

Chaminade University of Honolulu

FALL 2016 Classroom: B.S. 102

PSY 101 - General Psychology

Class time/days: Mon/Wed/Fri. 1:30 - 2:20 p.m.

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Office Hrs: Tue. 11:30 a.m.-12:30 p.m.; Fri. noon-1 p.m.; & by app't. Thur. 2:30 p.m.-3:30 p.m.

***Required Text: Exploring Psychology 9th ed., © 2014 by: David Myers
(Worth Publishers)***

CATALOG COURSE DESCRIPTION:

This course surveys the major theories and concepts in the study of behavior, and it provides an introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions, and social behavior. *It is meant to stimulate curiosity and develop a better understanding of self, others, and society.*

PROGRAM LINKING STATEMENT:

This course develops and assesses the skills and competencies for the General Education Core requirement of demonstrating an understanding of the Behavioral Sciences.

BEHAVIORAL SCIENCES DIVISION STUDENT LEARNING OUTCOMES:

1. The application of the scientific method to the study of human behavior in various environmental contexts.
2. Human behavior relative to various environmental contexts.
3. Human behavior relative to adapting to various changing environmental contexts.

LEARNER OUTCOMES:

By the completion of this course the student will demonstrate an understanding of:

1. The use of scientific methodology and research for investigating important questions relative to human behavior.
2. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective for the biological basis of human behavior.
3. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of cognitive processes involved in human behavior.
4. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human behavior.
5. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables.
6. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of psychological disorders and their treatments.

7. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the study of social and cultural influences on human social behavior.
8. Knowledge of stress management and the ability to apply it toward analyzing, understanding, and engaging it in everyday life situations.
9. The history of psychology, and knowledge of the formative and influential psychologists who developed the field.
10. Evolutionary theory and its importance for understanding the field of psychology.
11. How the five Marianist Educational Values are integrated into the course.

ACADEMIC HONESTY STATEMENT:

Academic honesty is an essential aspect of all learning, scholarship and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidents of academic dishonesty to an Instructor, or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the Instructor, who must make a report with recommendations to the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- **Chaminade Counseling Center at: 808 735-4845.**
- **Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.**

COURSE APPROACH:

A Chaminade classroom often holds individuals of different cultural and social backgrounds, learning styles and educational interests. Therefore, a variety of teaching and learning styles will be used, including Textbook Reading, Lecture & Discussion, Audio-Visual Materials, Issues & Ethics Clarification and Exploration, Reflective Exercises and Class Presentations, Experimentals, and Periodic Assessment and Feedback.

<u>COURSE REQUIREMENTS:</u>	POINTS	GRADING SYSTEM	
Attendance and Participation.....	60	180 – 200	A
Reflective Exercises (10)	20	160 – 179	B
Mid-Term Exam.....	40	140 – 159	C
Final Exam.....	40	120 – 139	D
Research Paper/Presentation.....	40	Below 120	F
<i>TOTAL POINT VALUE</i>	<i>200</i>		

BEHAVIORAL SCIENCES/INSTRUCTOR ASSIGNMENTS POLICY:

- No make-up options for missed in-class activities, exercises, or tests.
- No late papers will be accepted.
- No extra credit or special arrangements for only one student. No exceptions.
- All work needs to be completed within the time frame of the class. Nothing will be accepted after the last class of the term.

CHAMINADE UNIVERSITY OF HONOLULU POLICY FOR ATTENDANCE:

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office in BS 105 at 735-4751. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without official withdrawal may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may result in a grade reduction for the course. Any absences of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending this course without an official withdrawal may receive a failing grade.

Cell phones, i-pods and other electronics are not allowed to be on or used during class. If there are extenuating circumstances that require having your phone on, be sure to inform the Instructor **prior** to class so as to not be penalized. Although the use of a p.c./laptop is acceptable, it is only with **prior** Instructor approval. The Instructor has the right to check what you have been typing to ensure appropriate use. There are signs posted on the doors that prohibit food in the classroom. Although class interaction is certainly encouraged, conversations should be kept on topic. Side conversations with fellow students are to be kept to a minimum so as to not disrupt the class. These few basic considerations are not meant to establish a punitive atmosphere; rather, one of mutual respect for each person participating in the class so that the experience is positive and rewarding for all.

