

Syllabus for: Psych 33- Personal Growth and Adjustment Eureka Campus		
Semester & Year	Spring 2016	
Course ID and Section #	Psych 33 E9221	
Instructor's Name	Haggerty	
Day/Time	MW 11:40-1:05	
Location	CA 109	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	CA 120
	<i>Office hours</i>	MW 10:00-11 MW 3:00-4 TTH by appointment
	<i>Phone number</i>	707-476-4319
	<i>Email address</i>	Michelle-haggerty@redwoods.edu
	<i>Title & Edition</i>	Adjust 1 st edition (2014)
Textbook Information	<i>Author</i>	Weiten, Dunn and Hammer
	<i>ISBN</i>	978-1-133-59498-7
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: <ol style="list-style-type: none"> 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 life-long 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 at 707-476-4280.		
Academic Support Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and Extended Opportunity Programs & Services , for eligible students, with advising, assistance, tutoring, and more.		

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Eureka Campus

Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

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Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the "Register" button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with "redwoods.edu." Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Personal Growth and Adjustment

Spring 2016

MW 11:40-1:05

CA 109

Instructor: Michelle Woods Haggerty, MA

Office Hours: MW 10:00-11 am and 3:00-4pm

TTH by appointment

Office: CA 120

E-mail: michelle-haggerty@redwoods.edu

Phone #: 476-4319

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.

Advisory:

Completion of English 350 or assessment into English 150 is highly recommended.

Student Learning Outcomes:

It is the intent of the course that by the end of the semester the following outcomes will be met:

1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective. *Assess with essay question.*
2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth. *Assessed with essay question.*
3. Critically analyze psychological information in the popular press. *Assess with popular press writing assignment.*
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. *Assess with essay question.*

Text:

Weiten, Dunn, Hammer. (2014). Adjust. Cengage: California. ISBN-13: 978-1-133-59498-7

Course Schedule:

Dates	TOPIC	READING ASSIGNMENTS	Assignments to be turned in:
Week 1: Jan 20 and 25 th	Course Introduction; Study Skills	Handouts, Chapter 1	
Week 2: Jan 27 th	Adjustment	Chapter 1	
Week 3: Feb 1 st	Psychological Research	Chapter 1	
Feb 1st	Census Day		
Feb 3rd			Popular press article and write up.
Week 3 and 4: Feb 3 rd , 8 th and 10 th	Personality	Chapter 2	
February 15th	NO CLASS - HOLIDAY		
Feb 17th			Study Schedule and lecture notes from chapters 1 and 2.
Week 5 and 6: Feb 17 th and 22 nd	Stress and Health	Chapter 3 and 5	
Feb 24th			Quiz #1 and optional study guide.
Week 6 and 7: Feb 24 th and 29 th	Coping	Chapter 4	
Week 7: March 2 nd	The Self	Chapter 6	
Week 8: March 7th	Midterm Exam		Midterm Exam and optional study guide
March 9 th and 21 st	Social Thinking and Influence	Chapter 7	
March 14th and 16th	NO CLASS- SPRING BREAK		
March 23rd	Library session in LRC 103		

Week 10: March 28 th	Communication	Chapter 8	
March 28th			Coping Paper Due
Week 11: March 30 th and April 4 th	Friendship and Love	Chapter 9	
April 1st	Last day to drop class with a W.		
April 4th	Quiz #2		Quiz #2 and optional study guide
Week 11: April 6 th	Marriage	Chapter 10	
April 6th			Personal Project Paper Due
Week 12: April 11 th and 13 th	Sexuality and Gender	Chapter 11 and 12	
April 13th			Research Article and Questions Due
Week 13: April 18 th and 20 th	Disorders	Chapter 14	
April 25th			Annotated Bibliography Due
Week 14: April 25 th and 27 th	Presentations		Presentations and outline due on date assigned
Week 15: May 2 nd and 4 th	Presentations		Presentations and outline due on date assigned
May 9th	Final Exam		Final Exam 10:45-12:45

Grading:

Class Participation:	150 points
Popular Press article	30 points
Schedule and Notes	30 points
Quizzes:	150 points
Coping Paper	60 points
Pop Quizzes:	40 points
Midterm and Final:	300 points

Personal Project:	100 points
Annotated Bibliography	100 points
Outline and Presentation:	50 points
Research Article Questions:	50 points

Grading Scale:

Percentage	Letter Grade
93 % +	A
90 - 92 %	A-
87 - 89 %	B+
83 - 86%	B
80 - 82%	B-
77- 79%	C+
70 - 76 %	C
60 - 69%	D
59% - 0	F

Class Participation:

This is an interactive course and therefore it is very important that you attend class and take part in discussions. In order for you to learn the material, it is important that you interact with it. I encourage you to ask questions and offer opinions on the subject matter. It is therefore important that you make every attempt to be present at every class meeting on time.

