

Syllabus for Personal Growth and Adjustment – Eureka Campus		
Semester & Year	Summer 2018	
Course ID and Section #	PSYCH 33 E6493	
Instructor's Name	Vaughn	
Day/Time	Monday – Thursday/12:30pm – 3:40pm (July 9 – August 2)	
Location	HU 129	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	Student Services Administration Building (SS102D)
	<i>Office hours</i>	By appointment
	<i>Phone number</i>	707-476-4144
	<i>Email address</i>	shemya-vaughn@redwoods.edu
Textbook Information	<i>Title & Edition</i>	All required readings posted on Canvas in PDF format. You can read assignments from your smartphone, tablet, laptop or computer or you can print the assignments to read the hardcopy.
Course Description		
<p>This course 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 will look at their own barriers to personal effectiveness in learning, work and interpersonal relationships.</p>		
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		
<p>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.</p>		
Academic Support		
<p>Academic support is available at Counseling and Advising and includes academic advising and educational planning, Academic Support Center for tutoring and proctored tests, and</p>		

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[Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Enrollment Policies

Regarding waitlists:

Web Advisor allows for up to 5 students to be on the waitlist for face-to-face courses. I almost always accept all 5 students.

Waitlist registration process:

Once I grant permission to add the class, you may add the class via Web Advisor after the class begins. It is your responsibility to check Web Advisor before the first day of class to see if you have been granted permission to register for the class.

After the class starts, students who miss 1 or 2 days will be allowed to add the class with an ADD card signed by the professor.

Adding and dropping courses:

The summer has a few start and stop times. If you want to add a class during summer session, you may register for the class via Web Advisor until the day before the class begins. If you want to drop a class during the summer session, you must contact the Admissions Office to ask what the deadlines are for your particular summer course. The Admissions Office is located in the Student Services Building (directly across from Counseling & Advising). Their summer hours of operation are Monday-Thursday from 9am to 4pm. You can call them at 707-476-4200 or you can send an email at ambassador@redwoods.edu

Attendance Policy

“Students who regularly attend class tend to earn *higher* grades than students who attend sporadically. More significantly, classroom attendance has a *more positive effect overall* on student performance than time spent studying outside of class” (Davis, 2009, p.39). There are two ways attendance is encouraged and graded in this class: (1) attendance is taken at the start of each class session, and (2) students are awarded points for participating in class. If you enter class late, it is *your* responsibility to tell before you leave class on that day. Attendance and participation are not synonymous. If you attend class, I will expect you to participate in class discussions and group work.

Succeeding in this Course

To successfully pass this course, please review all of the assignments and their deadlines. Make a note in your planner or calendar when these assignments are due. If you do not understand the instructions for an assignment, you must ask before the day the assignment is due. It is highly unlikely that I will respond to email on the day an assignment is due.

Each day, you will be assigned a research or news article to read to prepare for the following class. Although the news articles take less than 1 hour to read, the research articles are dense and can take up to 2 hours to read. In addition to reading the research article, you are also given a question about the research article and expected to turn it in at the start of class. It is best that you decide now when you will be able to devote time to your reading assignments. Some students prefer to complete their reading assignments on campus, in the library before they return home or go to work. Other students have to work or get children

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from childcare and read the assignment at time. Some students tend to procrastinate and read the assignments the morning before class.

Because both exams are online, there will not be make-up exams. Because the deadlines for all assignments are discussed on the first day of class, there will not be opportunities for submitting assignments late. When we complete in-class activities, there will not be opportunities to make-up in-class work.

**If it is difficult for you to remain focused during classroom time, it is recommended that you sit at the front of the class to avoid distractions.*

How We Will Spend Class Time

We will spend class time discussing psychological concepts and current events. We will also watch films that demonstrate psychological concepts covered in class, and you will be required to take notes during lecture time. PowerPoint slides are posted on Canvas before class. Students may print these slides and bring them to class to take notes or ask questions.

Each class session is structured to begin the class following up on questions from the previous class session and discussing the reading assignments. Please ask questions as you have them throughout the class period. I am also available after class for questions, or you may submit them via email. Because your peers may have a similar question, I encourage you to ask it in class.

Office Hours

I strongly encourage you to speak with me after class with questions or concerns about topics covered in class. If you are unable to stay after class to ask questions, you can schedule an appointment with me on another day at another time and meet me in the Student Services & Administration Building (behind the bus top).

If you are registered with DSPS, please present your accommodation letter to me as soon as possible. If you are not registered with DSPS, but you need accommodations for your disability, please start this process straight away.

Classroom Conduct and Decorum

- Let's all agree to be civil to one another in this class.
- When people have side conversations, it is difficult for the rest of us to concentrate. If you are sitting next to chatty students, feel free to ask them to be quiet. Side conversations, even the whispered ones can be distracting so when someone in the class is speaking (professor or another student), please be respectful and stop talking.
- Texting, checking email, doing other homework or playing online games on any device is distracting to others around you. Please do not do this. We will have a 15-minute break during each class period. Reserve phone calls and texting until this time. If you are texting or using your laptop or tablet for anything other than taking notes, you are not participating in class.
- If you arrive late or need to leave early, please sit by the door to avoid disrupting the class.

