

## Syllabus for: Personal Growth and Adjustment Psychology 33

<b>Semester &amp; Year:</b>	Fall 2015
<b>Course ID and Section Number:</b>	037924 EO37924
<b>Number of Credits/Units:</b>	3
<b>Day/Time:</b>	M-W 11:40-1:05
<b>Location:</b>	CA 109
<b>Instructor's Name:</b>	Deanna Herrera-Thomas
<b>Contact Information:</b>	Office location and hours: CA 133 Phone:476-4307 Email:Deanna-Herrerathomas@redwoods.edu

### **Course Description (catalog description as described in course outline):**

#### **Course Description**

A course that has a focus in applied psychology. The course surveys psychological theories and empirical research as applied to personal growth, personality development and adjustment. The topics covered include: personality development, self-esteem, stress and coping, health, psychology of love, sex and sex roles, mental health diagnoses, work and group behavior.

Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships

### **Student Learning Outcomes (as described in course outline) :**

#### **Student Learning Outcomes:**

1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective.
2. Analyze psychological research and apply concepts to self and others in writing for lifelong personal growth.
3. Critically analyze psychological information in the popular press.
4. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer review process in science.

**Special accommodations:** College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

**Academic Misconduct:** Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, multiple submissions, complicity in academic misconduct, and/ or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive an "F" in the course.

The student code of conduct is available on the College of the Redwoods website at:

<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

# **Personal Growth and Adjustment: Psychology 33**

**Fall 2015 MW 11:40-1:05**

Dr. Deanna Herrera-Thomas

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**CA 109**

**Important Dates: If you would like to drop then drop before or on Sep.8. All college holidays Sep. 1, Nov. 10, 27<sup>h</sup> and 28<sup>th</sup>. Final exams begin Dec.8th**

## **Course Description**

**A course that studies personal growth, personality development and adjustment. The topics covered include: personality development, self-esteem, stress and coping, health, psychology of love, sex and sex roles, mental health diagnoses, work and group behavior. Students will learn to apply psychological theories and principles to their own lives. Students are asked to look at their own barriers to personal effectiveness in learning, work and interpersonal relationships.**

## **Course Objectives**

This course provides an introduction to the exciting field of Life Transitions Psychology. The primary goal of this course is to familiarize you with the fundamental research-based principles of human development. Although this may not always be an easy task, we will try to enjoy accomplishing this goal (as far as I know no student has ever died as a result of taking this course). Learning is usually a good deal of fun in this course, and mutual participation in activities and discussions will enhance the experience and deepen your understanding of the material. Additional outside of class group work will be required in order to provide opportunities to build skills by working together to successfully complete tasks and to apply your learning to real world situations. This course is a very dynamic course and it is imperative that each student is respectful of the rights of others in all class discussions.

### *Student Learning Outcomes*

- 1.Explain concepts in areas of psychological theory and research while representing appropriate breadth and depth of knowledge.
- 2.Analyze psychological research and apply concepts to self and others in writing.
- 3.Critically analyze psychological information in the popular press.

## **More about this course**

This course offers an introduction to the examination of personal growth through the scientific knowledge base of applied psychology. This is an interactive course filled with activities, self-inventories and group projects designed to encourage students to explore, confirm and sometimes challenge their beliefs, attitudes and directions in life. Issues such as cultural identity, gender roles, stress management, relationships, spirituality, holistic health, sexuality and time management will be discussed. We will also address how social structures can enhance or interfere with positive personal growth. Students will be encouraged to apply scientific findings to their own lives. Please note that this is an academic course and it will be important to keep up with reading and lectures. The reading assignments will be explained in class. The Bolen book is designed to prompt you for discussions in class. You will be assigned a small group where you will be given time to discuss the readings and to discover more about yourself in a group setting.

## **Disruptive Behavior**

**Students are expected to participate in class discourse, not private discussions during class time. It is essential that students do not interrupt each other's speech (or the instructor's), yell, call each other (or the instructor) names or engage in disorderly behavior. A student attending class under the influence of drugs or alcohol will be asked to leave. Any student disrupting class will be asked to leave and administrative follow-up will result.**

## **A note on self-disclosure**

**The information you share with other students is not confidential, however, it is very important that students respect the privacy of other students by agreeing to not share information about their fellow classmates outside of class. Please understand that this course is not a substitute for psychotherapy and should not be used as such. Privacy is NOT guaranteed from other students. The instructor follows privacy rules and laws that pertain to it.**

- The schedule is a tentative general outline of how we will cover the chapters but may not be adhered to depending upon the timing of class events, discussion and presentations.
- It is critical that you read the chapters before the lecture about them.
- You will be responsible for reading all of the assigned sections in the text. Material related to the chapters will be discussed in class in order to reinforce your understanding of the concepts, but lectures will not serve to review the contents of the textbook.
- It is strongly recommended that students with limited writing experience enroll in Eng. 152 (Writing Lab) for additional tutoring and support with writing papers.