The topics covered in the class may stimulate individuals to discuss their own difficulties that they have encountered in life. I encourage you to be cautious when making self-disclosures to the class. I also insist that individuals be respectful of each other in the classroom. Failure to comply with the student code of conduct will result in a request to leave the class. The complete code of conduct can be accessed on CR's home page.

You will receive 5 points for every class that you attend for a total of 150 points.

Attendance:

Please be aware that if you decide to not continue with the class you should drop the class and let me know about your decision. An Administrative procedure, (AP) 5075, now allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation includes missing 3 classes in a row and not taking tests, exams or turning in assignments. If you need to miss class due to illness or emergency please let me know what is occurring. Census date is 2/1/16, where I will be dropping students that have not been participating in class. On 3/4/16 I will again be dropping students that are not participating. The end of the 10th week is April 1st. Please keep me informed of anything that is interfering with your participation/attendance in this class.

Academic Misconduct:

All work that is turned in must be your own. This applies to all papers and tests throughout the semester. In an academic paper, like the research paper for the semester, you need to indicate with a citation anytime that you paraphrase, summarize, or quote someone's work. Failure to provide a citation is plagiarism. If I find that a student has plagiarized or cheated on any work the assignment will be graded as receiving zero points. Please ask me if you have any questions regarding this policy. The entire board policy can be accessed on the CR's web site and through the link provided on the cover page.

Student Success:

Research that has been done on student success has highlighted the following areas. Think about these points and how you are including this class in your life.

- Buy the textbook at the beginning of the semester and begin reading.
- Read the chapter assigned for the day before coming to class.
- Turn assignments in on time
- Know where your syllabus is and the schedule for the class.
- Know how to contact your instructor and contact her if you are having difficulties of any kind that are interfering with school.
- Take notes during class
- Take notes while reading the text- outlining the chapter and writing out the key concepts.
- Be on time for class with your cell phone off and ready to experience the class
- Have a designated study area that is distraction free.

My CR

Powerpoint slides that are utilized during classroom lectures are available on our **Canvas** page for this course. Having these slides printed out when you come to class may be helpful for you in organizing your notes and in clarifying topics discussed. These slides can also be utilized as review. All students have access to **Canvas**. You need to log in as you would webadvisor and then click on our class. Your syllabus is also on Canvas and I will be utilizing the grade book on this site. Please make sure that you check your email assigned to you through CR as this is how I will communicate with you any changes to the schedule or items that I post.

Popular Press Article Assignment:

On 2/3/16 you will turn in a copy of an article found in the popular press regarding psychology. This article can be from a newspaper, magazine or from the APA website under the *Psychology in the News* section. You will read the article and then answer the following questions in a typed paper approximately one page in length.

1. **Explain the claim of this article.**
2. **Is research cited in the article, if so explain.**
3. **Is this an article that you would utilize to make changes in your life? Why or why not?**

Study Schedule and Notes Assignment:

On **2/17/16** you will turn in a schedule for this semester. There is an example on page 25 of your text and I have attached a blank schedule to this document. You need to turn in how you will organize a week including this class, your other classes and work or other responsibilities you have. I recommend that outside of this assignment you have a planner that you utilize for the semester. This assignment also requires you to turn in the notes that you have taken from the lectures on chapter 1 and 2. Please copy your notes, keep the originals in your notebook. This assignment is worth 30 points- 5 points will be taken off for every day that the assignment is late.

Group Exercises:

The class will break into groups often to discuss material presented in the class. It is important that individuals learn how to function within a group and delegate tasks appropriately. Each individual in the group needs to take responsibility within the group process. Group assignment will be randomly completed at the beginning of the semester. The groups will consist of 4-6 students. This will be the group that you will be meeting with for the entire semester. At the end of the semester the group will give a presentation on a chosen psychological topic.

