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!
PSYCH 3335E: PSYCHOLOGY OF ADJUSTMENT (Honors)
Autumn 2020 (Full Term); Online
Office Hours: Tuesdays 5:00 P.M. to 5:25 P.M. or by Appointment
Class Time: Tuesday 5:30 P.M. to 8:15 P.M.

Required Texts:


Recommended Text (Optional):


Listed in the syllabus for each class day is the chapter / topic that we will be covering in class. Course content is based on the Mortisugu et al. (2017) textbook. This book is recommended but not required. I will provide you with the relevant information from the textbook in class. However, the textbook is a good resource for studying and to gain additional information on adjustment topics.
Course Overview and Objectives:
We will examine the psychological factors that influence human growth, development, and behavior in the context of adjustment to internal and external challenges. In this class you will
learn how psychology can help you to effectively manage time, develop self-identity, build and maintain friendships and intimate relationships, adopt healthier behaviors and lifestyles, cope with stress, and deal with emotional problems and psychological disorders.

**HOW THIS ONLINE COURSE WORKS**

**Mode of delivery:** This course is 100% online. You will find a sequence of materials and activities each week in Carmen, and we will meet for a weekly Zoom session during our scheduled class meeting time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Apart from our Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students’ expected participation:

- **Weekly Zoom Sessions:** **REQUIRED**
  All live, scheduled class sessions for the course are required.

- **Participating in online activities for attendance:** **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

- **Zoom Instructor Office Hours:** **OPTIONAL**
  You are encouraged to note my office hours in your weekly schedule, and to attend as you have questions, but these sessions are optional.

- **Participating in discussion forums:** **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.
COURSE TECHNOLOGY

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://icio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

• Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

**GRADING**

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<thead>
<tr>
<th>Grading</th>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>Book Review Paper</td>
<td>A</td>
<td>93-100</td>
<td>558-600</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>90-92</td>
<td>540-557</td>
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<td>B+</td>
<td>87-89</td>
<td>522-539</td>
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<td>B</td>
<td>83-86</td>
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<td>0-59</td>
<td>0-359</td>
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**DESCRIPTION OF COURSE ASSIGNMENTS**

**Book Review Paper: (100 points)**

As a class, we will be reading *Man’s Search for Meaning* by Dr. Viktor Frankl. This is considered a classic psychological text. Dr. Frankl was a psychiatrist that was imprisoned at Auschwitz concentration camp in World War II. We will focus primarily on Part 1 of this book and how it relates to content reviewed in this course. There are multiple editions of this book. A free e-book version will be posted on Carmen.

You are required to write a formal paper for this class about the book. The paper will be based on your reactions of the book. Specifically, you will provide the following information:
• Description of the Book (1-2 paragraphs).
• Describe 3-5 specific topics or incidents in the book that you found challenging, insightful, horrifying, etc. (At least 1 paragraph for each topic/incident). You will need to relate the topics that you selected to content from this course.
• Write 1-2 paragraphs on how this book is relevant to your personal life and/or professional life once you begin your career.

Paper Requirements:
• The paper should be no less than three (3) full pages and no more than five (5) pages.
• A Title Page with your name, class, and title is required.
• An Abstract is not required.
• The paper should be written formally (e.g., no contractions, use full sentences, etc.). It should be typed, double-spaced, have a maximum of a 12-point font (including the title), and have standard margins.
• Carefully PROOFREAD your paper!
• CITE any information that is not your own to avoid plagiarism (including any information from your text). To cite information, the APA (Last Name, Year) format in the text is REQUIRED. Please note that citing at the end of the paragraph does not cover the whole paragraph. You are required to cite the book in your paper and on the reference page. Also, when you use someone else’s exact words, you should use quotation marks; however, these direct quotes should be used very sparingly.
• Please note that I will be grading the papers on content, clarity, format, organization, grammar, and presentation.
• I encourage you to use the Writer’s Studio in Warner Center during any stage of your writing process.
• If you would like feedback from me on an early draft, please allow me at least one week turn-around time. I will email you my feedback.

The paper is due on October 20th, 2020. The paper must be submitted on Carmen.

The point breakdown for the Paper is as follows:

_____ Length / Format (10)
_____ Grammar (15)
_____ Description of Book (25)
_____ Describe 3-5 Topics or Incidents in Detail (30)
_____ Reaction Description (20)

Relaxation & Stress Reduction Journal (100)
We will also be focusing on content from The Relaxation & Stress Reduction Workbook (7th Ed.) during this course. This book contains different exercises, techniques, and questionnaires related to various aspects of relaxation, stress reduction, and overall adjustment to life. Each student is required to complete a weekly journal describing what he or she has learned after completing the exercise, technique, or questionnaire they reviewed and practiced.
For each journal entry, you should focus your writing on the following questions:

- Describe the exercise, technique, or questionnaire you reviewed and practiced.
- What was the greatest benefit from this exercise? Was there anything about it that was not helpful?
- How can the exercise, technique, or questionnaire help someone as they adjust to one of the life events we review in this course?

**Additional Requirements:**

- Each journal entry should be two paragraphs in length.
- Each journal entry should be its own individual page.
- A minimum of 10 journal entries is required.
- Each journal entry is worth 10 points.
- You will submit the full journal at the end of the semester (i.e., you will not submit it weekly).
- The journal should be written formally (e.g., no contractions, use full sentences, etc.). It should be typed, double-spaced, have a maximum of a 12-point font (including the title), and have standard margins.
- Carefully PROOFREAD your paper!

The paper is due on November 24th, 2020. The paper must be submitted on Carmen.

