

# North Hennepin Community College

## PSYC 1165: Psychology of Adjustment

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

This course is an in-depth look at the processes of normal human adjustment and their application in the student's life adjustment. A component of the course is diversity and dealing with diversity, specifically the development and changing group identities in the U. S.; an examination of the individual and institutional processes of unequal power between groups; an examination of the students' attitudes, behavior and beliefs about diversity, stereotyping, prejudice, bias and racism and bigotry; and experience in developing the necessary communication skills for living and working in a diverse society. Other topics may include goal setting and change processes, self-awareness and identity, physical and psychological health, stress and coping, interpersonal relationships and communication, emotions and motivation, social interactions, psychological growth and development, meaning and values, and decision making.

**B. COURSE EFFECTIVE DATES:** 07/25/2002 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Topics may include goal setting and change processes, self-awareness and identity, physical and psychological health, stress and coping, interpersonal relationships and communication, emotions and motivation, social interactions, psychological growth and development, meaning and values, dealing with diversity and decision making.

## **D. LEARNING OUTCOMES (General)**

1. Given the context of normal adjustment situations, students will understand the process of psychological research and be able to:
  - a. Formulate questions
  - b. Gather and/or interpret data using both experimental and correlational methods
  - c. Understand the analysis of data
  - d. Describe the theoretical implications of the results and
  - e. Recognize possible sources of bias in the gathering of data.(MnTC goal 5, comp. a; NHCC ELO 2)
2. Students will learn to use and critique the major psychological theories as they relate to normal human adjustment (e.g., behavioral, biological, and psychodynamic) as explanations of human behavior. (MnTC goal 5, comp. c; NHCC ELO 4)
3. Within the context of specific social/psychological problems, students will be able to:
  - a. Identify the assumptions that are operating in the designation of a particular problem
  - b. Imagine a situation in which the problem is solved
  - c. Deduce the recommendations that various psychological perspectives would make for solving the problem, and
  - d. Describe the causal explanations and recommendations for change that various psychological perspectives would propose for the problem.(MnTC goal 5, comp. d; NHCC ELOs 2, 4)
4. Given the context of introductory psychology, students will understand development of and the changing meanings of group identities in the United States history and culture. (NHCC ELO 1)
5. Students will demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (NHCC ELO 1)
6. Students will analyze their own attitudes, behaviors, concepts and beliefs, regarding diversity, racism, and bigotry. (NHCC ELO 3)
7. Students will describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC Goal 5, comp. b; NHCC ELO 1)
8. Students will demonstrate communication skills necessary for living and working effectively in a society with great population diversity (NHCC ELO 2)
9. Given research in the field of adjustment in psychology, students will demonstrate knowledge of cultural and social differences that may influence such research (MnTC goal 7, competency b; NHCC ELO 1)
10. Students will analyze specific international problems in the context of gender, psychology, diversity, and multiculturalism, illustrating the cultural, economic, and political differences that affect how those problems are studied, interpreted, and applied (MnTC goal 7, competency c; NHCC ELO 2).
11. Students will understand the importance of research in the field of adjustment, global perspective, and their role as a world citizen. This includes understanding the responsibility world citizens share for their common global future and the need for partnership in the sciences (MnTC goal 7, competency d; NHCC ELO Integrative and Applied Learning; NHCC ELO 4)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.
4. Examine social institutions and processes across a range of historical periods and cultures.

### Goal 07 - Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.