

**“Life is difficult.  
This is a great truth, one of the greatest truths.  
It is a great truth because once we truly see this truth, we transcend it.  
Once we truly know that life is difficult-once we truly understand and accept it-  
then life is no longer difficult.  
Because once it is accepted, the fact that life is difficult no longer matters.”**  
— M. Scott Peck: The Road Less Traveled

## Faculty

**Kris Lambert PhD, MSN, RN**

**Professor School of Nursing**

**Office:** Liberty Station Conference Center #115

**Contact Information:**

**Office:** 619-849-2937

**Home:** 858-527-0475

**Cell/Text: 858-344-6286**

**Email:** [krislambert@pointloma.edu](mailto:krislambert@pointloma.edu)

**Office Hours:** Wednesday and Friday 1200-1330 or by appointment

**PSY 101 Coordinator:**

Kendra Oaks-Mueller, Ph.D.

[kimschaeffer@pointloma.edu](mailto:kimschaeffer@pointloma.edu)

Please note: Contact Dr. Kendra Oaks-Mueller for administrative issues related to the course.

### **The Relationship Between PSY 101 and Other College Curricula**

This course is also one of the components of the General Education Program at Point Loma Nazarene University, under the category of “Developing Cognitive Abilities.” By including this course in a common educational experience for undergraduates, the faculty supports the pursuit of personal awareness and skill development; focusing on the analytical, communicative, and quantitative skills necessary for successful living in modern society.

### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

*"You cannot truly listen to anyone and do anything else at the same time."  
 -M. Scott Peck*

**Administrative Information**

**Catalogue Description:  
 PSY 101: Psychology of Personal Development**

Introduction to theories and issues in psychology as these relate to the student’s own level of need to develop socially, mentally, and spiritually. Attitudes and skills which contribute to academic success; specifically understanding Point Loma as an academic, religious, and social culture have special focus. Colloquium, lectures, and small group laboratory experiences are used. Required of all first year freshman or transfer students with less than 24 semester units. All others should take PSY 103 to fulfill general education requirements.

Credits	Course Hours	Meeting Place	Resources
2 Semester Units	11:00am – 11:50 am Wednesday and Friday	Taylor 313	Canvas PSY 101-1
I Semester Unit	12:30pm-1:20pm Thursday	TBA	PSY 101 Small Group Supplemental Syllabus

**Final Examination Policy**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

**PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## Canvas

Canvas is the learning management system used at PLNU. It allows professors to deliver course learning materials using an eLearning format. It has many features including document management (course calendars, syllabus, handouts), grading and scoring, assignment uploads and much more. It is easy to use. If you are unfamiliar with how to access and use Canvas, please refer to the Canvas Guides at: <https://community.canvaslms.com/community/answers/guides>

## Academic Accommodations

All students are expected to meet the minimum standards for this course as set by the professor. Students with a diagnosed disability who may need accommodations should first discuss options and services available to them through PLNU's Disability Resource Center (DRC) within the first two weeks of the semester (to demonstrate need and to register for accommodations). Students may call the DRC: 619-849-2486 or email the DRC Team at [DRC@pointloma.edu](mailto:DRC@pointloma.edu) for additional information. Students are encouraged to discuss their learning needs/accommodations with the professor. The DRC will contact the professor with official notification and suggested classroom accommodations, as required by the federal law. Approved documentation to be provided by the student and placed on file in the DRC prior to the beginning of the semester.

## Policy on Electronic Devices

In addition to the focus on each student's "story," another aspect of PSY 101 is to introduce freshmen to the college experience. A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or listening to one's phone detracts from the classroom environment. ***In PSY 101 students are not permitted to use their laptop computers, cell phones, or notebooks or other electronic devices during class.*** We doubt that this will be a problem, but first-time violation of the policy will result in a 1% reduction in a student's overall PSY 101 grade, and each subsequent violation will result in a 3% reduction in a student's overall PSY 101 grade.

