
4. Apply conditioning and motivation techniques to behavior modification.
5. Describe means of applying psychological principles to personal communications and relationships.
6. Apply specific psychological information to your technology or career choice.

GRADING SYSTEM:

Midterm 1	30
Midterm 2	40
Midterm 3	40
Final Exam	50
Paper 1	25
Paper 2	25
Discussion Boards	
6 @ 10pts each	60
Total Points	270

Exams are a combination of multiple choice, true/false, matching, short answer and essay questions. The objective portion will require a scantron. We supply the scantron, be sure to bring a pencil on exam day!

Course grades will be based on the following OSU grade scheme distribution:

	100% - 93% = A	92% - 90% = A -
89% - 87% = B +	86% - 83% = B	82% - 80% = B-
79% - 77% = C+	76%-73% = C	72% - 70% = C-
69% - 67% = D+	66% - 63% = D	Below 63% = E

I do not compute grades. I simply enter points into Carmen and OSU registrar's software does the rest. To the extent that that system rounds up, cool. To the extent that it doesn't, I am sorry.

The midterms and final exam will be a combination of multiple choice, true/false, and short answer questions. The tests will be weighted to the latter. **The midterms are designed to test student success outcomes within the first four levels of Bloom's revised taxonomy (remember, understand, apply, analyze).**

There will be one extra credit assignment worth 5 points.

Tentative Schedule

Week	Begin Date	Lectures (Tentative)	
1	1/8	Introductory Stuff Psychology and the Challenges of Life Activity: Social Desirability Scale Personality	1 2
2	1/15	Personality (cont) Activity: Expectancy of Success Online: Testing your Big 5 and your Myer's Briggs	2
3	1/22	Stress: What it is and how to manage it Activity: Locus of Control Activity: Optimist or Pessimist?	3
4	1/29	Psychological Factors and Health Activity: Homles and Rahe Life Change Scale	4 Midterm 1 (1-3): 2/2/2018
5	2/5	Developing Healthier Behaviors Activity: Physical Health and Heart Disease IQ	5
6	2/12	The Self in a Social World Activity: Values Clarification	6
7	2/19	The Self... (cont) Online: The IAT Social Influence: Being Influenced by and Influencing Others	6 7
8	2/26	Social Influence: Being Influenced by and Influencing Others (cont) Activity: Rathus Assertiveness	Midterm 2 (4-6) 3/2/2018
9	3/5	Psychological Disorders	8
10	3/12	Spring Break	
11	3/19	Therapies Activity: Irrational Beliefs Questionnaire	9
12	3/26	Relationships and Communication	10/11
13	4/2	Gender and Sexuality	12 Midterm 3 (7-9) 4/2/2018
14	4/9	Gender and Sexuality (cont.) Development and Adjustment	12 13

15	4/16	Development and Adjustment (cont.)	13
		The Challenge of the Workplace	14
16	4/23- Last Day of Class	The Challenge of the Workplace (cont.)	14
	4/27	Final Exam	

Academic misconduct warning

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf

Accommodations for students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;

<http://www.ods.ohio-state.edu/>.

University Policy on Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Attendance Policy

Please attend class- you have paid for it! You are likely to earn a better grade if you attend class. You will also be able to earn participation points that you might miss if you miss class.

Make up exams may be requested with a legitimate medical excuse. Beyond that, don't count on it. If you hope to make up an exam, you must alert me prior to the exam date and time that you will be unable to attend. You may be given a different exam than the class took at the normally scheduled exam time. Make up exams may be limited to regularly scheduled office hours.

Late Assignments

There will be a potential 10% "late fee" on all late assignments.

Instructor responsibilities:

1. I will be available both inside and outside of class to discuss course material and provide assistance with assignments. I will hold regular office hours and make individual appointments whenever it would be helpful. You can contact me via email or phone, and I will respond in a timely fashion.
2. Considering the fast pace of the course, I will strive to provide you with useful and timely feedback on all tests/assignments. Please be patient though, the tests do take some time to grade!
3. I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. I am always willing to re-explain course material and answer questions.
4. Academic dishonesty is unfair to everyone. I feel it is my responsibility as the instructor of this course to adhere to a "zero tolerance" policy toward academic dishonesty and I will do my utmost to ensure that academic dishonesty does not occur. In the event that academic dishonesty should occur, it will be dealt with according to University policy.
5. Create a classroom atmosphere that embraces multiple view points, critical thinking and appreciation of diversity.

Student responsibilities:

1. You are expected to read assignments by the beginning of class on the date listed in the calendar. You should be prepared to discuss these readings and ask questions about them. The quizzes and/or activities (if employed) are a form of an accountability manipulation both for attendance in class and completion of the assigned readings.
2. You are responsible for all material covered, whether you were in class or not (be sure to get notes from someone else if you miss class). Because of the pace of this class and the required assignments, I strongly suggest attending class.

3. To create an atmosphere that is free from hostility and ridicule. We will be exploring topics that can be emotionally and perhaps politically charged. By keeping an open mind and showing each other respect, we stand to learn a great deal about ourselves and others as players in the game called “life”.

4. Please turn cell phones off and put them away. I will do the same, that way we won't miss anything while we are busy texting (etc) in class.

5. Please do not sleep in class. You will miss out on material and it distracts other students as well as sap energy from the classroom. And I will wake you up!