**Resilience Project (100 Points)**

This assignment is designed specifically for students that are taking the honors course of Psychology of Adjustment. We will focus on content from *The Resilience Workbook*. The following requirements of this project include:

- Participating in three zoom sessions (separate from the regularly scheduled class) over the course of the semester to discuss certain reading assignments from the book. I will give each student an assigned reading from the book to complete prior to each session. Students are expected to come prepared to the session by reading their assigned text and having discussion questions they want to talk about. (20 points each session).

*Select either Option # 1 or Option # 2 below. Only Select one of the options*

- **Option # 1:** Develop a worksheet, PowerPoint, pamphlet, or paper based on one of the skills/strategies used to build resiliency. Your project should focus on how you will teach others the particular skill or strategy that you selected from the book (40 points). The point breakdown for Option #1 is as follows:
  
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<table>
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<tbody>
<tr>
<td><strong>Grammar</strong> (10)</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong> (25)</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Quality and format of project</strong> (5)</td>
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</tbody>
</table>

- **Option # 2:** Similar to option #1, you will select a skill / strategy from the book. Next, you will develop a presentation to give to the regular class during one of our weekly zoom sessions. You will give the presentation and lead the class in a discussion on the topic that you selected (40 points). The point breakdown for Option #2 is as follows:
Homework (10 Points Each; Total = 50 Points)
A total of five (5) homework assignments will be assigned throughout the course. These assignments are designed for students to actively practice and implement some of the topics and concepts covered in this course. Each assignment is worth 10 points. All homework assignments will be found on Carmen. Each homework assignment must be submitted online using Carmen.

Discussion Board (10 Points Weekly; Total = 140 Points)
Each student is required to participate in the weekly discussion board. It is expected that each student provide at least two posts/responses during the week. Each week’s discussion will start after class (Tuesday at 8:15 P.M.) and will end the following Tuesday at 11:59 P.M.

In order to keep the conversation moving, each student is required to submit his or her first response post by 11:59 PM each Friday. The second response is due by 11:59 P.M. on the following Tuesday.

Please see the Discussion and Communication Guidelines section for more information.

Quizzes: (10 Points Each; Total = 110 points)
There will be a total of 11 quizzes (10 points each) covering content from this course. You must complete the quizzes yourself, without any external help or communication.

Final Exam (100 Points; Optional)
There will be an optional, cumulative final exam for this course. If you are not satisfied with your performance on the chapter quizzes, the final exam is an opportunity to demonstrate what you have learned throughout the course. Taking the final can never hurt your grade. Questions on the final exam will come from classroom lectures and assigned readings provided during class. Please be aware that you are responsible for any information that is covered in class regardless of whether you attended our scheduled zoom sessions or not.

Extra Credit
Extra credit opportunities will be available at various times throughout the semester. Specific details regarding extra credit will be discussed in class.

Late Assignments
Each assignment is due on the specified due date. In some circumstances, late assignments are accepted with the following guidelines:

- Homework and Chapter quizzes that are submitted past the due date will receive up to half-credit.
• One letter grade will automatically be deducted if you submit the paper or journal assignment late.

• Discussion posts submitted late will not receive credit. It is important to participate in the discussion boards each week.

Please refer to Carmen for due dates.

All assignments must be turned in to me by December 1st, 2020.

**Instructor Feedback and Response Time**
I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university.**
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days.**

**OTHER COURSE POLICIES**

**Discussion and Communication Guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
**Academic Integrity Policy**

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**Ohio State’s Academic Integrity Policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s **Code of Student Conduct** ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s **Code of Student Conduct** and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s [Code of Student Conduct](http://studentconduct.osu.edu) (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s [Code of Student Conduct](http://studentconduct.osu.edu) is never considered an excuse for academic misconduct, so I recommend that you review the **Code of Student Conduct** and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s **Code of Student Conduct** (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

**Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.
ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations
The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
COURSE SCHEDULE

Refer to the Carmen course page for up-to-date assignment due dates.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 25th</td>
<td>Introduction / Syllabus Review</td>
</tr>
</tbody>
</table>
| 2    | September 1st | Purpose in Life  
|      |              | Adjustment Disorders                                      |
| 3    | September 8th | Stress, Health, & Well-being  
|      |              | Homework # 1 Due                                          |
| 4    | September 15th | Mindfulness  
|      |              | Homework # 2 Due  
|      |              | Quiz # 1 Due                                              |
| 5    | September 22nd | Community Supports / Cultural Adjustment  
|      |              | Homework # 3 Due                                          
|      |              | Quiz # 2 Due                                              |
| 6    | September 29th | Social Relationships  
|      |              | Quiz # 3 due                                               |
| 7    | October 6th  | Romance & Intimacy  
|      |              | Quiz # 4 due                                               |
| 8    | October 13th | Parenting  
|      |              | Homework # 4 Due                                          
|      |              | Quiz # 5 due                                               |
| 9    | October 20th | School  
|      |              | Quiz # 6 due                                               
|      |              | “Man’s Search for Meaning” Book Review Paper Due           |
| 10   | October 27th | Work & Career  
|      |              | Guest Presenter: Bethany Yoder, M.A.  
|      |              | Quiz # 7 due                                               |
| 11   | November 3rd | Money  
|      |              | Homework # 5 Due                                          
|      |              | Quiz # 8 due                                               |
| 12   | November 10th | Aging & Retirement  
<p>|      |              | Quiz # 9 due                                               |</p>
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<tr>
<td>November 17th</td>
<td>Technology Quiz # 10 due</td>
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<tr>
<td>November 24th</td>
<td>Class Summary &amp; Wrap-up Relaxation &amp; Stress Reduction Journal due Quiz # 11 due</td>
</tr>
<tr>
<td>December 1st</td>
<td>Last Chance to Turn in Assignments</td>
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<td>Final Exam (Optional) Due Date TBD</td>
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