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## Course Specific Policies and Guidelines

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### Learning Outcomes

At the completion of this course, students will be able to...

- Describe self-development to date using psychological tools.
- Identify critical thinking and abstract thinking as tools for college success.
- Discover social and cultural blocks to successful college and life experience.
- Detect tools to resolve social and cultural blocks to successful college and life experience.
- Detect alternative ways of thinking.
- Develop curiosity about yourself as a stimulus to learning to learn.
- Identify Psychology as a resource for learning and solving academic, personal, spiritual,

and cultural problems

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*"If we know exactly where we're going, exactly how to get there, and exactly what we'll see along the way, we won't learn anything."*

*-M. Scott Peck*

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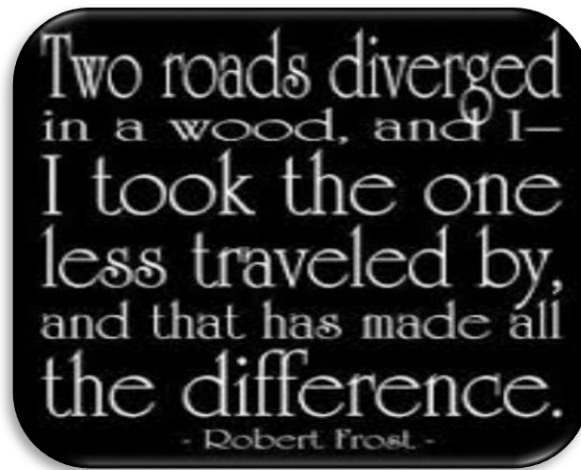
### Required Textbooks

- Hansen, R. (2011). Just one thing. Oakland, CA: New Harbinger Publications.
  - Peck, M. S. (1978). *The road less traveled*. New York, NY: Simon and Schuster.
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### Professor/Student Commitment and Expectations

**As your professor**, I am committed to providing you with a rich and diverse learning environment. My goal is to offer each one of you the chance to learn and grow from this course by offering a myriad of learning modalities; both didactic and experiential that are meaningful and related to learning outcomes. I am also committed to ensuring you have a safe, supportive environment to learn, ask questions, engage in discussion and reflect on new knowledge and experience within the context of psychology and personal development; with the outcome of preparing you have a successful, enriching college experience.

**My expectation** is that you will arrive on time, prepared to engage in a discussion of the day's topic: offering your own thoughts and concerns, ideas and questions based on your reading assignments and experience. I expect you to turn in all assignments on time (a minimum of 10% will be deducted for each day an assignment is late unless prior arrangements have been made with me). I ask that you keep an open mind while exploring topics that may challenge your previously held beliefs. I ask that you make a commitment to the community of learners sharing the course with you and work to support your learning and the learning of your peers.



### Evaluations Methods

Your final course grade will be composed of the following:

#### 1. Examinations

• Lecture Exam 1	12.5%	45 points
• Lecture Exam 2	12.5%	45 points
• Lecture Exam 3	12.5%	45 points
• Lecture Exam 4 (Final)	12.5%	45 points
		180 points

#### 2. Written Assignments

• Autobiography	25%	90 points
• Weekly Reflection Papers	12.5%	45 points
		135 points

#### 3. Participation/Attendance

• Small Groups	12.5%	45 points
• Attendance	See attendance policy	
		45 points

<b>Total Points Possible:</b>	<b>100%</b>	<b>360 points</b>
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### Grading Scale

*There's a time for daring and there's a time for caution,  
 and a wise man understands which is called for.* —John Keating Dead Poets Society

### Examinations and Quizzes

#### Examinations

- There will be two exams and a final.
- Exams will cover material in the readings as well as lectures, power points, discussions, videos, films, group work and class activities.
- **The (3) exams** will consist of 25-35 multiple choice questions and 1-2 essay questions.
- Students not present for a test will receive 0 points on the missed test.
- If a student cannot take a test due to extreme circumstances beyond their control, the professor must be notified in person, via email or voicemail prior to the examination.
- A make-up test may be permitted at the discretion of the professor.

