

Syllabus for Psychology 33

Personal Growth & Adjustment

At SFHS

Course Information

Semester: Fall Year: 2021
Course ID: Psych 33 Section #: **E3190**
Instructor's name: Stephen Quiggle
Course units: 3 of college credit (+2 semesters HS credit)

Instructor Contact Information

Email address: Stephen-quiggle@redwoods.edu (preferred method of contact)
Phone number: (707) 223-1713
Office hours: Mondays/Wednesdays/Fridays by appointment

Catalog Description

A course focusing on applied psychology. This course surveys psychological theories and empirical research in personal growth, personality development, and adjustment. 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.

Course 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 the psychology of adjustment.

Recommended preparation

General Psychology; English 150

Accessibility

College of the Redwoods is 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, 1st floor
-) Del Norte: 707-465-2324, main building near the library
-) Klamath-Trinity: 530-625-4821 Ext 103

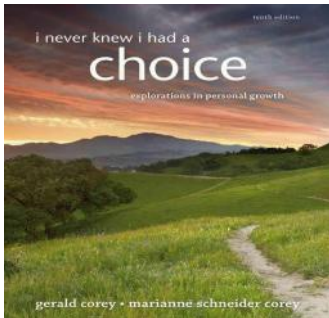
If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments usually cannot be accommodated.

COVID Adjustments

Our course will follow all edicts and requirements as set forth by the college administration adhering to state guidelines and protocols; presently, our course instructional format is face-to-face. However, there is potential that this format may change; changes could include the necessity of reformatting to a hybridized or distance education instructional format. As I receive information affecting protocols and procedures, I will inform students.

Course Materials

Required text: Corey & Corey, (2010). I Never Knew I Had a Choice, 10th edition ISBN: 9781285067681



(I suggest purchasing a copy through a secondary source such as Amazon, eBay, AbeBooks... average cost is well below the institutional resources or the publishers)

Required: Ruiz, M. (1997). The Four Agreements: A practical guide to personal freedom. Amber Allen Publishing (This book is also available through secondary sources such as Amazon, eBay, AbeBooks ... the average cost is \$5)

Suggested resource for review:

Spielman, R., Jenkins, W. Lovett, M. (2020). Psychology, 2nd revised edition; ISBN: 13: 978-1-951693-23-7

Download, view, and access this open education text (for free) here: <https://openstax.org/details/books/psychology>

Other course media and resources will be provided.

Course Schedule

Our course will begin January 19th (Wednesday), meeting in C-5 at 8:15 a.m. on Mondays, Wednesdays, and Fridays. Each week we will address new topics of interest that will scaffold on what we've addressed prior and engage in small and larger group discussions about the topics. Students are encouraged to review weekly resources (text materials, suggested media, and other assigned material **prior to** our class meetings so that we may begin each meeting with an overview comprehension of the weekly topics and engage in group discussions.

Our schedule shall proceed through to May 13th:

Week	Topic	Read/View/Review	Assessment/Assignment Due
Week 1: 1/19 Class begins Wednesday	Course overview (including using Canvas) Introduction to Psychology	Course notes Related media Chapter 1 Spielman (OER psych text resource)	Introductions Syllabus quiz (due for submission by Sunday on Canvas)

	Personal Learning & Growth	Chapter 1 Corey	
Week 2: 1/24	Childhood & Adolescence Four Agreements (FA)– Domestication and the dream of the planet	Chapter 2 Corey Chapter 1 Ruiz Introduction Related resources/media Writing support	If you're going to drop the course, please do so by 1/31 (No "W" and a money-back guarantee!)
Week 3: 1/31	Adulthood & Autonomy FA – 1 st Agreement: Impeccability with our words	Chapter 3 Corey Related resources/media Chapter 2 Ruiz	Written Assignment I Due: Write the story of you (so far)!
Week 4: 2/7	Wellness FA – 1 st Agreement	Chapter 4 Corey Chapter 2 Ruiz Related resources/media Academic database search overview	Quiz (material to date)
Week 5: 2/14 No Class Friday	Managing Stress/Anxiety FA – 2 nd Agreement Don't take <u>anything</u> personally	Chapter 5 Corey (Chapter 14 Spielman) Chapter 3 Ruiz Related resources/media	
Week 6: 2/21 No Class Monday	Relationships	Chapter 7 Corey Related resources/media	Written Assignment II: Academic Research Article-Relationships
Week 7: 2/28	Love FA – 3 rd Agreement Don't make assumptions	Chapter 6 Corey Chapter 4 Ruiz Related resources/media	
Week 8: 3/7	Sexuality 3 rd Agreement continued	Chapter 9 Corey Related resources/media	Midterm Exam (Chapters 5 - 7 and 9 in Corey & Ruiz to date)