## **EXTREMELY IMPORTANT NOTE**

- **This course includes group work and assignments and therefore will require of the student the necessary communication skills to function within a group successfully.**

**\*\*Disruptive Behavior\*\***

**Students are expected to participate in class discourse, not private discussions during class time. It is essential that students do not interrupt each other's speech (or the instructor's), yell, call each other (or the instructor names) or engage in disorderly behavior. A student attending the class under the influence of drugs or alcohol will be asked to leave. Any student disrupting class will be asked to leave and administrative follow-up will result.**

**You will not be graded on your political views and whether or not they are consistent with the views of the instructor (which are based in psychological theory and practices). You will be graded on your ability to participate and contribute to a collaborative learning environment and your ability to analyze and communicate your learning in a variety of ways outlined by the syllabus. It is your responsibility to express opinions in a respectful and non-threatening manner. If your behavior interferes with the learning of other students you will be asked to leave the class for two class periods with administrative follow-up.**

**Electronic devices and communications are prohibited. If you require electronic accommodations please inform the instructor. My policy on this is to offer one verbal warning and then one written warning if behavior is repeated. If student persists in using devices then he or she will be asked to leave the class for two class periods with administrative follow-up.**

**Instructor reserves the right to drop students who have not completed sufficient activities to pass the class. Instructor also reserves the right to grade students independently of other students for the group project requirement if there is inconsistency in participation between members.**

## Tentative Course Calendar

Week	Date	Topics	Reading	Tests/Assignments
Week 1	8/24	Introduction	Chapter 1 (Corey) Chapter 1 (Bolen)	
	8/26	Introduction	Chapter 1 (Corey) Chapter 1 (Bolen)	
Week 2	8/31	Childhood and Adolescence	Chapter 2 (Corey) Chapter 2 (Bolen)	
	9/2	Childhood and Adolescence	Chapter 2 (Corey) Chapter 2 (Bolen)	
Week 3	9/7			<b>Drop yourself by this day -Census  Labor Day</b>
	9/9	Childhood and Adolescence	Chapter 2 (Corey) Chapter 3 & 4 (Bolen)	<b>Pick up Quiz 1  Corey 1,2,3,4,5  Bolen, 1,2,3,4,5,6,7,8,9,10,</b>
Week 4	9/14	Childhood and Adolescence	Chapter2 (Corey) Chapter 3 & 4 (Bolen)	
	9/16	Adulthood and Autonomy	Chapter 3 (Corey) Chapter 5 & 6 (Bolen)	
Week 5	9/21	Adulthood and Autonomy	Chapter3 (Corey) Chapter 5 & 6 (Bolen)	
	9/23	Adulthood and Autonomy	Chapter3 (Corey) Chapter 7 & 8 (Bolen)	

Week 6	9/28	Adulthood and Autonomy	Chapter 3 (Corey) Chapter 7 & 8 (Bolen)	
	9/30	Wellness	Chapter 4 (Corey) Chapter 9 & 10(Bolen)	
Week 7	10/5	Wellness & Stress	Chapter 5 (Corey) Chapter 9 & 10 (Bolen)	<b>Expository Paper Due</b>
	10/7	Love and Attraction	Chapter 6 & 7 (Corey) Chapter 11 & 12 (Bolen)	<b>Return Quiz 1</b>
Week 8	10/12	Love and Attraction	Chapter 6 & 7 (Corey) Chapter 11 & 12 (Bolen)	
	10/14	Developing an Adult Identity	Chapter 8 (Corey) Chapter 13 & 14 (Bolen)	
Week 9	10/19	Developing an Adult Identity	Chapter 8 (Corey) Chapter 13 & 14 (Bolen)	<b>Pick up Quiz II</b> <b>Corey</b> <b>6,7,8,10,11,13,12,14</b> <b>Bolen 11,12,13,14</b>
	10/21	Work and Career	Chapter 10 (Corey)	
Week 10	10/26	Work and Career	Chapter 10 (Corey)	
	10/28	Loneliness	Chapter 11 (Corey)	
Week 11	11/2	Death and Loss	Chapter 12 (Corey) Chapter 9 (Bolen)	
	11/4	Death and Loss	Chapter 12 (Corey)	
Week 12	11/9			<b>Veteran's Day</b>

	11/11	Values and Generativity	Chapter 14 (Corey)	<b>Return Quiz 2</b>
Week 13	11/26	<b>Pathways</b>		
	11/18	<b>Pathways</b>		
Week 14	11/23	<b>Papers Due</b>		
	11/25	<b>Review Presentations</b>		
Week 15	11/30	<b>Presentations Begin</b>		
	12/2	<b>Presentations Cont.</b>		
	12/7	<b>Final Exam</b>		

### **Grading and Course Requirements**

#### **Exams:**

#### **No Late Quizzes or Exams Accepted**

There will be four take-home study quizzes worth ten points each totaling **40** points. A midterm and final exam will be given at **50** points each. Each of these exams will be based upon the take-home quizzes.