Quizzes:

There will be two quizzes during the semester consisting of multiple-choice questions. I will give you a study guide for the quiz. You can earn up to 15 extra credit points towards the quiz score by turning in the study guide along with answering the following questions: **1. What have you learned from this unit? 2. Why is this material important? 3. How is the material related to my life? 4. What questions do you now have about the material?** All quizzes must be taken on or before the date scheduled. No make-up quizzes will be given after they are graded and returned. Therefore if you have something important come up that is preventing you from being in class the day of the quiz, let me know that day so arrangements can be made. The quizzes are worth 75 points each.

Pop Quizzes:

At unannounced times during the semester pop quizzes will be administered. The quizzes will be covering material assigned to that point. You will not be allowed to make these quizzes up if you are not present when they are given. These quizzes count for a total of 40 points towards your final grade.

Coping Paper:

In chapters 3, 4 and 5 we will be discussing stress, how your health is affected by psychological processes and coping. For this assignment I would like you to identify 2 stressors that you currently have in your life. After you explain the stressors discuss how they affect your health and identify your coping strategies to deal with these stressors. I would like you to include at least one coping strategy from chapter 4 that you are utilizing that is new to you. This paper needs to be 2-3 pages, typed, double-spaced 12 font. This paper is worth a total of 60 points; 5 points will be deducted for everyday that the paper is late. The paper will be graded according to the following rubric:

Spelling and grammar -10 points (one point will be deducted for each mistake).

Content- 30 points (Have you discussed the parts of the assignment with adequate depth)

Organization- 20 points (Is sentence and paragraph structure appropriate?)

Exams:

A midterm and final exam will be given on material from the book and class. They will be cumulative; covering all the material the class has covered to the point of the exam. I will provide you with a written study guide prior to the exam and I encourage you to fill it out completely. Questions on the exams will be multiple choice and essay. Please be prepared to bring a scan tron to the exams. No make-up exams will be given after they are graded and returned. Valid justification must be given for any missed exams or quizzes. Each exam is worth 150 points.

Personal Project

Each individual will choose a personal project. The focus of the personal project should be an attempt to learn something more about yourself, your community and the field of psychology. You should choose something that you are interested in. Pick your topic early so that you can make arrangements to complete all aspects of the assignment. I recommend that as you are working on your personal project you start with journaling your progress and/or reactions to the area you are focusing on. This free writing journal will help you understand your process. The paper that you turn in will be a well-organized and structured paper. The project is worth 100 points. Papers must be 3-5 pages, typed, double-spaced, 12 font. You can choose from the following list or come up with a topic on your own. Topics not listed must be approved prior to due date.

1. Volunteer at an agency in your community for at least 30 hours and write a paper about the experience (This experience must be taking place this semester).
2. Write a personal autobiography focusing on major events in your life that have shaped your development.
3. Participate in a career assessment at the career center on campus; write a paper on your reactions to the assessment including the results.

4. Interview a psychologist practicing in the field. Include in your paper their typical workday and what types of clients they see, and how this interview has affected your career choice process.
5. Read two current self-help books and write about your reactions to them.
6. Make a behavioral change in your life such as quitting smoking, dieting, starting an exercise program or learning a new skill. Write a reaction paper on this process.
7. Complete a genogram of your family. Include in the genogram divorces and mental illness. After you complete the genogram you will write a paper on your reaction to this exercise. Information on genograms can be obtained from multiculturalfamily.org; we will also be discussing this in class.

The paper will be graded according to the following rubric:

- 15 points are possible for spelling and grammar
 - o 1 point is taken off for each spelling and grammar mistake.
- 15 points are possible for overall organization
 - o This includes paragraph and sentence organization
- 70 points are possible for content
 - o The topic must be discussed in depth with connection being made to content from the course.

(10 points will be taken off for every day that the paper is late).

****Research Assignment and Presentations****

An important part of learning about psychology is to learn about the research process. Early in the semester your group will chose a topic for your research assignment. The **same topic** will be utilized by individual group members for **the following three assignments**. At the end of the semester each group will do a presentation on the research they have found on their topic. The group must come up with a decision on the topic together. If you have other ideas for topics please let me know.

There will be a group “umbrella” topic and each individual group member will have a subtopic in the area. Topics for research include, but are not limited to the following list:

1. Psychological disorders
2. The effects of behavioral medications on symptoms of disorders.
3. Research on the stability of personality traits.
4. Self-esteem and relationships.
5. The effects of stress on health.
6. Effective coping strategies.
7. Conformity and obedience.
8. Interpersonal communication.
9. Addictions
10. The role of work in an individual’s life.

