

**Personal Adjustment
Psychology 200
Spring 2012—First Eight Week Session**

Instructor: George Manning

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Office Hours: MWF 7:00 a.m.-8:00 a.m.; F 1:00 -2:00 p.m.; and by appointment

Classroom: MEP 300

Course Description: Psychology for personal growth and development. Topics include: life stages; coping with stress; personal values; moral philosophy; interpersonal relations; social problems; occupational choice; career development.

Purpose of Course: To provide an applied course in personal psychology for psychology majors, students from other disciplines, and other interested individuals.

Learning Outcomes: This course addresses the understanding of human behavior, interactions, and environments within established social structures and forums.

Students will:

- Learn important concepts in the psychology of adjustment and apply them to current problems through lecture, class discussion, and reading assignments.
- Understand how scientific principles and standards of evidence apply to the study of individuals and/or groups with emphasis on issues and problems in personal adjustment.
- Consider ethical issues relevant to research and applications in the discipline of psychology.
- Examine diversity issues such as race, gender, age and cross-cultural experiences as these apply to personal adjustment.
- Communicate an understanding of personal adjustment using formats appropriate to the discipline of psychology.

Method of Instruction: Participative and personalized; students will "learn by doing."

I hear and I forget;

I see and I remember;

I do and I understand.

--Confucius 551 BC – 479 BC

Lecture, discussion, and learning activities will be methods of instruction.

Honor Code: The work you will do in this course is subject to the Student Honor Code (<http://www.nku.edu/~deanstudents/>). The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of NKU will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

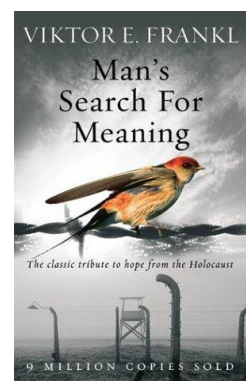
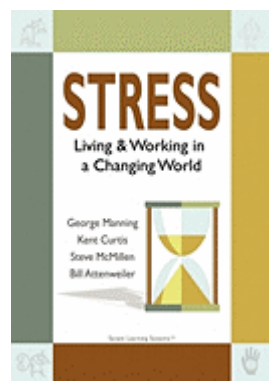
Writing Statement: One core value held by the Department of Psychology is the importance of effective writing. Our expectation for students in all Psychology courses is that written assignments be prepared according to accepted college-level standards for English usage, including grammar, punctuation, spelling, sentence structure, and composition. That is, students will be expected to proofread, edit, and correct their own work in these areas prior to submitting assignments for grading and evaluation. Examples of these assignments may include, but are not limited to, research papers, article summaries, group projects, class papers, take-home essay examinations, and independent study projects. Assignments that do not appear to have been proofread, edited, and corrected prior to submission may be returned to the student for revision before grading, at the discretion of the instructor, or may receive a lower grade that reflects the level of writing skills demonstrated. Experience suggests that writing clearly, concisely, and compellingly requires thought and organization. Give yourself time to organize, draft, revise, and proofread.

Disabilities Disclosure Statement: Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Office of Disability Services. Contact the Office of Disability Services immediately in University Center suite 320 or call X-6373 for more information. Verification of your disability is required in the Office of Disability Services for you to receive reasonable academic accommodations. Visit the disability services website at www.nku.edu/~disability/ <<http://www.nku.edu/~disability/>>.

Course Resources: Stress: Living and Working in a Changing World, Manning, Curtis, McMillen, Savant Learning Systems, 2011; Man's Search for Meaning, 2006 edition, Viktor Frankl, Simon & Schuster; Personal Growth and Behavior, 07/08, Karen Duffy, Editor, McGraw-Hill/Dushkin, 2007

Sample articles include:

- **The Benefits of Positive Psychology**, Michael Craig Miller, *The Harvard Mental Health Letter*, January 2002
- **The Tangled Skeins of Nature and Nurture in Human Evolution**, Paul R. Ehrlich, *The Chronicle of Higher Education*, September 22, 2000
- **Resolved: No More Dumb Resolutions**, Jennifer Huget, *Washington Post*, January 2, 2002
- **The Biology of Aging**, Geoffrey Cowley, *Newsweek*, Special Issue, Fall/Winter 2001
- **Got Time for Friends?**, Andy Steiner, *Utne Reader*, September/October 2001
- **Revealing Personal Secrets**, Anita E. Kelly, *Current Directions in Psychological Science*, August 1999
- **Forgiveness: Who Does It and How Do They Do It?**, Michael E. McCullough, *Current Directions in Psychological Science*, December 2001
- **Coping With Crowding**, Frans B. M. de Waal, Filippo Aureli, and Peter G. Judge, *Scientific American*, May 2000
- **Work, Work, Work, Work!**, Mark Hunter, *AARP Modern Maturity*, May/June 1999
- **Self-Help: Shattering the Myths**, Annie Murphy Paul, *Psychology Today*, March/April 2001
- **Bad Choices: Why We Make Them, How to Stop**, Mary Ann Chapman, *Psychology Today*, September/October 1999



