

 **COLLEGE OF THE REDWOODS** Syllabus for Personal Growth and Adjustment

Course Information

Semester & Year: Spring 2023

Course ID & Section #: V5191, 3 Units

Instructor: Katheryn Schopp, MPhil, Cantab

Remote instruction by asynchronous lecture

Course units / Credit hours: 3.0

Instructor Contact Information:

Canvas Message – Go to the Help Icon (bottom left with a question mark) on the class homepage. This is the best method as I receive a notification and it is stored in Canvas for easy access. Please contact me through Canvas whenever possible so I can keep the course correspondence together. This helps me modify and improve my course term over term.

Instructor Email - You can also reach me at katheryn-schopp@redwoods.edu as I usually check my email daily, but responses might be slower on weekends or holidays. This works but mixes with other work activities, and responses to students are generally slower with this method.

Phone Message – Not available.

Office Hours – Individual meetings are available upon request via phone or Zoom at <https://cccconfer.zoom.us/j/8796076870>

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.

Prerequisites/co-requisites/ recommended preparation:

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.

Required 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.

Additionally, Future Authoring, <https://www.selfauthoring.com/future-authoring>, is a suggested, (but NOT required) part of this course. The cost of the Future Authoring tool is \$14.95.

Student 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 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.

Student Readiness: Are you ready for online classes? Please take about 15 minutes to review what it means to take an online class by watching the Introduction to Online Learning presentation at: <https://apps.3cm mediasolutions.org/oei/01-Introduction-to-Online-Learning/index.html>

Login instructions for Canvas:

1. Open your web browser and go to <https://redwoods.instructure.com>
2. Your Username is the same as your **WebAdvisor User ID** (e.g., flast123 – firstinitial + lastname + last 3 digits of your student ID number.) Your initial password is your 6-digit birthdate (mmddyy).
3. Once logged in, on top left-hand side of the screen you should see a drop down menu of your Courses.

Canvas Help: Log into Canvas at [My CR Portal](#)
For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu. For tech help, email its@redwoods.edu or call 707-476-4160
Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Computer Skills: Online courses require adequate computer skills. You should be able to navigate the course website, open and download files, use a word processor with either Microsoft word (.docx) or be able to convert files to portable document format (.pdf), and submit files to the class website. It is your responsibility to meet the technological demands of the course.

Amazon Kindle: You will need access to the Amazon Kindle App (downloadable for free) or Kindle Cloudreader (but I have found it much easier to use the Kindle App) for a couple of the reading assignments in this course. You will not need to purchase additional materials, the assigned chapters are available within downloadable free samples. If you have difficulties, most (but not all) of the required reading can also be accessed at the CR library in Eureka, but those texts must be read while in the library- they cannot be checked out.

Computer Requirements:

Internet Access: Broadband services from cable, DSL, or satellite providers as there are required multimedia assignments. You need to have reliable access to the internet at least two times a week for 16 weeks. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

Computers: You should plan on doing most of your work (especially exams and assignments) from a reasonably recent model notebook or desktop computer (Mac or PC). *Do NOT participate in this class solely from a portable device.*

Portable Devices: You can use recent model portable devices (such as Android or iOS phones & tablets) for some things in this class. If you do decide to use your portable device for some of your class work, use the free Canvas app (called "Canvas by Instructure") available in iTunes (for iOS) and the Google Play Store (for Android). Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.

Browsers - You will need to use the most recent version of standard browsers to best access the course and activities. Do not use Internet Explorer as it does not work properly with Canvas.

Student Commitment: Your commitment will require at least as much time as you dedicate to a traditional class. 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 watch online video lectures and assigned videos, participate in online discussions, complete weekly quizzes, and submit written exams and an essay. Conscientiousness,

organizational skills, attention to details, self-discipline, and college-level reading and writing are critical for success.

Instructor Commitment: I dedicate as much (but usually) more time to this class compared to a traditional class. I will access the class website regularly (usually daily) and respond to posted questions and messages within 48 hours, although my response time might be longer over holidays. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lecture videos, and evaluative feedback to each of your discussion posts/exam answers.

	Dates	Topic	Reading Assignments	Other Assignments Due	Quiz or Exam Due
Week 1	1/15-1/21	Adjustment and Happiness	Online Reading	Schedule, Introduction Discussion	Syllabus Quiz
	1/16	All College Holiday			
Week 2	1/22-1/28	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	1/29-2/4	Personality & Happiness Sleep, Purpose	Chp 2, box from Chp 1, Online Reading	Social Group Plan, Purpose Writing, Discussion	
	1/30	Census Day			
Week 4	2/5-2/11	Psychological Theories, Conditioning & Learning	Chapter 4 & Online Reading	Theories Discussion, Research Article Assignment	Weeks 3 and 4 Content Quiz
Week 5	2/12-2/18	Mindfulness: A Path to Awareness	Chapter 5	Progress Report on Social-Group Plan, Med. Discussion	
	2/17	All College Holiday			
Week 6	2/19-2/25	Stress, Health, and Well-Being	Online Reading	Well-Being Plan and Activity Discussions	
	2/20	All College Holiday			
Week 7	2/26-3/4	Stress, Health, and Well-Being	Chapter 6	Discussions, Social Group Plan or Schedule Updates	Weeks 5- 7 Content Quiz
Week 8	3/5-3/11	Social Relationships & Connection	Chapter 7 & Online Reading	Well-Being Plan Progress Report, Discussions	
	3/12-3/18	Spring Break			
Week 9	3/19-3/25	Romance and Intimacy, Sexuality	Chapter 8 & Online Reading	Social Group Paper, Discussions	
Week 10	3/26-4/1	Group Behavior, Social Psychology, Resilience	Chapter 3, Online Reading	Discussions, Well-Being Plan Updates	Weeks 8-10 Content Quiz
Week 11	4/2-4/8	Work and Vocation	Chapter 10	Start Vocation Assignment, Discussion	

