Welcome to PSYC 5315! You have enrolled in an online formatted course. This course requires more work on everyone (the professor and the student) than a traditional course. It is NOT easier. You MUST be a self-directed and focused learner, adhere to absolute deadlines, comfortable with the Brightspace platform, and have reliable access to a computer and the internet. The advanced psychology of adjustment course is designed for students who may want to teach psychology of adjustment at the college level.

INSTRUCTOR: Dr. Hollie Gammel Smith
PRONOUNS: she/her/hers
OFFICE LOCATIONS: BPSC 3.105 (3rd floor Baker Pattillo Student Center)
OFFICE HOURS: Wednesdays from 1:30-2:30 p.m., virtually online through Zoom and in person by appointment (call or email to confirm availability for in person appointment)
OFFICE PHONE: (936) 468-2988
DEPARTMENT: Student Life, Psychology and Educational Leadership
EMAIL: Please check your Brightspace email account regularly. You can forward it to your personal account so you know when you have received an email. However, you cannot reply to the email from Brightspace. Brightspace email will be the official tool for communicating important reminders, announcements, and further assignment directions. As a second resource, email hsmith@sfasu.edu.

COURSE INSTRUCTOR: Welcome to class! My name is Dr. Hollie Smith, and I am a proud SFA alumna! My full-time position is Executive Director of Student Life, overseeing programs such as Orientation Programs, Fraternity and Sorority Life, Center for Career and Professional Development, Student Publications, Student Organizations, Student Engagement Programs, Student Activities, Jack Camp, Spirit Teams, Leadership and Service. In addition, I serve as Adjunct Faculty in the Department of Psychology, SFAS 1101, and Educational Leadership. I graduated from SFA in 2000 with a Bachelor of Science in Psychology, minor in Biology, and in 2002 with a Master of Arts in Psychology, emphasis in Management. In May 2012, I graduated with my doctorate degree in higher education administration from Texas A&M-Commerce. I am married to an SFA Alum, Ted, and we have a 13-year-old son named Austin and 8-year-old daughter named Averie.

OPTIONAL TEXT: Rathus, S. A., & Nevid, J. S. (2020). Psychology and the challenges of life: Adjustment and growth (14th ed.). Hoboken, NJ: John Wiley & Sons. Supplemental readings will be provided throughout the semester online. Such readings are intended to supplement course content and the textbook. You are responsible for everything in the readings, as well as, what is covered in the content modules. An APA Manual is available in the library for your reference.

REQUIRED COURSE MATERIALS: Students must have access to a video recording device and be able to upload videos. Students must have access to internet and a computer.

COURSE DESCRIPTION: As outlined in the current Graduate General Bulletin is as follows: Advanced Psychology of Adjustment – PSYC 5315 “Psychology of Adjustment” (3 credits) is designed to introduce students to the study of psychological adjustment by covering applications of basic psychological principles to human adjustment and growth, including development, self-concept, coping with stress, abnormal behavior, social influence and interpersonal relationships, including love and intimacy. Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final project. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For
every hour a student spends engaging with the online content, he/she spends at least four hours completing associated activities and assessments.

**GENERAL EDUCATION CORE CURRICULUM OBJECTIVES:** This is not a general education core curriculum course and no specific objectives for the general education curriculum are addressed in this course.

**PROGRAM LEARNING OUTCOMES (PLO):**

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

**STUDENT LEARNING OUTCOMES:**

- The student will be able to list ways in which our ethnicity, gender, sexual orientation, and other aspects of diversity relate to our adjustment and growth.
- The student will be able to report on different research methods and their strengths and weaknesses. These methods may include the following: case studies, naturalistic observation, surveys, correlational research, and experiments.
- The student will be able to evaluate claims people make and the issues in the discipline, particularly in the context of psychological principles as they apply to personal, social, and organizational issues.
- The student will develop an appreciation of the differences and similarities in behavior and experience as it relates to culture and the relationship to the underpinnings of psychology as a science.
- Students should be able to discuss how major principles and theories can be applied to real life situations.
- The student should be able to list the differences between adjustment and personal growth, nature and nurture, and the clinical approach versus the healthy personality approach to the psychology of adjustment.

**COURSE REQUIREMENTS**

**ATTENDANCE POLICY:** Attendance (i.e., logging into Brightspace learning platform) is mandatory, because you need to be an active participant in this course. Discussions and class assignments may be the most valuable part of your learning. You are expected to log into Brightspace at the minimum expectation of 2-3 times a week.