Student Requirements:

- 1) Exam I (20% of grade) based on text, related readings and class discussions—including multiple choice and essay questions. (100 points)

- 2) Exam II (20% of grade) based on text, related readings and class discussions—including multiple choice and essay questions. (100 points)
- 3) Exam III (20% of grade) based on text, related readings and class discussions—including multiple choice and essay questions. (100 points)
- 4) Exam IV (20% of grade) based on text, related readings and class discussions—including multiple choice and essay questions. (100 points)
- 5) Personal Adjustment class presentation (20% of grade). Examples include work and leisure, death and loss, meaning and values. Evaluation is based upon presentation and knowledge of the subject. (100 points)
- 6) Class attendance is required because of the participative nature of the course. Two unexcused absences (MWF class) lowers your final course grade by one grade level.
- 7) Attendance at all exams is required unless extenuating circumstances occur—for example, a serious illness (with a doctor's excuse). Eligible make-up exams will be given at the final exam period.

<u>Grade Scale for plus/minus</u>	<u>500 Points</u>
4.000 = A	465-500=A
3.667 = A-	450-464=A-
3.333 = B+	435-449=B+
3.000 = B	415-434=B
2.667 = B-	400-414=B-
2.333 = C+	385-399=C+
2.000 = C	365-384=C
1.667 = C-	350-364=C-
1.333 = D+	335-349=D+
1.000 = D	300-334=D
0.000 = F	0-299=F

ALL STUDENTS MUST MEET THE SAME REQUIREMENTS.

Note: Students with disabilities (sight, hearing, etc.)--please call this to my attention so assistance can be provided.

Note: This syllabus should be viewed as a working plan for the semester. Circumstances may necessitate changes in the schedule during the course of the term. Changes will be at the discretion of the instructor in consultation with the class.



SCHEDULE
Calendar of Events

Date

Topic

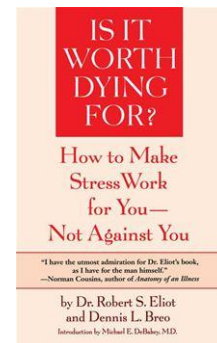
January 9



Class begins; course overview
Introduction and values shield
Learning Styles and Groups—CVS,
Einstein, Job Families, 7 Kinds of
Smart (8 teams)
Longevity and personal adjustment;
understanding stress; the critical
balance
Conditions Conducive to Growth
Tale of the Pig

January 11

* Dancing
2 Professionals/Shoes in Africa~ No
Market, Market Fantastic
Personality and stress; coping
techniques
Characteristics of a hardy personality,
discussion
Mr. A/ Mr. B
Bingo; Forest Gump
*Stems Test 1



January 12

Last Day to Register

January 13



Stay Hungry; Stay Foolish; Man's
Search for Meaning (reading)

January 16

Martin Luther King Day

No Classes

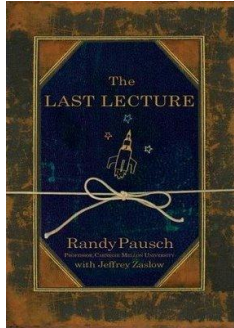
January 18

****Exam I (Parts I-II)**
Stems Test 2

January 18

Last day to drop without a grade

January 20

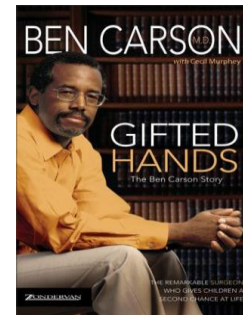


*Did you know?
Helping people through change; the importance of attitude; it starts with you

Lives in progress; life stages and personality development
The meaning of wellness; lifespan discussion; Anatomy of an Illness; Discuss Man's Search for Meaning

January 23

*The Power of Vision
The peaceful mind; know thyself; values and goals
Solo; Ben Carson
Integrity; personal stress discussion