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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500. 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.

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Sometimes it is not the student, but the staff or faculty member that is being inappropriate. Students also have recourse. Click here to review how file complaints against staff or faculty members with which you have been treated unfairly or in a disrespectful tone: <https://www.redwoods.edu/Students/Student-Complaint-Process>

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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>.

If there is an active shooter on campus, we will choose one of three responses depending on where the shooter is located:

1. Run in the opposite direction of the shooter.
2. Hide in the classroom and barricade the door.
3. Attack the shooter if neither running nor hiding is an option. *NO ONE is expected to fight an active shooter. This is listed as options. You may choose any response you feel comfortable with at the time. It helps to have a plan in place, so that in the event that tragedy strikes, we know what to do.

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.

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.

Course Assignments

Online Midterm exam: 15%

- The midterm exam will cover Units 1-4. A study guide provided on Canvas. The exam will be available to students from 8am to 8pm on the day of the exam.

Online Final exam: 15%

- The final exam will cover Units 5-9. A study guide provided on Canvas. The exam will be available to students from 8am to 8pm on the day of the exam.

Written Assignments: 30%

- Film Reflection Papers. Students will write 1-page reflection papers about films viewed in class – *The Stanford Experiment* and *The Secret*.
- Research Paper. Students will select from several writing assignments for their 5-page research project. Instructions provided on Canvas.

Attendance/Participation: 40%

- Attendance is taken at the start of each class. Participation is required during group work, class discussions, and written responses to research questions.

Grading criteria

Please see Canvas for the grading rubric for each assignment. The course grades are weighted. Your grades will be updated regularly in Canvas using the following grading scale, and round up as necessary.

A	(100-93%)
A-	(94-89%)
B+	(90-88%)
B	(87-85%)
B-	(84-81%)
C+	(80-78%)
C	(77-75%)
C-	(74-71%)
D+	(70-69%)
D-	(67-65%)
D	(64-62%)
F	(61-0%)

Late work

All assignments are due on the posted due date. It is best to note deadlines today and make plans to submit assignments early rather than turning in a late assignment. The submission boxes will be locked after the deadline and *no late submissions will be accepted*.

Tech Support

For password issues with Canvas, Web Advisor, or your CR email account, contact Technical Support at its@redwoods.edu or via phone 707-476-4160 or 800-641-0400 extension 4160 between 8:00am and 4:00pm Monday through Friday.

On-campus Student Resources

- CR-Online (Resource for online students): <http://www.redwoods.edu/online>
- Academic Support Center (and testing center):
<http://www.redwoods.edu/asc>
- Counseling Services: <http://www.redwoods.edu/counseling/>
- CR Orientation: <http://www.redwoods.edu/orientation/>
- DSPS (Disabled Students Programs and Services):
<http://www.redwoods.edu/dsps>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Veterans' Resource Center: <http://www.redwoods.edu/vets>
- Writing Center: <http://www.redwoods.edu/writingcenter>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book:
<http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

Course Schedule

**All activities subject to change at the discretion of the instructor as needed.*

Day	Date	Topics	Assignments
1	July 9	Introduction to Personal Growth & Adjustment	
2	July 10	Unit 1: Personality Development	Read Timpau (2015)
3	July 11	Unit 2: Self-Esteem	Read Ghahremani et al (2018)
4	July 12	Unit 3: Stress and Coping	Read Mactavish & Iwasaki (2005)
5	July 16	Unit 4: Health and Wellness FILM: <i>Miss Evers' Boys</i>	Read <i>Syphilis Fact Sheet</i> and <i>Tuskegee Experiment</i>
6	July 17	FILM: <i>The Stanford Experiment</i>	Write personal reflection about film
7	July 18	ONLINE MIDTERM EXAM	Opens at 8am/Closes at 8pm
8	July 19	Unit 5: Psychology of Love	Read Collins & Perry (2015), Marhefka et al (2013), or Ong et al (2018)
9	July 23	Unit 6: Sex and Sex Roles	Read Pielichaty (2015), Shortall (2014), or Leibowitz & de Vries (2016)
10	July 24	Unit 7: Mental Health	Read Carter & Olshan-Perlmutter (2015), Bradley & Green (2017), or Keightley & Mitchell (2004)
11	July 25	Unit 8: Work	Read Weisfogel (2018), Ricci (2018), or Carpenter (2017)
12	July 26	CAREER DEVELOPMENT DAY: COMPUTER LAB	RESEARCH PAPER DUE
13	July 30	Unit 9: Group Behavior	Read Lee et al (2016), Nawata & Yamaguchi (2014), or Tezanos-Pinto et al (2010)
14	July 31	FILM: <i>The Secret</i>	Write personal reflection about film
15	Aug. 1	Biopsychosocial Perspectives in the Popular Press	Read Park (2018), Reynolds (2018), or Marateck (2018)
16	Aug. 2	ONLINE FINAL EXAM	Opens at 8am/Closes at 8pm