

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number:** PSYC 101

**Year:** 2018-2019

**Course Title:** Psychology of Personal Growth

**Credit Hours:** 3

**Attendance Policy:** To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

**Services for Students with Disabilities:** It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.

### **Course Description**

An applied psychology course providing opportunities for students to learn about and examine their own personal growth.

Prerequisites: Prior completion or current enrollment in ENGL 099 and RDNG 099 if required by placement testing.

3 Cr. (3 Lec) Fall and spring semesters.

### **Course Context/Audience**

The Psychology of Personal Growth is an unrestrictive elective. It is an excellent entry level course for students trying to "find themselves".

### **Basic Skills/Entry Level Expectations**

Writing: W1 If required, the student must be concurrently enrolled in ENGL 099. Very limited writing, e.g., short written responses of a paragraph or less.

Math: M0 Very limited or no math skills are required.

Reading: R1 If required, the student must be concurrently enrolled in RDNG 099. The course requires very limited reading of shorter pre-college materials and limited beginning college-level materials that will also be covered extensively in class.

### **Course Goals**

The goals for this course will include:

giving students an opportunity to take an in-depth look at themselves.

helping students answer questions such as: "Where am I?" "How did I get here?" "Where do I want to be?" "How do I get there?" "How do I maintain my gains?"

After completing the course, students will:

have a clearer knowledge of their strengths, weaknesses, successes, values, life roles.

become more proactive rather than reactive; more solution-centered vs. problem-centered.

take more responsibility for their lives.

have a higher level of self-esteem or psychological hardiness.

know several effective strategies for dealing with stress.

learn how to overcome self-defeating beliefs.

have a clearer sense of their mission/vision/purpose.

learn how to set and achieve goals.

know both how to achieve balance in their lives, and also, keep focused on what truly matters.

have a more positive outlook and expectation about life.

reflect and demonstrate an overview of Positive Psychology, including but not limited to the topics of love, empathy, self-control, wisdom, commitment, happiness, self-respect, hope, and friendship.

### Course Objectives/Topics

Objective/Topic	% Course
1. Toward a Psychology of Personal Change	0-100%
2. Where Happiness & Unhappiness Come From	0-100%
3. Self-Talk and Overcoming Self-Defeating beliefs	0-100%
4. Assessment of Strengths/Successes and Discovering One's Mission/Vision/Purpose In Life	0-100%
5. Setting and Achieving Goals	0-100%
6. Time Management and Planning	0-100%
7. Overcoming Resistance	0-100%
8. Understanding the various themes in the field of Positive Psychology	0-100%

### General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to <ul style="list-style-type: none"><li>➤ develop meaningful questions to address problems or issues.</li><li>➤ gather, interpret, and evaluate relevant sources of information.</li><li>➤ reach informed conclusions and solutions.</li><li>➤ consider analytically the viewpoints of self and others.</li></ul>	<p>Assignments may include: writing Reaction Papers to course videos and mini-lectures; Workbook assignments (oral and written); class discussions; evaluating websites that relate to Personal Growth, and a Final Project.</p> <p>Students will evaluate information obtained from various sources in terms of its content, relevance, and authority for their in-class discussions and for their final projects.</p> <p>Students will not only learn about, but also, how to achieve their own personal growth.</p> <p>Students will have ample opportunity (through reading, case study, and class discussion) to identify their own and others' values and belief systems, and determine how they affect their own (and others') perceptions.</p>

<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Students will have ample opportunity (through reading, case study, and class discussion) to identify their own and others' values and belief systems, and determine how they affect their own (and others') perceptions.</p> <p>(EXCEPTION: ECONOMIC &amp; ENVIRONMENTAL CONSEQUENCES NOT NECESSARILY ADDRESSED)</p>

### Instructional Methods

Instructor Mini-lectures  
 Small and large-group discussion  
 Self-study  
 Case studies  
 Simulations  
 Videos  
 Primary text with built-in Workbooks (5)

### Methods of Assessment/Evaluation

Method	% Course Grade
Workbook Assignments (5)	0-100%
Class Participation (or "Virtual Seminar" for on-line course)	0-100%
Unit (7) Text Questions	0-100%
Web site Visits	0-100%
Short written assignments	0-100%
Class presentations	0-100%
Film reviews	0-100%

### Text(s)

Choice of text will be decided by the course instructor. Some texts that have been frequently used for this course are:  
5 Steps To Personal Power, Ryan, Latest Edition, © 2000 PAB.  
The Journey, Ryan, Latest Edition, © 2002 PAB.  
Pursuing human strengths: A positive psychology guide, Bolt, Martin. (2004). NY: Worth Publishing.

### Bibliography

Weiten & Lloyd, Psychology Applied to Modern Life, Thomson/Wadsworth, © 2003  
 Rathus & Nevid, Adjustment & Growth, Harcourt-Brace, © 2000  
 Cohen, Psychology Applied To Modern Life, Allyn & Bacon, © 1999

## **Other Learning Resources**

### **Audiovisual**

There are a large number of Videos available from the Media Center and Professor Ryanís personal collection that are available for this course.

### **Electronic**

No resources specified

### **Other**

No resources specified