#### Written

#### Autobiography

- The opportunity to as a person *psychology* as
- Here is how one importance of a

Cumulative Score		
<b>A</b>	<b>93%-100%</b>	<b>334.8-360</b>
<b>A-</b>	90%-92.99%	324-334.79
<b>B+</b>	88%-89.9%	316.8-323.9
<b>B</b>	84%-78.99%	302.4-316.79
<b>B-</b>	80%-83.99%	288-302.39
<b>C+</b>	78%-79.99%	280.8-288.99
<b>C</b>	74%-77.99%	266.4-280.79
<b>C-</b>	70%-73.99%	252-265.99
<b>D+</b>	66%-69.99%	237.6-251.99
<b>D</b>	60%-65.99%	216-237.59
<b>D-</b>	50%-59.99%	180-215.99
<b>F</b>	0%-49.99%	0-179.99

#### Assignments

autobiography is your reflect on who you are using *narrative* the framework. author describes the person's story:

*"In the realm of person's life story is not a Wikipedia biography of the facts and events of a life, but rather the way a person integrates those facts and events internally—picks them apart and weaves them back together to make meaning. This narrative becomes a form of identity, in which the things someone chooses to include in the story, and the way she*

*narrative psychology, a*

*tells it, can both reflect and shape who she is. A life story doesn't just say what happened, it says why it was important, what it means for who the person is, for who they'll become, and for what happens next." (Beck, nd).*

- It is your opportunity to tell your **story** and reflect on your journey so far.
- What it **IS NOT**: A discussion of where you grew up, where you went to school.....
- What it **IS**: It is the narrative you will construct from the events of your life thus far.
- In assembling your story, consider the following questions:
  - What gives your life meaning?
  - What have you learned from disappointment/failure/success?
  - What experiences have informed or affected your journey so far?
  - What important lessons have you integrated into your world view?
  - Can you remember a time when you felt strong/happy?
  - What challenges occurred to threaten that happiness?
    - Were you able to find meaning in those challenges?
  - What are your goals? What are your dreams?
  - What outcomes would you like to see one day?

### **Autobiography** (continued)

- Use your creativity and imagination to tell your **story**.  
You may use the following items to enhance the telling of your story:
  - Pictures
  - Drawings
  - Paintings
  - Music
  - Multimedia
- **10% will be deducted per day for any paper turned in late unless previous arrangements have been made with the professor (See Canvas for due date).**
- Formatting:
  - 7-8 pages in length
  - 1" margins, double spaced, Times New Roman font.
- You will be graded on:
  - Spelling & Grammar (10 points),
  - Telling the Story (40 points)
  - Effort/Coverage (10 points),
  - Creativity (10 points)
  - Interpreting the Story (10 points)
  - Insight (10 points)

### **Reflection Weekly Assignment**

Self-reflection is an important aspect of the care and attention we need to give ourselves on a daily basis. Yet our hectic, activity filled lives rarely allow us to sit quietly, reflect and breathe.

Reflection provides balance, helps us solve problems, and allows us time to deconstruct, evaluate and change an approach, idea or thought.

**Directions:**

Each week you will take a few minutes to reflect on a pre-selected question and write at least one double spaced page on your thoughts, feelings, concerns, etc., as it pertains to the prompt.

- The goal of the paper is to encourage self-reflection and self-care for at least one hour each week.
- It is a place to work out a problem, share an achievement or relate an insight.
- **The paper will be due electronically via Canvas each Friday by midnight.**

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## Participation and Attendance

### Class Participation/Discussion

- Learning is an active process.
- The expectation is that you will actively engage in class discussion and group activities offering your insights, suggestions, questions, challenges and comments.