Week 12	4/9-4/15	Money	Chapter 11	Submit Vocation Assignment, Discussion	
Week 13	4/16-4/22	Aging	Chapter 12	Discussion	Weeks 11 & 12 Content Quiz
Week 14	4/23-4/29	Dysfunction & Maladjustment	Chapter 13, Online Reading	Well-Being Paper, Discussions	Dysfunction & Maladjustment
Week 15	4/30-5/6	The Search for Balance & Future	Chapter 14	Long-Term Goals Assignment Draft, Discussion	Weeks 13-15 Content Quiz
Final	5/6-5/12	Final Submission			

Important Course Dates:

This class will be published and open by **January 14**. Please read the Syllabus and participate in the Introduction discussion forum. I will use your participation in that forum to determine if you have attended class at least once prior to the College of the Redwoods Census date.

Withdrawal from Class:

Students can withdraw from class without a grade and receive a full refund, less student service fees by **1/27/23**. The last day for a student-initiated withdrawal is **3/31/23** 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 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 or two weeks 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 **January 30th**, and I will be dropping students who have not participated in class then. On **March 31st**, I might again drop students who have not been participating.

The date the college has grades available for transcript release is 5/26/2023, but this date is listed as approximate.

Lecture Posts and Assignment Due Dates:

I will post the lecture material for the week by Sunday, marking the beginning of the class week. I will be providing lectures in video form with closed captioning. 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 Wednesday at 11:59 PM. Response posts and quizzes are due by Saturdays at 11:59 PM. I strongly recommend NOT waiting until Saturday to complete all of your work, but to allow students more flexibility in their schedules I only require that the assignments are submitted by the end of Saturday.

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, or if there appears to be a problem with the course or course materials. If it's insightful or useful, I will post it to the announcements to share with the class.

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. Also, please be advised that respect for others in the classroom is **required**. Please see below for further information about expected class behavior and the Student Code of Conduct, which can be accessed on CR's homepage.

Written Assignments (350 points/ Weighted to 50%)

There are required written assignments for this class, and several of them are reports on projects that you will partially build in discussions. These are due on Saturday 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: Chapter 6 covers stress, health, and well-being. Identify two stressors or areas of concern, habits, or things you would like to improve in your life currently. Explain these and discuss how they affect you and identify your strategies for addressing these stressors or concerns. There are two written assignments due prior to your final paper. One is your plan initial for your paper. The other is a progress report on your plan. and this project may be expanded into your personal project, which you will present to the class at the end of the term. 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 (you may not write about your continued participation in a group you are already part of, unless you expand the activities and membership of that group and describe this in your assignments). 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

You might consider:

- Sport/Group Exercise (dancing, martial arts, etc.)
- Religious or Spiritual Activity (church meetings, group meditations, etc.)
- Hobby (such as knitting, football fan club, outdoor adventure group)
- Support Groups (Al-Anon, NAMI, AA, etc.)
- Volunteer Groups (volunteer with non-profits or government agencies such as the National Forest)

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. 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 that prove to be poor-quality assessment tools. 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 Saturday 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 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](#). **Bottom line: DON'T (lie, cheat, steal, embellish, gossip, hurt anyone) plagiarize or copy; DO cite your sources; if you are confused or would like assistance, just ask!**

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 and I would prefer that we stay focused in this digital classroom.

I ask that you are even more courteous and respectful online than 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 is 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

Academic Support and Resources:

Many online and campus resources are available to support your success as a student. 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](#)
- [Online Tutoring Resources](#)

- Counseling offers assistance to students in need of professional counseling services such as crisis counseling 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. Historically, counseling has been available on a sliding-scale basis. Students seeking to request **a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu**.
- Learning Resource Center includes the following resources for students:
 - [Library Services](#) to promote information literacy and provide organized information resources.
 - [Multicultural & Diversity Center](#)
 - [Academic Support Center](#) – offers tutoring and test proctoring for CR students.
 - [Student Tech Help](#) – provides students with assistance around a variety of tech problems.
- Special programs are also available for eligible students include:
 - [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
 - 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.
 - [CalWORKS](#) – assists student parents with children under the age of 18, who are receiving cash assistance (TANF), to become self-sufficient.
 - Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821
- Online Student Handbook: <https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

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](#).

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 ~ Irate ~ 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.co

Weekly Class/Study/Life Calendar – fill in blocks of time with your class schedule, study times, work, and other responsibilities

Number of hours in each class _____ X 3 = _____ Now block out this number of hours for study time. This the **minimum** recommended study time needed. Include at least 3 hours a week for movement/exercise.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7 am							
8 am							
9 am							
10 am							
11 am							
12 noon							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							
9 pm							

How many hours have you scheduled for sleep? _____ From what time to what time will you sleep each day?
