

Personal Growth and Adjustment, Psych 33
Section E0027, 3 Units
Online, Asynchronous, No proctored exams
Fall 2020
Email: katheryn-schopp@redwoods.edu

Instructor Katheryn Schopp, MPhil
Office Hours: TBA and by Appointment
Using either Zoom at:
<https://cccconfer.zoom.us/j/8796076870>
Or Phone at: (415) 373-6004

Text: Moritsugu, Vera, Jacobs, Kennedy. (2017). Psychology of Adjustment: The Search for Meaningful Balance. Sage: California. ISBN: 978-1-483-31928-5

The text can be purchased new, used, or rented from a commercial vendor such as the College of the Redwoods Bookstore. At my last check, the book could be rented for as little as \$33, bought as an e-textbook for \$20 or as a paperback for \$80.

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 and sex, gender roles, mental health diagnoses, work, and group behavior. Students will learn to apply psychological theories and principles to their own lives while examining personal barriers to learning, personal effectiveness, and interpersonal relationships.

Advisory

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

Student Learning Outcomes

1. Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective for development across the lifespan.
2. 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.
3. Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.
4. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.

	Dates	Topic	Reading Assignments	Other Assignments Due	Quiz or Exam Due
Week 1	8/22-8/30	Adjustment and Happiness	Online Reading	Schedule, Introduction Discussion	Syllabus Quiz
Week 2	8/31-9/6	Scientific Method, Research & Meaning	Pages 7-9 of text excluding box. Online Readings	Popular Press Article Assignment, Meaning Discussion	Weeks 1 and 2 Combined Content Quiz
Week 3	9/7-9/13	Personality & Happiness Sleep, Purpose	Chp 2, box from Chp 1, Online Reading	Social Group Plan, Purpose Writing, Discussion	
	9/7	All College Holiday			
	9/8	Census Day			
Week 4	9/14-9-20	Psychological Theories, Conditioning & Learning	Chapter 4 & Online Reading	Theories Discussion, Research Article Assignment	Weeks 3 and 4 Content Quiz
Week 5	9/21-9/27	Mindfulness: A Path to Awareness	Chapter 5	Progress Report on Social-Group Plan, Med. Discussion	
Week 6	9/28-10/4	Stress, Health, and Well-Being	Online Reading	Well-Being Plan and Activity Discussions	
Week 7	10/5-10/11	Stress, Health, and Well-Being	Chapter 6	Discussions, Social Group Plan or Schedule Updates	Weeks 5- 7 Content Quiz
Week 8	10/12-10/18	Social Relationships & Connection	Chapter 7 & Online Reading	Well-Being Plan Progress Report, Discussions	
Week 9	10/19-10/25	Romance and Intimacy, Sexuality	Chapter 8 & Online Reading	Social Group Paper, Discussions	
Week 10	10/26-11/1	Group Behavior, Social Psychology, Resilience	Chapter 3, Online Reading	Discussions, Well-Being Plan Updates	Weeks 8-10 Content Quiz
Week 11	11/2-11/8	Work and Vocation	Chapter 10	Vocation Assignment, Disc.	
Week 12	11/9-11/15	Money	Chapter 11	Discussions	Weeks 11-12 Quiz
	11/11	All College Holiday			
Week 13	11/16-11/22	Aging	Chapter 12	Well-Being Paper, Discussion	
	11/23-11/29	Fall Break/ Thanksgiving			
Week 14	11/30-12/6	Dysfunction & Maladjustment	Chapter 13, Online Reading	Discussions	
Week 15	12/7-12/13	The Search for Balance & Future	Chapter 14	Long-Term Goals Assignment Draft, Discussion	Weeks 13-15 Content Quiz
Final	12/18	Final Goals Submission		Midnight	

Student Commitment

A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read textbook chapters and online reading, watch lecture videos, participate in discussions, and complete quizzes, projects, and papers. Conscientiousness, attention to details, and college-level reading and writing are critical for success.