*“The privilege of a lifetime is to become who you truly are.”*

— C.G. Jung

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### Attendance

- Students are expected to attend class and small group each week. Faculty members strongly believe that you should be exposed to all elements of PSY 101.
- It is understood that “life happens” and therefore, a student may miss a class due to circumstances beyond the student’s control (an illness, death, or some other calamity).
  - Therefore, students are allowed two (2) absences each from small group, and section classes without penalty. For each absence above two (2) absences the student will lose five (5) points from your course grade (For example: if you missed 2 small groups and 3 classes, you would lose 5 points from your semester grade. If you missed 3 small groups and 4 classes, you would lose 15 points from your semester grade).
- Any student missing more than six sessions (any combination of absences from small group and section classes), which is equivalent to one and one-half weeks of classes), may be de-enrolled from the course according to the catalog policy.
- The only excused absence occurs when the student misses class due to a college-sponsored activity (approved in writing by the Academic Dean).
- Excused absences for serious illness (hospitalization) and death in the family are up to the discretion of the section professor.



- It is strongly recommended that students save penalty-free absences for emergency or special circumstances (illness, out-of-town weddings, family reunions, and so on).
- Most importantly, please remember that attentive attendance in class contributes significantly to the academic environment at PLNU.
- Students not present for a test will receive 0 points on the missed test.
  - If a student cannot take a test due to extreme circumstances beyond their control, the professor needs to be notified prior to the examination via email or voicemail prior to the examination (though this does not guarantee a re-scheduling of the test).

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## Small Group

- Each student will be assigned to a small group facilitated by upper classman.
- The group will meet once a week.
- Participation in this group is mandatory.
- During week 6 you will be given a mid-term grade by your small group leader. This grade will be given to your section professor for your review (This is not your final grade, but a preliminary check to ensure you are completing all required assignments).
- Your final small group grade will be given to your section professor the last week of classes. (See Small Group Grade Sheet).

### Other Requirements:

- Please note that we require you to have a daily planner. If you don't already use one, the planner is especially helpful juggling courses, social activities, and tests etc. as you transition.
- We also require that you become involved with a formal social activity on campus as soon as possible. This can include ministry groups, intramurals, musical groups, a varsity sport, cheer, departmental organizations, and so on.
- In addition, you will receive credit for visiting your academic advisor. This is usually done during registration for next semester's courses. However, we encourage you to make a meeting with your academic advisor sooner to introduce yourself and ask any questions that you might have about your academic/life journey.

**Reading**



Week of:		Friday	
9/2/10			pp. 185-208
9/8/19			pp. 225-232 Brene Brown at the Washington Cathedral
9/15/19			<b>Final Review</b> Building Resilience & Hardwiring Success
9/22/19			<b>Test #1 (2/27/19)</b>
<b>NO CLASS</b>			
9/29/19		Peck: pp. 11-32	Peck: pp. 32-50
10/6/19	Discipline	Peck: pp. 51-77	Dead Poets
10/1/19	Discipline	Dead Poets	Dead Poets
10/20/19	Discipline	Dead Poets	Dead Poets Discussion
10/27/19	Discipline	Dead Poets Discussion	<b>Test #2 (11-1-19)</b>
<b>NO CLASS</b>			
11/3/19	Love	Peck pp. 81-111	Peck pp. 111-139
11/10/19	Love	Peck pp. 140-160	<b>NO CLASS</b> Peck pp. 160-182, 312-315
11/17/19	Love	Review for Test #3 Watch Leslie Gauthier: A Better Way to Talk About Love	<b>Test #3 (11/22/19)</b>
<b>NO CLASS</b>			
11/24/19	Grace	<b>Thanksgiving: NO CLASS</b> Peck: pp. 235-253	<b>Thanksgiving: NO CLASS</b>
12/1/19	Grace	Peck pp. 253-271	Peck pp. 271-289
12/8/19	Grace	Peck pp. 289-311	Review for Test #4
12/15/19	Final	<b>Test #4 FINAL</b> <b>10:30-11:30</b>	

