



Syllabus for PSYCH 33: Personal Growth and Development

Course Information

Semester & Year: [Fall 2023](#)

Course ID & Section #: [PSYCH 33 \(E5364\)](#)

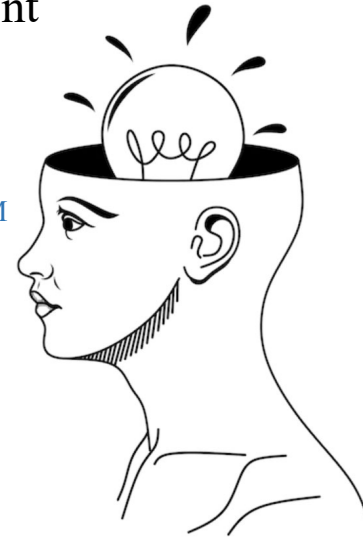
Instructor's name: [Julia Kandus](#)

[if synchronous] Day/Time of required meetings: [Tuedays & Thursday 10:05-11:30AM](#)

[if in-person] Location: [Sciences Building SC204](#)

[if needed] Number of proctored exams: 2

Course units: 3



Instructor Contact Information

Instructor: [Julia Kandus, M.A.](#)

Pronouns: [She/her/hers](#)

Email*: Julia-Kandus@redwoods.edu - Canvas inbox work also

Office Hours & Location: [By appointment – Email me or chat after class to schedule](#)

*I usually respond to email messages within 2 school days. I check my email on a daily basis, but sometimes the volume of messages I receive may result in a delayed reply to your message. Please have patience; I will return your message as soon as I am able. If you don't receive a response within two school days, send a reply to the email. If it is urgent, write "URGENT:" before the subject of the email. Be sure to include your name, class, and section number in all emails. Additionally, you must contact me using your Cal Poly Humboldt email address or the Canvas inbox. Thanks for your understanding!

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 *(from course outline of record)*

- Explain concepts in areas of psychological theory and research while utilizing appropriate terms to represent the biopsychosocial perspective.

- Analyze psychological research and apply concepts to self and others in writing for life-long personal growth.
- 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

Recommended: Completion of English 350 or assessment into 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 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.

Expectations

Expectations of the Student:

- Check your email at least once per day.
- Attend class and participate in group discussions.
- Log into the course at least 3 times per week on Canvas, complete assignments, and engage with reading materials.
- Learning through collaboration (defined as working with or learning from another) is an effective tool used in this class and will be useful in future employment.
- Review the College of the Redwoods Academic Honesty Policy and understand the importance of your academic integrity. Do not plagiarize.

Expectations of the Instructor:

Teaching methods for this course will consist of introducing and reviewing reading materials (text and articles), homework, in class assignments, and more. Please feel free to discuss these points with me at any time during the semester.

- I will prepare and review course materials to be as current and accurate as possible.

- I will be available to answer and review questions or issues that may arise for you during this course. Review my email turn-around time.
- I will utilize fair and honest evaluation techniques for each assignment required for this course.
- To the best of my ability, I will make this a valid and worthwhile learning experience.
- I will do my best to address the needs of a diverse range of learning styles in this course.

Required Textbook and Materials

Required Textbook:

Weiten, W., Hammer, E., & Dunn, D. (2014). ADJUST (1st Ed.). Cengage: California. *ISBN-13: 978-1-133-59498-7*

Digital and Hard Copies Available on Amazon:

https://www.amazon.com/ADJUST-Engaging-Titles-4LTR-Press-ebook/dp/B076PXD6X8/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

Assigned Readings:

Typically, you will be assigned to read one chapter (and supplemental reading if applicable) per week. I expect you to have read the chapters before coming to class. The assigned reading and homework for each week is posted on the course calendar which can be found at the end of this syllabus and on Canvas (updated version on Canvas only – check that version weekly). Over the course of the semester, we will cover a multitude of definitions, concepts, and scientific theorems. Therefore, I strongly suggest studying on a regular basis.

Scantrons & #2 pencil

You'll need 2 of the form SC882-E Scantrons. These are the longer green forms with 50 multiple choice on each side, 100 total. They can be purchased at the bookstore. I will have some with me in case you're unable to obtain them before the exam. Please keep these forms flat and unwrinkled.

You will also need a #2 pencil for the exams.