Computer and Internet Requirement

You are required to submit assignments and quizzes online through Canvas for this course. If you do not have a computer or internet access, you may use the resources at the College of the Redwoods library (assuming it is open), which will allow you to access the Internet on a college-owned computer. If the library is not open, the college might be able to provide other technology resources. If needed, contact the college using the contact information the resources section below to enquire about this. I do not recommend using only a smart phone to access Canvas for this class. Prior students of this class have not had good success doing so.

Withdrawal from Class

Students can withdraw from class without a grade and receive a refund if the student drops the full-semester length class by the Friday of the end of the second week of the Fall or Spring Semester. For this semester, that day is **9/4/2020**. The college may assess a \$10 fee for processing, and student services fees are not refunded. The last day for a student-initiated withdrawal is **10/30/20** and results in a *W* in the transcript and no refund. Students who have experienced extenuating circumstances can complete & submit the *Excused Withdrawal Petition* to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required. If you decide not to continue the class, drop the class and let me know. As per college policy, a grade of Incomplete ("I") is not an option unless the student can demonstrate specific circumstances that occurred at the end of the semester. An incomplete cannot be extended to a student who stops attending earlier in the semester.

Administrative procedure 5075 allows instructors to withdraw students from class for non-participation through the tenth week of the term. Non-participation means missing four classes in a row and not taking quizzes, exams, or turning in assignments. If you need to miss class due to illness or emergency please email me and let me know. Census date is **September 8th**, and I will be dropping students who have not participated in class then. On **October 30th**, I will be again dropping students who have not be participating.

Lecture Posts and Assignment Due Dates

I will post the lecture material for the week by the Monday marking the beginning of the class week. I will be providing lectures in video form with closed captioning. I will not be providing synchronous Zoom lectures this course because not everyone has enough

Internet bandwidth to support this. Some lectures I will record myself, and some weeks will have video lectures taken from other sources.

The initial posts for weekly discussions are due by Thursday at 11:59 PM. Response posts and quizzes are due by Sundays at 11:59 PM. I strongly recommend NOT waiting until Sunday to complete all of your work, but to allow students more flexibilities in their schedules I only require that the assignments are submitted by the end of Sunday.

Grading and Course Components

Participation (Approximately 200 points/ Weighted to 30%):

We will have graded weekly discussions—a minimum of 1 and a maximum of three per each week. Discussions are an opportunity to demonstrate active listening and communication skills, as well as demonstrate your knowledge of the class material.

One of the goals of class discussion is to get to know each other. It does not help us to get to know you to carry on a discussion with a grey dot. You are required to upload a profile photo of yourself (preferably) or any non-offensive icon of your choice, i.e., pet, flower, etc. **There will be a one-point deduction for your every discussion participation that does not have your uploaded picture or icon.**

We may skip a week here or there on discussions if we have unscheduled disruptions (such as days missed for power-outages), and or if we need extra review time on particular topics. Participation in these activities will count for 30% of your grade (weighted if we lose weeks for some reason), at 10 about points per week. *The lowest weekly participation score will be dropped for your final grade.*

Please do message me if you feel you have a comment or something to contribute to the lecture material. If its insightful or useful, I will post it to the announcements to share with the class as a whole.

The topics covered in this class may stimulate individuals to discuss their own life difficulties. **Please be cautious when making personal self-disclosures in this class.** Do not reveal anything in-class that you are uncomfortable with becoming public knowledge. Humboldt has as small populations, and people know much about each other in small populations. Also, please be advised that respect for others in our digital classroom is required. Please see below for further information about expected class behavior and the Student Code of Conduct, which can also be accessed on CR's homepage.

Written Assignments (350 points/ Weighted to 50%):

There required written assignments for this class, and several of them are final reports on projects that you will partially build in discussions. These are due on the Sunday by 11:59 PM on the week that they are assigned. The final submission is the exception to this, and there may be other exceptions that I will note in-class as they arise. Written assignments are marked down by 20% per day that they are submitted late.

