



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-120-001A/B/C**  
**Personal Growth & Development**  
**2019F**

**COURSE OUTLINE**

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The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a)	Instructor:	Bill Wong, PhD		
(b)	Office Hours:	Mon (1:00-2:00), Wed (1:00-2:00) Thu (1:00-2:00) -If these do not work for you, please contact me and we can schedule an alternate & mutually agreeable time.		
(c)	Office:	Fisher 342B		
(d)	Phone:	250-370-3465	Alternative Phone:	n/a
(e)	Email:	<a href="mailto:wongw@camosun.ca">wongw@camosun.ca</a> – always use this e-mail © & NOT the D2L one		
(f)	D2L Website:	<a href="http://online.camosun.ca">http://online.camosun.ca</a>		
(g)	Class Time & Location	Lecture: Tue (9:30-11:20) in Fisher 100 Seminars: Thu (001A = 9:30, 001B = 10:30, 001C = 11:30) in Fisher 310		

**2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. Explain how and why theories of human growth and personality are developed.
2. Describe the major theories in a manner that reflects a good understanding of the affiliated terms and concepts.
3. Examine critically the strengths, weaknesses and applicability of theories.
4. Explain how personality theories apply to one's own life.

**3. Required Materials**

(a) Texts

Fragar, F. & Fadiman, J. (2013). *Personality and personal growth*. (Camosun Custom 7<sup>th</sup> ed.) Boston, MA: Pearson. ISBN: 1-269-29890-9

(b) Other

Will distribute or mention in class.

#### 4. Course Content and Schedule

Week	Date	Reading (before class)	Topic (note: exams and writing activities based on text AND class material)	Important due dates
1	Sep 3	Intro (pp. 2-7)	<ul style="list-style-type: none"> <li>Course overview &amp; questions</li> <li>Introduction: Personality and growth</li> </ul>	
	Sep 5		<ul style="list-style-type: none"> <li>Evaluation framework</li> <li>Psychodynamic: S. Freud</li> </ul>	
2	Sep 10	Chap 1	<ul style="list-style-type: none"> <li>Continue with Freud</li> </ul>	
	Sep 12		<ul style="list-style-type: none"> <li>Defense mechanisms quiz</li> </ul>	Freud DM Quiz = 3%
3	Sep 17		<ul style="list-style-type: none"> <li>Finish up Freud</li> </ul>	
	Sep 19	Chap 2 (pp. 59-62)	<ul style="list-style-type: none"> <li>Case study analysis #1 – Freud</li> <li>Distribute C. Jung assignment</li> </ul>	Case study #1 = 5%
4	Sep 24	Chap 3	<ul style="list-style-type: none"> <li>Start Neo-Freudian: A. Adler</li> </ul>	
	Sep 26		<ul style="list-style-type: none"> <li>Continue with Adler</li> </ul>	
5	Oct 1	Chap 4	<ul style="list-style-type: none"> <li>Finish Adler/ Start Neo-Freudian: K. Horney</li> </ul>	
	Oct 3		<ul style="list-style-type: none"> <li>Case study analysis #2 - Adler</li> </ul>	Case study #2 = 5%
6	Oct 8	Chap 5	<ul style="list-style-type: none"> <li>Horney</li> </ul>	
	Oct 10		<ul style="list-style-type: none"> <li>Psychosocial: intro E. Erikson</li> </ul>	C. Jung Assignment due @ start = 3%
7	Oct 15		<ul style="list-style-type: none"> <li>Continue with Erikson</li> </ul>	
	Oct 17		<ul style="list-style-type: none"> <li>Erikson activity (Bring text to class)</li> <li><i>BC Shakeout @ 10:17am</i></li> </ul>	Erikson activity = 1%
8	Oct 22		<b>Exam 1 – Based on: Intro, chapters 1, 2, 3, 4, 5 + class material</b> <b>A study guide will be posted on D2L beforehand</b>	<b>Exam 1 = 32%</b>
	Oct 24	Chap 7	<ul style="list-style-type: none"> <li>Behavioural: B.F. Skinner / J.B. Watson</li> </ul>	
9	Oct 29		<ul style="list-style-type: none"> <li>Skinner</li> </ul>	
	Oct 31		<ul style="list-style-type: none"> <li>Skinner</li> </ul>	Skinner quiz = 3%
10	Nov 5	Chap 8	<ul style="list-style-type: none"> <li>Complete Behavioural discussion</li> <li>Cognitive psychology – A. Bandura</li> </ul>	
	Nov 7		<ul style="list-style-type: none"> <li>Bandura Practice P-B-E model</li> </ul>	Bandura quiz = 3%
11	Nov 12		<ul style="list-style-type: none"> <li>Cognitive: Beck, Ellis, Rachman</li> </ul>	
	Nov 14	Chap 9	<ul style="list-style-type: none"> <li>Humanistic: C. Rogers - intro</li> </ul>	
12	Nov 19		<ul style="list-style-type: none"> <li>Continue with Rogers</li> </ul>	
	Nov 21		<ul style="list-style-type: none"> <li>Case study analysis #3 - Rogers</li> </ul>	Case Study #3 = 5%
13	Nov 26	Chap 10	<ul style="list-style-type: none"> <li>Humanistic: A. Maslow</li> </ul>	
	Nov 28		<ul style="list-style-type: none"> <li>Maslow activity (Bring text to class)</li> </ul>	Maslow activity = 2%
14	Dec 3		<ul style="list-style-type: none"> <li>Putting it all together for growth</li> <li>Course summary</li> </ul>	
	Dec 5		<ul style="list-style-type: none"> <li><b>Your final reflection – done in class</b></li> </ul>	Reflection activity = 3%
<b>Exam 2 (35%) based on chapters 7, 8, 9, &amp; 10, + class material:</b> <b>To be scheduled between Dec 9-17 by the College (Check before you make plans)</b>				