#### **Personal Projects**

Each student will choose one personal growth project that applies what was/is learned in class to his or her own development.

This self-directed course encourages students to focus on what appeals to their interests. I will provide options for projects, but keep in mind that I am flexible and open to creative applications of the material presented in class. Seek my approval before developing any individualized project. Projects are worth **60** points and must be submitted as typed double-spaced papers at **no less than** three pages in length. Here are a few examples:

- 1) A personal autobiography narrating critical events and stages of one's own developmental processes.
- 2) Research alternate theories of adult development and describe which makes most sense to you in your life and why it does so. You may also write a critical analysis of a particular theory researched outside of class. Our text only surveys a limited number of developmental theories so it would be useful to you to conduct your own research on the topic. Some prominent theorists include Sullivan, Adler, Freud, and Chodorow.
- 3) Write a detailed autobiography of one's own sexual history. See handout.



- 4) Research Jungian dream analysis and analyze two dreams according to his symbology.
- 5) Volunteer at any non-profit agency for 30 hours, or serve your community in a way that is new to you. Present this to class.
- 6) Design a body poem and map based on our work in class. This would preclude a paper and would include a presentation.
- 7) Construct a cultural genealogy of your ancestral tree and present it to class.
- 8) Interview someone from a different culture than your own and write a paper about what you found out regarding the cultural differences and similarities and present what you found out to class.
- 9) Write a narrative identifying your personal heroes, fact or fictional, and state in detail why they appeal to you and how they have shaped your view of yourself and your behavior.
- 10) Write a critical analysis of media images regarding male or female sexuality and how those images have transformed the image you hold of yourself and how you present yourself to the world.
- 11) You may also apply methodology presented in class to expand your behavioral repertoire, such as learning a new skill, like public speaking or assertion, or eliminating a behavior bothersome to you, such as yelling or smoking. We will identify your target behaviors in the focus groups and will discuss in detail principles that will assist you in changing a particular aspect of your behavior. If you choose to do this, you will make a presentation to the class regarding your experience.

### **Focus Groups**

This course has its foundation in a community mental health model where personal growth is dependent upon the health of the community one participates in. Therefore, getting to know and support one's community (fellow students) is critical. Each focus group will be comprised of 8-10 students, will meet regularly to discuss topics highlighted in class and will engage in activities to promote self-exploration through group participation.

### **Group Presentation and Paper**

Each focus group will write one research paper on a topic selected by the group and approved by me. This is a formal research paper (see handout) and will require a bibliography. The topic can be derived from a particular human experience that exemplifies some aspect of human developmental theory. Please see the handout and I will go over topics in class. The group will present the paper to the class. The paper and presentation together are worth **80** points.

### **Class Participation**

Each student is expected to attend class and to participate in class discussion and activities for a total of **20** points.

### **Credit is based upon:**

- Satisfactory performance on exams.
- Participation in classroom activities and focus groups.
- Completion of one polished research paper.

- ❑ Completion of one personal growth project.
- ❑ Fulfillment of reading requirements as evinced by quiz performance.
- ❑ Although I would love to offer grades to reflect your personal growth I can not do so unless that change is evinced by academic performance on exams, papers and class participation. For instance, if you set out to quit smoking as a personal project and met that goal I can only grade you on your ability to present how you did so in written form.

**Grading Scale:**

<b>279-300=A (93%+)</b>	<b>249-258=B (83-86%)</b>	<b>210-230=C (70-76%)</b>
<b>270-278=A-(90-92%)</b>	<b>240-248=B- (80-82%)</b>	<b>180-209=D (60-69%)</b>
<b>261-269=B+(87-89%)</b>	<b>231-239=C+ (77-79%)</b>	<b>179 and below=F (59%-?)</b>

**Please note: You will be responsible for the material in the book. Related material from the chapters will be discussed in class. The schedule is a general outline covering the chapters but may not be adhered to depending upon the timing of class events, discussion and presentations. It is critical that you read the chapters for the following week. For example for week three you should have already read Chapter 3.**