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**Assignment/Exam Schedule**

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**Weekly Reflection Questions**

<b>Date:</b>	<b>Topic</b>	<b>Question of the Week</b>
9/6/19	Growth and Religion	1. Peck says, “The path to holiness (spiritual growth) lies through questioning everything” (p. 193). What have you questioned on your journey so far? What <i>are</i> you questioning?
9/13/19	Growth and Religion	2. What do you believe? What do you value?
9/20/19	Growth and Religion	3. Observe closely what goes on within and around you this week and list at least one “miracle” you’ve seen each day.
<b>9/27/19</b>	<b>Growth and Religion</b>	<b>No Discussion Question Today. EXAM #1</b>
10/4/19	Discipline	4. What types of problems are hard for you to deal with? How willing are you to confront these problems in order to change and grow?
10/11/19	Discipline	5. What recent problems have you faced and taken responsibility for?
10/18/19	Discipline	6. What kinds of decisions do you enjoy making and what do you tend to avoid? Be specific. Give examples. What resources do you draw upon when making decisions?
<b>10/25/19</b>	<b>Discipline</b>	<b>No Discussion Question Today FALL BREAK</b>
11/1/19	Discipline	<b>No Discussion Question Today. EXAM #2</b>
11/8/19	Love	7. What blocks you from really listening to others?
11/15/19	Love	8. How have you grown I love through facing a loss?
<b>11/22/19</b>	<b>Love</b>	<b>No Discussion Question Today. EXAM #3</b>
<b>11/29/19</b>	Love	<b>THANKSGIVING BREAK</b> 9. Who has truly loved you? How did they show their love?
12/6/19	Grace	10. What is your understanding of grace? What does it look like in your life right now?
<b>12/13/19</b>	<b>Grace</b>	<b>No Discussion Question. Time for Grace</b>
<b>12/18/19</b>	<b>Grace</b>	<b>No Discussion Question. Finals Week</b>

*“When I have been listened to and when I have been heard,  
 I am able to re-perceive my world in a new way and to go on.  
 It is astonishing how elements that seem insoluble become soluble  
 when someone listens,  
 how confusions that seem irremediable turn into relatively clear flowing streams  
 when one is heard.*

*I have deeply appreciated the times that I have experienced this  
 sensitive, empathic, concentrated listening.”*

- Carl R. Rogers: Experiences in Communication: A Way of Being



## PSY101 SMALL GROUP GRADE SHEET

Freshman's name: \_\_\_\_\_ Professor: \_\_\_\_\_

Small Group #: \_\_\_\_\_ Leader (first & last name): \_\_\_\_\_

Section #: \_\_\_\_\_

### SMALL GROUP ATTENDANCE

# of Small Group Absences: \_\_\_\_\_ Points

0 absences = 0 points

1 absences = 0 points

2 absences = 0 points

3 absences = -5 points

4 absences = -10 points

5 absences = -15 points

6 absences = -20 points

7 absences = deenrollment

**SMALL GROUP PARTICIPATION**

- Letters/Reports to Small Group Leader  
(Every other week = 8 weeks @ 3 points each = 24 possible points.)

24 - (# of letters missed x 3) = \_\_\_\_\_ **Points**

- Effort/Attitude as participant in Group (freshman rates this element)

*I have done my best to help make my small group a “community of love.”*

(Circle one) 1      2      3      4      \_\_\_\_\_ **Points**

- Complete Small Group Leader Evaluation Survey  
(possible 5 points)      \_\_\_\_\_ **Points**

**“TRANSITION TO COLLEGE” ACTIVITIES**

- Use of “Daily Planner” or Calendar      \_\_\_\_\_ **Points**  
(show use of calendar to small group leader; possible 5 points)

- Join/Participate in a PLNU club or group      \_\_\_\_\_ **Points**  
(possible 7 points)  
Name of group (including athletics) or club: \_\_\_\_\_

(45 possible points) **TOTAL POINTS** =