## 5. Basis of Student Assessment (Weighting)

Evaluation Tasks	• <b>Important notes:</b> You must be in attendance to participate – sorry, <u>no make-up opportunities without appropriate documentation</u>	Value
Case studies	<ul style="list-style-type: none"> <li>• Three (3) in-class case studies will be given (dates listed above).</li> <li>• Each case analysis is worth up to 6%</li> <li>• Instructions will be provided beforehand</li> </ul>	15%
Quizzes/ Activities	<ul style="list-style-type: none"> <li>• Various activities done <b>IN CLASS</b> that may include a quiz or analysis</li> <li>• Dates listed above</li> </ul>	15%
Assignment	<ul style="list-style-type: none"> <li>• C. Jung: Due October 10 at start of class</li> </ul>	3%
Exam 1	<ul style="list-style-type: none"> <li>• Oct 22, 2019</li> </ul>	32%
Exam 2	<ul style="list-style-type: none"> <li>• College will schedule this between Dec 9-17; do not plan travel or holidays until you see your exam schedule</li> </ul>	35%
<b>TOTAL</b>		<b>100%</b>

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

1. These links connect to a wide variety of learning skills such as exam prep, active reading and so forth.

<http://camosun.ca/services/writing-centre/learning-skills.html>

<http://camosun.ca.libguides.com/CSSCHome>

2. This is a wonderful online glossary of psychology terminology.

<https://dictionary.apa.org/>

3. Writing support information: <http://camosun.ca/services/writing-centre/>

4. Help Centres: <http://camosun.ca/services/help-centres/index.html>

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

## College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

### A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

#### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

#### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

### B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
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I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## About your grade

- A. If you are not satisfied with a grade I have given, you have the right to ask me to regrade the work. Work that I review may receive the same grade, a lower grade, or a higher grade.
- B. I reserve the right to ask you to resubmit work, or to show me extra material related to it.
- C. I will NOT be offering extra assignments or exams (beyond what is listed on pp. 2-3) to improve your final grade.

**Instructor's notes about student responsibilities.** I expect students to follow **standards of conduct:**

1. All students are expected to follow the College's Student Conduct Policy
2. There will be no make-up opportunities without a doctor's note (or equivalent). It is up to you to follow up and make arrangements to catch up on missed assignments/exams. Please inform the instructor in a timely manner.
3. Exams must be written as scheduled. Make-up tests will only be allowed with proper documentation. You must contact the instructor prior to the test. **The instructor will determine the alternate exam date and time.**
4. Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work.
5. Work must be used for this course only. Assignments submitted **> 2 days** past the deadline will not be accepted unless you have permission from me beforehand.
6. Students may not use recording devices in the classroom without prior permission of the instructor. Recordings made in class are for the student's personal use only and distribution of recorded material is prohibited.

***It is college policy that "If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for the course."***