11. The biology of sex.
12. Forensic psychology: i.e. serial killers, legal issues and psychology.
13. Relationships: types of love, choices in relationships.
14. Marriage
15. Gender issues
16. Therapies: types of treatments utilized, current trends.

Research Article:

You will need to find an academic research article for this assignment utilizing research sites available through the CR library- for instance Ebsco. (We will be going to the library to meet with the librarian prior to this assignment.) You will turn in the article with a typed response to the following questions:

1. What journal does this article appear in? Provide the date and volume also.
2. What are the author's attempting to examine with this article?
3. Did they conduct research that is being discussed here?
4. What is the outcome of this article?
5. Provide your reaction to this article.

This assignment is worth 50 points. 5 points will be taken off for every day that the paper is late. The following rubric will be utilized in grading this assignment:

- **Source** (is the source an academic source verifiable by an author and/or organization?) possible 12 points
- **Answering of questions** in a thoughtful, thorough manner, possible 12 points
- **Spelling, grammar and organization** – possible 6 points

Annotated Bibliography

You will find a total of 4 sources similar to, possibly including, the one found for the above assignment on your research question/topic for this assignment. An annotated bibliography will be completed listing the source in APA format and then describing and evaluating the source in approximately 100 words. ***This is not a research paper, it is an annotated bibliography where you are citing the sources and explaining them.*** This paper is worth 100 points; 5 points will be deducted for each day that the paper is late.

The paper will be graded according to the following rubric:

- **Annotations** – do these completely evaluate the source? – Possible 40 points
- **Sources** (are the sources academic verifiable by an author and/or organization?) Possible 40 points
- **APA format** – is the paper written utilizing APA formatting? Possible 10 points
- **Spelling and grammar** – possible 10 points

**** This paper will not be accepted after May 6th.**

Group Presentations

Presentations will be made at the end of the semester on the research that was found on the group's chosen topic. They will be group presentations. Each individual in the group must participate in the presentation and grades will be individually given. The length of the presentation should be 30-35 minutes for the group. ***This is not an informative speech, but a discussion of the research found.*** After the presentation is given each member must turn in an outline of his or her section of the presentation. The presentation and outline are worth a total of 50 points utilizing the following rubric:

Visual Aide- 7 points

Eye contact – 5 points

Length of presentation – 8 points

Sources of information – 10 points

Outline of presentation – 20 points

Paper Grading:

All written work will be graded according to content and structure of writing. As is indicated above, points will be taken off if the paper is not properly organized, or if spelling and grammar mistakes are present. Please see me if you are having any difficulties with an assignment.

- Make sure you fully cover the topic in an academic manner. The research should be current and verifiable by author and or organization. Utilize the research tools available through the library for your research not Google.
- Your annotated bibliography needs to be written in APA format. You can access a handout on APA formatting on the CR library homepage. OWLS at Purdue and Diana Hacker.com are also good on-line sources for help with formatting. We will discuss formatting in class.

Students with Disabilities:

This class is designed to accommodate individuals with disabilities. Please contact me directly if you have any specific concerns. For more information regarding the College's services you can access the DSPS website at <http://redwoods.edu/district/dsps/>

Non-Discrimination/ Equal Opportunity

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.

CR's policy complies with *California Education Code* and *Title 5 of the California Administrative Code*, and with related federal laws (*Title VI and VII of the Civil Rights Act of 1964*, *Title IX of the Educational Amendments of 1972*, and *Section 504 of the Rehabilitation Act of 1973*).

Under these regulations, College of the Redwoods guarantees that no person shall be subjected to discrimination on the basis of ethnic group identification, religion, age, gender, sexual orientation, color, or physical or mental disability under any of its programs or activities.

(The full policy and regulations can be viewed in the CR catalog that is available on the CR Homepage.)



Emergency Preparedness

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- Once outside, move to the nearest evacuation point outside your building.
- Keep streets and walkways clear for emergency vehicles and personnel.
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Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.”

The system will be tested each semester to be sure alerts are being received. Please contact Public Safety, [707-476-4112](tel:707-476-4112), security@redwoods.edu, if you have any questions.

Note:

I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs.

Group Members Names and Contact Information:

Study/Activity Schedule

	MON	TUE	WED	THURS	FRI	SAT	SUN
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

