

## Course Information

Semester & Year: Spring 2022  
Course ID & Section #: Psych 33 V3358  
Instructor's name: Freneau  
Course units: 3

## Instructor Contact Information

Office location: Online  
Office hours: By Appointment  
Phone number: 707-465-2334  
Email address: phil-freneau@redwoods.edu

## Catalog 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 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 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.

## Prerequisites/co-requisites/ recommended preparation

None

## 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 or [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, 1<sup>st</sup> 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. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

## Evaluation & Grading Policy

[Should include info such as final grade calculations, rubrics, late assignment policy, and other grading practices]

## Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 1/18/22*
- *MLK Jr. Birthday (all campuses closed): 1/17/22*
- *Last day to add a class: 1/22/22 • Last day to drop without a W and receive a refund: 1/29/22*
- *Census date: 2/01/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln's Birthday (all campuses closed): 2/18/22*
- *President's Day (all campuses closed): 2/21/22*
- *Last day to petition to graduate or apply for certificate: 3/04/22*
- *Spring Break (no classes): 3/14/22 – 3/19/22*
- *Last day for student-initiated W (no refund): 4/02/22*
- *Last day for faculty-initiated W (no refund): 4/02/22*
- *Final examinations: 5/08/22 – 5/14/22*
- *Semester ends: 5/13/22*
- *Grades available for transcript release: approximately 5/31/22*

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.

## **Academic dishonesty**

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. 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 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, the student 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. 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](#).

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **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](#).

## **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto: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>

## 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](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- 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.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

### Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.

3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.
  - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact Jolene Gates 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
  - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## **Student Support Services**

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)

- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

## **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.**