Access to Canvas and internet:

Computers are available to use in the library while it is open, or you can borrow a library laptop for up to four hours at a time. Check out this website for more information: https://redwoods.libguides.com/about-the-library/laptop_loans#:~:text=At%20the%20Eureka%20campus%3A%20Contact, arrange%20pickup%20of%20the%20computer.

Evaluation & Grading Policy

All submitted assignments are uploaded to their assignment page in Canvas.

Participation (20%):

In-Class Activities

There will be in-class activities that you will participate in throughout the semester, in addition to group discussions. These will be unannounced, and you must be present in class to receive credit.

The Welcome Survey is worth 5 points, and is part of the Participation category.

Chapter Reflections (20%)

After reading the chapter each week, you will complete a 1-2 page chapter reflection. These reflections need to be Times New Roman, 12-point font, black ink, 1" margins, double-spaced. Late Chapter Reflections lose 10% per day late.

For each reflection, you need to:

- Summarize the main points of the chapter *in your own words*
- Reflect on the chapter; which parts resonated with you and why? Relate the chapter back to your own life, personal examples, experiences, and personal growth (whatever you feel comfortable sharing).

Personal Project Presentation and Paper (20%):

Each student will choose a personal project at the beginning of the semester. The focus of the project should be an attempt to learn something more about yourself, your community, and how psychology can inform your development. The best project will be one that you are genuinely interested in. There will be a deadline to pick your topic early in the semester.

Near the end of the semester, you will present on the personal project you have been working on. You can discuss your progress and/or bring in something to show us that you've been working on. You will also write a well-organized and structured paper that reflects on your experience (2-4 pages). The paper should highlight how at least two (2) psychological theories or concepts discussed in lecture or the textbook helped you understand your experience. You may choose from the following list of personal projects or come up with your own. Projects not listed must be approved by the instructor. See the course calendar for assignment deadlines, and details regarding the assignments.

- Volunteer at an agency in your community for at least 25 hours (Experience must take place this semester)
- Read two current self-help books and write about your reactions to them
- Make a significant behavioral change in your life (e.g., quit smoking, starting an exercise program, etc.)
- Learn new skill (start learning a new language; Duolingo has a free option, start learning a new instrument, learn a new art form, etc.)

Exams (15%):

There will be one midterm exam and one final exam throughout the semester. Exams are taken in class; dates and topics are shown on the course calendar in Canvas. You will need a Scantron SC882-E and a #2 pencil for each exam. I suggest getting your Scantrons at the beginning of the semester, as they tend to run out toward the end of each semester.

Exams **must** be taken on the day they are scheduled. If you must miss an exam for an unavoidable reason, email me as soon as possible so we can make alternative arrangements. The final cannot be made up. To reduce academic dishonesty, exams will not be returned to students, but you can visit your exams during office hours. We will also go over the most-missed questions after each exam. Scores will be posted to Canvas as soon as they are evaluated.

Accommodations for Students via DSPS:

If you have documentation from DSPS that shows you need testing extensions or other accommodations, please let Professor Kandus know **during the first week of class** so we can better support you in accessing those accommodations.

Interview a Dream Job (10%):

You will identify a person who has your dream job and interview them. The assignment includes the preparation of a set of 10 interview questions and a 1-2 page double-spaced summary of what you learned. If you want to go to a 4-year university or graduate school, you need to think about what your final goal is after getting your degree. Do you want to be a researcher? Do you want to be a clinical psychologist? Maybe your eyes are set on a Marriage and Family Therapy practice? Perhaps you want to work for a nonprofit? Human resources? Work in special education or childcare? Manage an organization that provides services to children? What is your dream job? This assignment is to help you identify, develop, and/or solidify your dream job option(s).

Time Management Journal (10%):

You will keep a time management and reflection journal throughout the semester. This is to help develop and maintain time management throughout this semester. Templates for your Time Management Journal can be found in Canvas. You must use one of the templates provided; if you want to use your own template, please have the instructor approve it before starting. You will submit it three times throughout the semester to show your progress, along with a reflection on your progress.

Stress Management and Reduction Assignment (5%):

After learning about stress reduction techniques, including self-care activities, you will participate in a self-care activity outside of class. You will then write a 1-2 page write-up of the activity for points, since the activity itself is really the beneficial part. You will reflect on the activity, and relate back to the class. More details in class and on its assignment page in Canvas.