Week 9: 3/14	Presentations Individual topics	Presentations Individual topics	
Week 10: 3/21 Being the person that you want to be...	Being you! FA – 4th Agreement Always do your best	Chapter 8 Corey Related resources/media Chapter 5 Ruiz	*Self-awareness assessment *Quick Discrimination Index (QDI) *Used for ongoing discussion
Week 11: 3/28	Meaning & Value	Chapter 13 Corey	Written Assignment III: Individuality in a shared-world experience If you're going to drop the course (with a "W"), now's the time!
Week 12: 4/4	Pathways to Personal Growth	Chapter 14 Corey	Quiz – all material since the mid-term
Week 13: 4/11 Spring Break (no classes)			
Week 14: 4/18	Work & Recreation: creating balance	Chapter 10 Corey	Extra credit due – film synopsis.
Week 15: 4/25	Loneliness & Solitude... they're not remotely the same experience	Chapter 11 Corey Course notes Related media	
Week 16: 5/2	Death & Loss	Chapter 12 Course review	Term Paper Due
Week 17: 5/9	Final exams	All outstanding work/extra credit must be completed and turned in by Friday (5/13)	Final Exam Chapters 10-12 Corey; Ruiz from midterm on 5/13 at 8:15 a.m.

Assessments & evaluations

Your grade will be determined by the quality of your discussion forum contributions (clear rubrics provided), writing assignments, and quiz scores (there are extra credit opportunities).

Assessment

Point Value

Weekly participation in discussions 5 points each week

75

(discussions may often include written artifacts or demonstrations)

2 Quizzes at 15 points each	30
A mid-term exam	25
A term exam	25
3 written assignments at 15 points each	45
Term paper	30
Two extra credit opportunities at up to 10 points each	
	Total of 230

Grading Scale

A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F below 60% NP below 70%

Evaluation & Grading Policy

Every discussion forum, quiz, written assignment, or other assessment is accompanied by a clear grading rubric that states the parameters and standards relative to the assessment type. This course will use a standard 100% grading calculation (e.g. there are no weighted or curved grades). All assessments are due by the recorded and delineated date (though you may complete assessments early). Late work will not receive credit unless arrangements have been made at least three (3) days prior unless there is a legitimate, documented emergency.

Admissions deadlines & enrollment policies

Spring 2022 Dates

-) **Classes begin: 1/15/22 (our class begins on 1/17)**
-) **Last day to add a class: 1/21/22**
-) **Last day to drop without a "W" and receive a refund: 1/28/22**
-) **Census date: 1/31/22**
-) **Last day for student-initiated W (no refund): 4/1/22**
-) **Last day for faculty-initiated W (no refund): 4/1/22**
-) **Spring Break April 11-15 (no classes)**
-) **Final examination for our course is the last Wednesday meeting TBA**
-) **The semester ends: 5/13/22**
-) **Grades available for transcript release: approximately 5/30/22**

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 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 can 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

This course utilizes the Canvas learning management system (LMS) for course enhancement. Familiarize yourself with Canvas before you begin coursework. You should log in to Canvas course shell the day before class meets to see if there are any updates in "announcements". If you make an inquiry of the instructor, I will respond within 24 hours during the week (M-F).

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

Password is your 8 digit birthdate

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>

Community College Student Health and Wellness

Resources, tools, and training 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.

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](#)

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

The Learning Resource Center (LRC) 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 to 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 [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.

Emergency Procedures for

South Fork High School

EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake (Green)
2. Building Evacuation Fire/Earthquake (Yellow)
3. Shelter in Place/ Modified Lockdown (Blue) **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL "MODIFIED OPERATION HIBERNATE" (must radio gym and D wing classes)** or communication via radio, and office staff will go door to door informing staff of modified lockdown. **When over, an "ALL CLEAR" will be verbal signal over the intercom (must radio gym and D wing classes).**
4. Lockdown Imminent Danger (Red) Imminent Danger Signal – **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL "OPERATION HIBERNATE", OVER THE INTERCOM (must radio gym and D wing classes). WHEN OVER, AN "ALL CLEAR" WILL BE VERBAL SIGNAL OVER THE INTERCOM (must radio gym and D wing classes). DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**
5. Threat Assessment w/o schoolwide action (White)

*Refer any threats to staff or students to the principal or designee.

Each procedure should contain the following elements:

1. Code designation

a. Verbal: (Code Green, Yellow, Blue, Red, and White)

b. Bell signal (Bells or Fire Alarm) (**must radio gym and D wing classes**)