January 25

Discussion/preparation lab--
presentation

January 27

Discussion/preparation lab--
presentation

January 30

**** Exam II (Parts III-IV)**



February 1

Discussion/preparation lab—
presentation

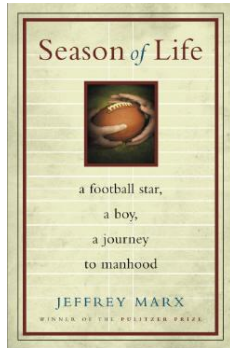
February 3

Discussion/preparation lab—
presentation

February 6

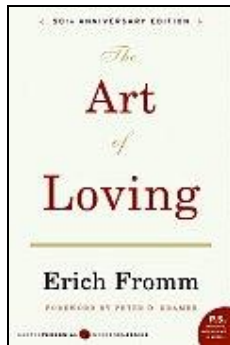
Discussion/preparation lab—
presentation

February 8



Our social nature; no one is an island
Healthy relationships; interpersonal effectiveness
Turning Boys into Men
Marriage Case
Poor choices; Responsibility

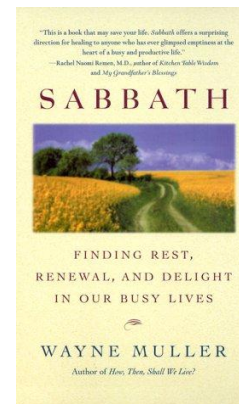
February 10



Family Report Card
Trust and respect; building relationships
3 Faces of Love
Human sexuality issues and answers
*Stems Test 3

February 13

Stress encounter
Stress in the Workplace; the burnout phenomenon
Work morale; the concept of "flow"
Stress case; workplace discussion
Steve Jobs Case

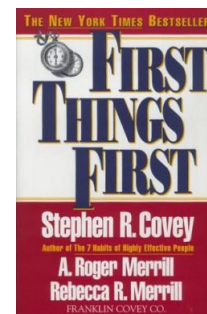


February 15

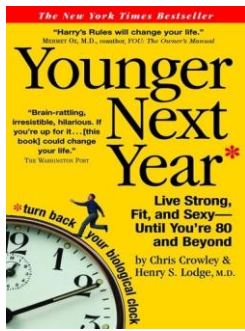
****Exam III (Parts V-VI)**

February 17

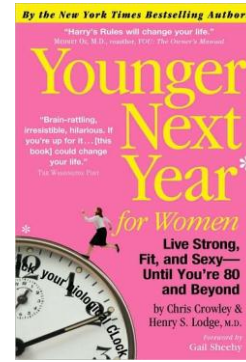
3 Professors
Be all you can be; personal performance profile
Time and money management
Personal challenge as a growth technique; peak performance discussion
*Meet you at the Top/Summit
*Stems Test 4



February 20



Gray Elephant
The 1x3x7=21 Plan
Physical well-being and personal adjustment
Relaxation and Bio-feedback:
The Concept of Sabbath
Stress Contract



February 22

****Exam IV (VII-VIII)**

February 24

Discussion/preparation lab - presentation

February 27

Workshop - Understanding Stress (Part I)
Workshop - Personality and Stress (Part II)

Workshop - Stress Across the Lifespan (Part III)
Workshop - Personal Stress (Part IV)



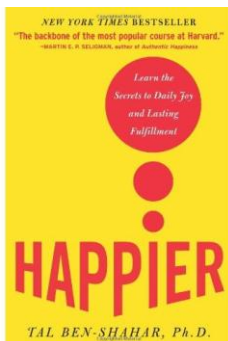
February 29

Workshop - Interpersonal Stress (Part V)
Workshop - Stress in the Workplace (Part VI)

Workshop - Peak Performance (Part VII)
Workshop - Stress Prevention (Part VIII)

March 2

*The last lecture-discussion (12 points)
“If”
Happier – 104-110
Course review--20 questions
Evaluation - Pace, Relevance, Value, Participation



Note: Use on-line course evaluation procedure at <http://eval.nku.edu>



Final Exam; last day of classes.

May

Commencement



INSTRUCTOR AND COURSE EVALUATIONS

Northern Kentucky University takes Instructor and Course Evaluations very seriously. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Starting Spring semester 2011, the students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

*Eight-week classes will be given one week before classes end to complete evaluations.

March 13 Grades due in the Office of the Registrar by 9:00 a.m.

“Education is not the filling of a pail, but the lighting of a fire.” ~ W.B. Yeats