**COURSE DISCUSSIONS:** The discussion board is meant to stimulate discussion of weekly topics and create a platform to share ideas regarding course content. There will be several discussion posts to earn course participation points. The instructor will post one question on the discussion boards for most weeks. Students must respond to one question. Sometimes the questions will relate to activities or video clips. Points will be deducted based on the following:
Discussion Post Deductions | Point deduction
--- | ---
Not following directions. | 1-2
The discussion post offers **too vague of an opinion**. | 1-2
Discussion post has grammatical errors. | 1-3
Discussion post **does not use relevant course concepts and terms**. | 1-3
Discussion post only **re-states what your classmates have already mentioned** without adding your own unique interpretation. | 1-3

**MODULE ASSIGNMENTS:** For each module, students will reflect on the information that was covered by answers essay questions. These assignments are utilized to evaluate your understanding of the text, supplemental readings, and content modules, as well as, have you think critically about key concepts. Students will be graded on content, grammar, spelling, organization, clarity, and proper citation (APA). These assignments need to be submitted through Brightspace dropbox. Points will be deducted based on the following:

Discussion Post Deductions | Point deduction
--- | ---
Not following directions. | 1-50
Does not meet the length requirement. | 1-50
Not using relevant course concepts and terms. | 10-60
APA format issues | 1-10 (1 point per error up to 10 points)
Turnitin.com issues | 5-100
Grammatical issues | 1-20 (1 point per error up to 20 points)

**MODULE MICRO-PRESENTATION DISCUSSIONS:** Students will sign up for one course topic and develop a 3-5 minute presentation. Students will submit presentation on the designated discussion board and lead the discussion board. Each presentation will summarize a topic, and have questions for classmates to respond to. Students must type out the video information (or use closed captions/transcript) and post it as well. Students will be assessed based on understanding of chosen course topics and facilitation of discussion board. Student must turn in presentation in both the dropbox and on the discussion board.

**JOURNAL ARTICLE REVIEWS:** Students will find a journal related to the topic in the module. Full instructions are on dropbox. Students will be graded on content, grammar, spelling, organization, clarity, and proper citation (APA). These assignments need to be submitted through Brightspace dropbox.

**FINAL ASSIGNMENT (PRESENTATION FORMAT):** To demonstrate that each student has learned course materials, each student will submit a 10-minute presentation that showcases 2-3 concepts from the course. Students will be assessed based on understanding of chosen course topics. Students will be graded on content, grammar, organization, clarity, and presentation engagement.
GRADING PROCEDURES: Grades will be calculated based on the following point system:

- Course Discussions 2 @ 1-9 pts. each 10 points
- Module Assignments 2 @ 100 pts. each 200 points
- Micro-Presentation Discussion 1 @50 pts. each 50 points
- Journal Article Review 1 @ 40 pts. each 40 points
- Final Presentation 100 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>400 - 360 pts.</td>
<td>90 %</td>
</tr>
<tr>
<td>B</td>
<td>359 - 320 pts.</td>
<td>80 %</td>
</tr>
<tr>
<td>C</td>
<td>319 - 280 pts.</td>
<td>70 %</td>
</tr>
<tr>
<td>D</td>
<td>279 - 240 pts.</td>
<td>60 %</td>
</tr>
<tr>
<td>F</td>
<td>239 or below</td>
<td></td>
</tr>
</tbody>
</table>

Since each assignment will be open online for at least one week. It is your responsibility as a student to plan ahead to ensure timely submission. To be fair to all students in this class, all assignments are due on time. Late work will not be accepted without prior approval from the instructor. Grading is firm.

GENERAL STUDENT POLICIES: The following policies apply to all students enrolled in courses at Stephen F. Austin State University.

ACADEMIC INTEGRITY (4.1): Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf). Please note that Turnitin.com will be utilized for all course work.

WITHHELD GRADES (5.5): Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

ACCEPTABLE STUDENT BEHAVIOR: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate
in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Lumberjacks Care Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. *Remember- I am here to help you be successful! Please stop by my office or call me with any questions, concerns, or comments.

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do.

The Principle of Respect: Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

The Principle of Caring: Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

The Principle of Responsibility: Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

The Principle of Unity: Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

The Principle of Integrity: Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

CLASS RULES: Following these few rules will help to maximize the experience for everyone:

- Read the assigned material, and turn in all required work on the day it is due (or earlier).
- Participate in online discussions, treat everyone in the class with respect and courtesy.
- All students are expected demonstrate professional behavior and use language appropriate for the classroom learning experience.
- Ask questions!

COURSE COMPLAINTS: Any college course complaints or problems should first be discussed with the course instructor for the particular course. Difficulties can usually be resolved there. If the complaint cannot be resolved, the next person to see is the appropriate department chairperson.

COURSE INFORMATION: This is an online course. You are expected to logon to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Computers
are located in the SFA library and many community libraries for your convenience. Discussions are a very important part of the course. I encourage questions and comments at all times.

**RELIGIOUS OR CULTURAL HOLIDAYS:** If you have any religious or cultural holidays that fall on the same date as a course assignment, please notify me in advance and I will be happy to make scheduling arrangements.

**MENTAL HEALTH:** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

<table>
<thead>
<tr>
<th>On-campus Resources: SFASU Counseling Services</th>
<th>SFASU Human Services Counseling Clinic</th>
<th>Crisis Resources: Burke 24-hour crisis line 1(800) 392-8343 Suicide Prevention Lifeline 1(800) 273-TALK (8255) Crisis Text Line: Text HELLO to 741-741</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFASU Counseling Services</td>
<td><a href="http://www.sfasu.edu/counselingservices">www.sfasu.edu/counselingservices</a> 3rd Floor Rusk Building 936-468-2401</td>
<td><a href="http://www.sfasu.edu/humanservices/139.asp">www.sfasu.edu/humanservices/139.asp</a> Human Services Room 202 936-468-1041</td>
</tr>
</tbody>
</table>