Grading rubrics for all assignments are included in Canvas. Written assignments for this class include:

Study Schedule Assignment: The first assignment for this course is that you submit a schedule for this semester. You need to turn in a plan for how you will organize a week including this class, your other classes, work, and other responsibilities that you have. I recommend that outside of this assignment you have a planner that you utilize for the semester. A template for this assignment is provided in Canvas.

Purpose Paper and Long-Term Goals Assignment: At the beginning of the term you will reflect on and write about your purpose. Near the end of the term you will revisit this writing and translate your purpose into long-term goals with achievable steps.

Well-Being Project and Paper: Identify two things you would like to improve in your life currently. This might include habits, stressor, or areas of concern, but they might be things you would just like to get better at. Explain these and discuss how they affect you and identify your strategies for addressing these concerns. You will participate in discussions that will help you plan this project. You will also report your progress on this project in discussions.

Social Groups Project and Paper: For this class you are required to practice building social connections through either joining or building a social group. For this assignment as well, you will participate in discussions that will help you plan this project and report on your progress prior to your submitting your paper

Popular Press Article Assignment: Submit a copy of an article found in the popular press on a psychology topic, and a paper on this article. The article can be from a newspaper, magazine, or from the APA website under the section *Psychology in the News*. Explain the claim of this article, if research is cited in the article, and if you would utilize the article to make changes in your life. Why or why not?

Research Article Assignment: The research process is integral to psychology. You will need to find an academic research article for this assignment utilizing research site available through the CR library- for instance EBSCO. You will turn in the article with a typed response to the following questions:

1. What journal does the article appear in? Provide the date and volume.
2. What are the authors attempting to examine with this article?
3. Did they conduct research that is being discussed here?
4. What is the outcome for this article?
5. Provide your reactions to this article.

Vocation Assignment: For this assignment you will research a career that you are interested in, or might be interested in, and answer a minimum of the following questions:

1. What will be your duties and responsibilities on a daily basis?
2. Is the working environment pleasant or unpleasant, low-key or high-pressure?

3. What kind of education and training are required to break into this occupational area?
4. What are entry-level salaries, and how much can you hope to earn if you are exceptionally successful?
5. How do you move up in this field? Are there adequate opportunities for advancement in this field?
6. What will you find personally satisfying in this job?

Quizzes (Approximately 100 points / Weighted to 20%):

There will be periodic content quizzes in this class that count separately from your participation grade. These quizzes will be worth approximately 100 points total. I sometimes throw out questions. Quizzes will cover reading assignments and class videos and lectures. Quizzes are untimed, cannot be made up, and you have one attempt. The exception to this is the Week 1 & 2 content quiz, for which you will have three tries. You must complete your attempts by the Sunday 11:59 PM deadline, however.

Grade Distribution:

A=93% and above, A-=90-92%, B+=88-89%, B=83-87, B-=80-82%, C+=78-79%, C=65-77%, D=60-64%, F=59% and below

Student Code of Conduct

Please familiarize yourself with the Student Code of Conduct (AP 5500), available on the College of the Redwoods website. You are required to do your own work. All papers, postings, and exams must be completed by you without assistance. Do not use any source except the textbook or instructor's lectures in your discussion posts without proper citation. In cases involving -academic dishonesty, determination of the grade and your status in the course is left primarily to the discretion of the instructor. In such cases where the instructor determines that you have demonstrated academic dishonesty, you may receive a failing grade for the assignment and may be reported to the Dean of Students. This is the policy I will be taking in this course.