Extra Credit (Up to 2% bump in grade):

You can earn up to a 2% bump in total grade, so 13 points max, from extra credit:

Out-of-Class Activities and Event Write-Ups (~2 points each): Throughout the semester I will announce activities and events that count for extra credit points. Many include the on-campus events. If you attend one of these, complete a no-more-than one page write-up including: a summary of the activity or event, something you learned or a new experience, and relate back to a concept from class if possible. All extra credit is due the last day of instruction.

Other options: There are sometimes other options for extra credit that come up throughout the semester. I will post all extra credit options under the “Extra Credit” section in the “Assignments” tab in Canvas.

Letter Grades

Final letter grades will be based on the total points earned and will be distributed as follows:

A- to A = 90%-100% of possible points

C- to C+ = 70%-79% of possible points

B- to B+ = 80%-89% of possible points

D to D+ = 60%-69% of possible points

F = <60% of possible points

Final Course Grade: The percentage in your Canvas grade book at the end of the semester is the grade you earned in this course. The corresponding letter grade will be documented on your transcript. Be sure to put time and effort into this course to attempt to earn the grade you desire. Professor Kandus simply inputs the

Absence Policy

Attendance is important, you will do better if you come to class, so thank you for being here!

Four or more absences throughout the semester may result in a drop from the course. If you are going through an emergency, illness, etc that is interfering with your ability to come to class, reach out to me as soon as possible so I can work with you to figure out the best plan of action for your education. If you know you will not be completing the course, it is up to you to drop by the drop date.

IF YOU ARE SICK, DO NOT COME TO CLASS! Email Professor Kandus and we will make alternative arrangements that will not penalize your grade or result in a drop from the course.

Important Information

Plagiarism: JUST DON'T DO IT! Plagiarism is presenting someone else's words, ideas, work, concepts, and/or beliefs as your own. Plagiarism is not tolerated in this course or at any college. If you plagiarize, you will receive a 0 on that assignment. If work is shared or copied from classmates, everyone involved will receive a zero. Read and analyze your sources, think critically, then paraphrase the material using your own

words. Emphasis on writing in your own words! And do your own work.

Here are some good paraphrasing tips: <https://awc.ashford.edu/cd-guidelines-for-paraphrasing.html>

Cell Phones and Headphones: Use of cellular phones and headphones are never allowed during our class meetings. If you use your cell phone and/or headphones during class you may be asked to leave.

Recording and photos: Please do not record or take photos during class. If you have an accommodation from SDRC that allows you to record lectures, talk with Professor Kandus during the first week about those accommodations.

Inclusivity Policy: In this class people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, and nationalities are encouraged to share their rich array of perspectives and experiences. If you feel isolated from our classroom community in any way or if you have a specific need, please speak with me as soon as possible so we can work together to help you become an active and engaged member of our class and community.

Use Appropriate Email Etiquette: When emailing, be polite! Use complete sentences, and address emails to professors and staff members using appropriate language. Remember to include your name and contact information, course information, and which section you are in if there is more than one section of the course being taught that semester. Use your school email account or the Canvas Inbox; do not email professors using your personal email.

Classmates as a Resource: Classmates are among your best learning resources. Help each other, challenge each other, and have fun learning with each other! You will have plenty of opportunities to interact with your classmates. Get each other's contact information and build a learning network for yourself. But remember to complete your work on our own.

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Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Admissions deadlines & enrollment policies

Fall 2023 Dates:

August 18th: Last day to register for classes (day before the first class meeting)

August 19th: Classes begin

August 25th: Last day to add a class

September 1st: Last day to drop without a “W” and receive a refund

September 4th: Labor Day Holiday (All Campuses Closed)

September 5th: Census Date (20% of class)

October 26th: Last day to petition to graduate

October 27th: Last day for student initiated withdrawal (62.5% of class)

October 27th: Last day for faculty initiated withdrawal (62.5% of class)

November 11th: Veterans Day (All Campuses Closed)

November 20th-25th: Thanksgiving break (no classes)

November 22nd-24th: No Classes, all campuses closed

December 9th-15th: Final Examinations

December 15th: Last day to file for P/NP option

December 15th: Semester Ends

December 22nd: Grades due

January 5th: Grades available

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. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

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 [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 \(instructure.com\)](#)

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.

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 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:

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- 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.

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 [CR Police Department-Public Safety](#) It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies 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.

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](#)
- [Online Tutoring Resources](#)

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

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

**This syllabus is subject to change. The quality of your education and fairness to the course are two criteria used when determining any changes.

- Course calendar found at the top of Modules in Canvas -