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 D2L 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  
**OFFICE LOCATION:** BPSC 3.105 (3rd floor Baker Pattillo Student Center)  
**OFFICE HOURS:** Wednesdays from 1:30-2:30 p.m., virtually online through Zoom or in person and by appointment (call or email to confirm availability for in person appointment)  
**OFFICE PHONE:** (936) 468-2988  
**DEPARTMENTS:** Student Life, Psychology and Student Affairs and Higher Education  
**EMAIL:** Please check your D2L 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 D2L Brightspace. D2L 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 Publications, Jack Camp, Leadership and Service. In addition, I serve as Adjunct Faculty in the Department of Psychology, SFAS 1101, and Student Affairs and Higher Education. 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 15-year-old son named Austin and 10-year-old daughter named Averie.

**REQUIRED 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>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts,</td>
<td>Advanced</td>
</tr>
<tr>
<td>theoretical perspectives, empirical findings, and historical</td>
<td></td>
</tr>
<tr>
<td>trends in psychology.</td>
<td></td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in</td>
<td>Advanced</td>
</tr>
<tr>
<td>psychology, including research design, data analysis, and</td>
<td></td>
</tr>
<tr>
<td>interpretation.</td>
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<tr>
<td>The student will respect and use critical and creative thinking,</td>
<td>Advanced</td>
</tr>
<tr>
<td>skeptical inquiry, and, when possible, the scientific approach to</td>
<td></td>
</tr>
<tr>
<td>solve problems related to behavior and mental processes.</td>
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</tr>
<tr>
<td>The student will understand and apply psychological principles to</td>
<td>Advanced</td>
</tr>
<tr>
<td>personal, social, and organizational issues.</td>
<td></td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act</td>
<td>Advanced</td>
</tr>
<tr>
<td>ethically, and reflect other values that are the underpinnings of</td>
<td></td>
</tr>
<tr>
<td>psychology as a science.</td>
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</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: To be considered an active participant in this course, attendance (i.e., logging into D2L Brightspace learning platform) is mandatory. You are expected to log into D2L Brightspace at the minimum expectation of 2-3 times a week.

COURSE DISCUSSIONS: The discussion board is meant to stimulate discussion of topics and create a platform to share ideas regarding course content. See discussion prompts for more details.

MODULE ASSIGNMENTS: For each module, students will reflect on the information that was covered by answers to 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 D2L Brightspace dropbox.

MODULE MICRO-PRESENTATION DISCUSSIONS: Students will sign up for one course topic and develop a 3–5-minute presentation. Students will submit a 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 their 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 REVIEW:** 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 D2L Brightspace dropbox.

**FINAL ASSIGNMENT (PRESENTATION FORMAT):** To demonstrate that each student has learned course materials, each student will summit a 10-minute presentation that showcases 2-3 concepts from the course. Students will be assessed based on their 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Discussions 2 @ 1-9 pts. each</td>
<td>10 points</td>
</tr>
<tr>
<td>Module Assignments 2 @ 100 pts. each</td>
<td>200 points</td>
</tr>
<tr>
<td>Micro-Presentation Discussion 1 @ 50 pts. each</td>
<td>50 points</td>
</tr>
<tr>
<td>Journal Article Review 1 @ 40 pts. each</td>
<td>40 points</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>100 points</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:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

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/.

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.

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).
- Treat everyone in the class with respect and courtesy. All students are expected to 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 log on to D2L 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: Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments/Discussions Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module: Getting Started</td>
<td>Review D2L Content</td>
</tr>
</tbody>
</table>
| Week 2| Module 1: Psychology and the Challenges of Life | Read Chapter 1  
Module 1 – Discussion due Sept. 3 at 11:59 p.m.  
Sign-up for Micro-presentation topic by Sept. 3 at 11:59 p.m. |
| Week 3| Module 2: Personality Theories & Measurement | Read Chapter 3  
Journal Article Summary due- Sept. 10 at 11:59 p.m.                                                |
| Week 4| Module 3: Stress and Coping                | Read Chapter 4  
Complete Modules 1-3 Questions for the Modules 1-6 – Assignment, due Oct. 15 at 11:59 p.m.        |
| Week 5| Module 4: Psychological Factors and Health | Read Chapter 5  
Complete Module 4 Questions for the Modules 1-6 – Assignment, due Oct. 15 at 11:59 p.m.          |
| Week 6| Module 5: Developing More Healthful Behavior | Read Chapter 6  
Micro-Presentation Discussion post due Oct. 1 at 11:59 p.m.  
Responses to questions due Oct. 8 at 11:59 p.m.           |
| Week 7| Module 6: The Self in a Social World       | Read Chapter 7  
Responses to Mirco-Presentation Discussion post questions due Oct. 8 at 11:59 p.m.              |
| Week 8| Module 7: Social Influence                 | Read Chapter 8  
Modules 1-6 – Assignment due Oct. 15 at 11:59 p.m.                                                 |
| Week 9| Module 8: Adulthood Today: Themes and Variations | Read Chapter 9  
Complete Modules 8-9 Questions for the Modules 7-12 Assignment due Nov. 17 at 11:59 p.m. |
| Week 10| Module 9: Gender and Sexual Orientation    | Read Chapter 10  
Sign-up for Final Presentation topics by Oct. 22 at 11:59 p.m (under the Getting Started Module) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Module Description</th>
<th>Read Material</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 11</td>
<td>Module 10: Relationships and Conflict Resolution and Sexual Behavior</td>
<td>Read Chapters 11 and 12</td>
<td>Complete Module 10 Questions for the Modules 7-12 Assignment due Nov. 17 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 12</td>
<td>Module 11: Psychological Disorders and Therapies</td>
<td>Read Chapters 13 and 14</td>
<td>Complete Module 11 Questions for the Modules 7-12 Assignment due Nov. 17 at 11:59 p.m.</td>
</tr>
<tr>
<td>Week 13</td>
<td>Module 12: The Challenge of the Workplace</td>
<td>Read Chapter 15</td>
<td>Modules 7-12 Assignment due Nov. 17 at 11:59 p.m.</td>
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<tr>
<td>Week 14</td>
<td>Thanksgiving break!</td>
<td>RELAX!</td>
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<tr>
<td>Week 15</td>
<td>Prepare for final assignment</td>
<td>Appointment times and additional office hours will be available to discuss the final assignment.</td>
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</tr>
<tr>
<td>Week 16</td>
<td>Prepare for final assignment</td>
<td>Complete course evaluation through mySFA. Meet/call/email professor for questions on the final assignment. Appointment times and additional office hours will be available to discuss the final assignment.</td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td>Finals Week</td>
<td>Final Presentation Due Dec. 10 at 11:59 p.m.</td>
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</table>