We touch on sensitive topics in this course. In this course especially, you are required to "demonstrate qualities of morality, integrity, honesty, civility, honor, and respect. Students are required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship in any community." By this I especially mean that you are not permitted to make misogynist, racist, or hateful comments pertaining to the sexual orientation, identity, or other group status. If you disrupt the educational process in my classes in this or other ways, I will ask you to leave the class. I value the educational process for my students, and if I must ask you to leave a class session for disruptive behavior or comments, I will report you.

Also, while I do not strictly prohibit profanity in my classroom, I do ask that you avoid swearing. Some students are distracted by profanity. We have limited class time together I would prefer that we stay focused in this digital classroom.

I ask that you are even more courteous and respectful online that you would be in-class. This is because we will not have your body language and tone to interpret your meaning in an online format, so please do your best to phrase responses, especially to delicate prompts, in a respectful and clear way. Remember that this is a diverse environment, and everyone is “required to engage in responsible social conduct that reflects credit upon the CR Community and to model good citizenship.”

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

Students Success

Successful students typically do the following (some of these pertain only to in-person format classes):

- Buy the textbook at the beginning of the class and begin reading
- Read the chapter assigned before 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 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

Students with Disabilities/ Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor with a written accommodation request within the first week of class so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be

made after the first week. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS.

Academic Support and Resources

Academic support is available at <https://www.redwoods.edu/counseling/> and includes academic advising and educational planning. See <https://www.redwoods.edu/asc> for tutoring and proctored tests, and <https://www.redwoods.edu/eops>, for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:

- Library (including online databases): <https://www.redwoods.edu/library>
- Canvas help and tutorials: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>
 - Log into Canvas at <https://redwoods.instructure.com>
 - Password is your 8-digit birth date
 - For tech help, email its@redwoods.edu or call 707-476-4160
 - Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>
 - Canvas online orientation workshop:
<https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>
- Student Online Handbook: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

- [Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.
- Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Course Communication

I will communicate to you via Canvas messages or the announcement area while the class is in session. It is to your benefit to check these areas often and on a regular basis. ***All inquiries must be made within Canvas course message system.*** At the end of the semester, you may communicate with me using College of the Redwoods e-mail, as I will not monitor my Canvas email outside of the semester.

Below further explains our methods of communication in order of preference:

1. **Canvas Messages or Canvas Module questions to the instructor-** This is my preferred method of communication with you. I check and replies to my Canvas messages regularly. Your e-mail is always stamped with the course you are enrolled in, therefore I will know right away which class you are enrolled in. Canvas stores or archives our course for a few years and can be accessed if needed, including our e-mails between each other which becomes part of the course. I usually check my messages daily, but this may not be the case on weekends and breaks from the term.
2. **Instructor Email** – My email address is Katheryn-schopp@redwoods.edu . You may reach me there outside of the term, but expect longer response times on weekends and holidays/term breaks.
3. **Office Hours** – Please **do** utilize my office hours. I find that some communications that take quite a bit of time through electronic means can be handled much more efficiently in person. My office hours this term are by appointment, unless otherwise announced.

Notes

- *While I make every effort to follow the standards and schedule of this syllabus there may be times when changes are necessary. I will inform the class through the announcement board and/or class messages of any changes.*
- *If you write about child abuse or discuss it in-class, I may be obligated to report to Child Welfare Services. Please contact me directly with any concerns or questions.*

Emotion Words List

Anger and Apathy

Annoyed ~ Apathetic ~ Bored ~ Certain ~ Cold ~ Crabby ~ Cranky ~ Critical ~ Cross ~ Detached ~ Displeased ~ Frustrated ~ Impatient ~ Indifferent ~ Irritated ~ Peeved ~ Rankled ~ Affronted ~ Aggravated ~ Antagonized ~ Arrogant ~ Bristling ~ Exasperated ~ Incensed ~ Indignant ~ Inflamed ~ Mad ~ Offended ~ Resentful ~ Riled up ~ Sarcastic Aggressive ~ Appalled ~ Belligerent ~ Bitter ~ Contemptuous ~ Disgusted ~ Furious ~ Hateful ~ Hostile ~ Irrate ~ Livid ~ Menacing ~ Outraged ~ Ranting ~ Raving ~ Seething ~ Spiteful ~ Vengeful ~ Vicious ~ Vindictive

