

<b>Syllabus for Psych 33 Personal Growth – Del Norte Site</b>		
<b>Semester &amp; Year</b>	2019 spring	
<b>Course ID and Section #</b>	D5544	
<b>Instructor's Name</b>	Freneau	
<b>Day/Time</b>	M-W 2:03-3:30	
<b>Location</b>	DN 34	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	E8
	<i>Office hours</i>	By appointment
	<i>Phone number</i>	707-465-2334
	<i>Email address</i>	Phil-freneau@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	I never knew I had a choice
	<i>Author</i>	corey
	<i>ISBN</i>	978-1-285-06768-1
<b>Course Description</b>		
<p>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.</p>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective.</li> <li>2. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.</li> <li>3. Critically analyze psychological information in the popular press.</li> <li>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.</li> </ol>		
<b>Special Accommodations</b>		
<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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-464-2352.</p>		
<b>Academic Support</b>		
<p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>		
<b>Academic Honesty</b>		
<p>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</p>		

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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 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.p](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.p)

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; 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 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](http://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.

### **Emergency Procedures for the Del Norte campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at

(<http://www.redwoods.edu/District/Maps/dnmap.asp> ). 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 campus authorities.

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](http://redwoods.edu).” Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

**Syllabus for Psych 33 Personal Growth – Del Norte Site**

**Psychology 33 - Personal Growth & Adjustment**

**Instructor: Dr. Phil Freneau, 465-2334**

**Email: [Phil-Freneau@redwoods.edu](mailto:Phil-Freneau@redwoods.edu)**

**TEXTBOOK: I Never Knew I Had a Choice: Explorations in Personal Growth (8<sup>th</sup> ed.), Corey, Gerald & Corey, Marianne, S. (2006). Belmont, CA: Thomson Brooks/Cole.**

**Class time and place:** See Catalogue.

### **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.

### **COURSE OUTCOMES/OBJECTIVES:**

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.

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.

**COURSE REQUIREMENTS AND GRADING:** This course is a theme-oriented one that makes use of brief lectures and small-group work to explore topics in a personal manner. As such, students are expected to complete assigned readings for each topic prior to each class session, to write weekly reactions papers (based on reactions to readings and to their participation in class/group sessions), and to actively participate in small-group explorations. This course requires both a personal and academic involvement on the part of the student, since the course

deals mainly with understanding oneself and others. Other specific requirements are listed below:

Active participation in class discussions

Prompt attendance at ALL the class sessions

Keeping up to date with all of the assigned readings

Midterm test

Take-home reactions papers

Completion of the self-reflective activities in each chapter of the book

Final examination

**BASIS FOR GRADING:** A student's grade for this course will be determined by evidence of the quality of learning as demonstrated by his or her performance in the following areas:

reactions papers (25points)

midterm test (25 points)

final examination (25 points)

class participation (attendance and in-class writing) (25 points)

**Grading Scale:**

100 - 90 = A 89 - 80 = B 79 - 70 = C

69 - 60 = D 59 - 0 = F

**REACTION PAPERS:** There are 5 reaction papers due, each of which should be two double-spaced typewritten pages. The approximate suggested length is between one to two typed double spaced pages. Each of these papers is worth 5 points maximum. To earn credit for a reaction paper it is expected that it will be turned in at the beginning of the class each week. You might want to write about your personal reactions to certain topics within a chapter. How do certain sections within a chapter have personal meaning to you? How can you apply a particular topic that is discussed to your own life? What are you learning about yourself from each chapter? What might you want to do about what you are learning about yourself? Some topics may be highly personal and you might not want to share your personal reactions to a given topic. If this is the case, you can then write a critique of the chapter. What are your thoughts about the ideas presented in a given chapter? Thus, your reactions papers can be a combination of your personal reactions to what you are learning about yourself and also a critique and discussion about a few key points of the chapter that most stand out for you.

Each of the 5 reaction papers covers two chapters. It may be best to focus on one chapter, or comment more briefly on two chapters.

Reaction paper #1 on Chapters 1+2

Reaction paper #2 on Chapters 3+4

Reaction paper #3 on Chapters 5+6

Chapters 7+8 included in midterm

Reaction paper #4 on Chapters 9+10

Reaction paper #5 on Chapters 11+12

Chapters 13+14 included on final

**CLASS PARTICIPATION/ATTENDANCE:** You are expected to be an active learner, which includes verbally participating in the class discussions and small-group discussions. You are also expected to bring questions for discussion to the class sessions and demonstrate that you are keeping up to date with your reading assignments for each of the chapters in the textbook. **Participation** is a **MUST** in this course. This class will involve some degree of self-exploration and interpersonal learning. The instructor will talk more fully about the guidelines for self-disclosure and the expectations at the first class meeting. **Attendance** at the full duration of class is expected at each class meeting, unless you have an emergency situation or are really ill. For me to credit you with an **EXCUSED ABSENCE**, you need to know that it is **YOUR RESPONSIBILITY** to inform me of such cases immediately upon returning to class. Absences and tardiness will be a factor in determining your participation/attendance grade; excessive absences or tardiness might result in getting a full grade deducted (or in some cases even failing the course).

## **COURSE PLAN**

**Week 1:** Introduction to the Course

**Week 2:** Invitation to Personal Learning and Growth

**Week 3:** Reviewing Your Childhood and Adolescence

**Week 4:** Adulthood and Autonomy

**Week 5:** Your Body and Wellness

**Week 6:** Managing Stress

**Week 7:** Love

**Week 8:** Relationships (Midterm)

**Week 9:** Becoming the Woman or Man You Want to Be

**Week 10:** Sexuality

**Week 11: Work and Recreation Week**

**12: Loneliness and Solitude Week 13:**

Death and Loss

**Week 14: Meaning and Values**

**Week 15: Pathways to Personal Growth**

**Week 16: Final Examination**

DSPS: If you need help due to a special need contact DSPS.

**The above schedule and procedures are subject to change in the event of extenuating circumstances.**