Fear

Alert ~ Apprehensive ~ Cautious ~ Concerned ~ Confused ~ Curious ~ Disconcerted ~ Disoriented ~ Disquieted ~ Doubtful ~ Edgy ~ Fidgety ~ Hesitant ~ Indecisive ~ Insecure ~ Instinctive ~ Intuitive ~ Leery ~ Pensive ~ Shy ~ Timid ~ Uneasy ~ Watchful ~ Afraid ~ Alarmed ~ Anxious ~ Aversive ~ Distrustful ~ Fearful ~ Jumpy ~ Nervous ~ Perturbed ~ Rattled ~ Shaky ~ Startled ~ Suspicious ~ Unnerved ~ Unsettled ~ Wary ~ Worried ~ Filled with Dread ~ Horrified ~ Panicked ~ Paralyzed ~ Petrified ~ Phobic ~ Shocked

Sadness

Contemplative ~ Disappointed ~ Disconnected ~ Distracted ~ Grounded ~ Listless ~ Low ~ Regretful ~ Steady ~ Wistful ~ Dejected ~ Discouraged ~ Dispirited ~ Down ~ Downtrodden ~ Drained ~ Forlorn ~ Gloomy ~ Grieving ~ Heavy-hearted ~ Melancholy ~ Mournful ~ Sad ~ Sorrowful ~ Weepy ~ World-weary ~ Anguished ~ Bereaved ~ Bleak ~ Depressed ~ Despairing ~ Despondent ~ Grief-stricken ~ Heartbroken ~ Hopeless ~ Inconsolable ~ Morose

Happiness

Amused ~ Calm ~ Encouraged ~ Friendly ~ Hopeful ~ Inspired ~ Jovial ~ Open ~ Peaceful ~ Upbeat ~ Cheerful ~ Contented ~ Delighted ~ Excited ~ Fulfilled ~ Glad ~ Gleeful ~ Gratified ~ Happy ~ Healthy Self-esteem ~ Joyful ~ Lively ~ Merry ~ Optimistic ~ Playful ~ Pleased ~ Proud ~ Rejuvenated ~ Satisfied ~ Awe-filled ~ Blissful ~ Ecstatic ~ Egocentric ~ Elated ~ Enthralled ~ Euphoric ~ Exhilarated ~ Giddy ~ Jubilant ~ Manic ~ Overconfident ~ Overjoyed ~ Radiant ~ Rapturous ~ Self-aggrandized ~ Thrilled

Jealousy and Envy

Disbelieving ~ Distrustful ~ Insecure ~ Protective ~ Suspicious ~ Vulnerable ~ Covetous ~ Demanding ~ Desirous ~ Envious ~ Jealous ~ Threatened ~ Avaricious ~ Gluttonous ~ Grasping ~ Greedy ~ Green with Envy ~ Persistently Jealous ~ Possessive ~ Resentful

Shame and Guilt

Abashed ~ Awkward ~ Discomfited ~ Flushed ~ Flustered ~ Hesitant ~ Humble ~ Reticent ~ Self-conscious ~ Speechless ~ Withdrawn ~ Ashamed ~ Chagrined ~ Contrite ~ Culpable ~ Embarrassed ~ Guilty ~ Humbled ~ Intimidated ~ Penitent ~ Regretful ~ Remorseful ~ Reproachful ~ Rueful ~ Sheepish ~ Belittled ~ Degraded ~ Demeaned ~ Disgraced ~ Guilt-ridden ~ Guilt-stricken ~ Humiliated ~ Mortified ~ Ostracized ~ Self-condemning ~ Self-flagellating ~ Shamefaced ~ Stigmatized

Taken from: www.karlamclaren.com