STUDENT RESPONSIBILITIES:

1. Attend all classes and contact the Instructor if unable to attend any classes. Students are responsible for missed information. **Make-up quizzes and tests are not given.**
2. Read assigned chapters and complete assignments before class in order to more fully participate in, and benefit from, class discussions and activities.
3. Adopt the mind-set of an active researcher by remaining open and objective while determining the validity and reliability of information encountered during the course.
4. Take a mid-term and a final exam based on course content, materials, text information and class presentations. Behavioral Sciences Division student learning outcomes as well as the learner outcomes specific to this course will also be assessed by the exams.
5. Complete 10 Reflective Exercises relating to the information covered in course.
6. Research a **pre-approved** psychological disorder from Chapter 14, and document the findings in a **minimum 2½ pages, maximum 3 pages** academically sound research paper. Use **double-spacing** and **12 font**. The Paper must have an Introduction, a well-developed Summary or Conclusion, be paginated, show both the person(s) and the specific page number(s) being cited in the main body of writing, and have at least **3 complete references or citations directly about the topic** listed on the Works Cited Page before it will be graded. Be consistent in how you list citation information.

The Works Cited page must contain **ALL** of the following: The Author(s) name, the Title of the article or book being cited, the Publication Date, the Publishing Company, the **specific** page number(s) where your references, citations or sources appear, and the Volume or Edition, if there is one. Select a preferred reference style. However, even if the style selected does not require all of the above listed information, **I do.**

NOTE: Websites may link to published sources, but are not in themselves published works, so do not cite websites. Only cite and list published works for citations.

Here are 3 examples of a complete works cited. The first 2 examples are in APA format. The 1st example is for when there is no person as Author for the work cited, as with certain types of Manuals. The 2nd example is for a work cited with two authors. The 3rd is a different form and style, but with all required information.

American Psychological Association, *Publication Manual of the American Psychological Association*, 1983, 3rd ed., Washington: American Psychological Association, p. 112.

Klein, D. F. and Wender, P. H. (1981). Mind, mood, and medicine: A guide to the new biological psychiatry. New York: Farrar, Straus, and Giroux. 274-276.

Myers, David, *Exploring Psychology*, 8th ed., (Worth Publishers: 2011), 325.

EMAIL A DRAFT OF YOUR RESEARCH PAPER BY SUNDAY, OCT. 23rd, 2016. ATTACH IT ONLY AS A .DOC OR .DOCX WORD DOCUMENT. WHEN THE ELECTRONIC COPY OF YOUR DRAFT MEETS THE MINIMUM REQUIREMENTS, A HARD COPY OF THE RESEARCH PAPER WILL THEN BE REQUESTED FOR GRADING. *NOTE: LATE EMAILED DRAFTS WILL NOT BE ACCEPTED, SO PLEASE PLAN ACCORDINGLY.**

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this Psychology 101 class must contact **Dr. June Yasuhara** at **735-4845** at the Counseling Center (*next to Security*) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. ***It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.***

REFLECTIVE EXERCISES (10):

Reflective Ex #1: Week 2 Neuron Exercise (1 point value) (*In class Fri., Sept. 2nd*)

Reflective Ex #2: Week 3 Left/Right Brain Inventory (Instructor to supply Inventory) (1 point value) (*In class Fri., Sept. 9th*)

Reflective Ex #3: Week 4 Alligator River Exercise (Instructor will supply handout) (2 point value) (*In-class Fri., Sept. 16th*)

Reflective Ex #4: Week 5 Rope exercise (2 point value) (*In class Fri., Sept. 23rd*)

Reflective Ex #5: Week 6 Two examples of optical, auditory, or tactile illusions that DO NOT appear in the textbook. (*In-class Fri., Sept. 30th*) (3 point value)

Reflective Ex #6: Week 9 Construction block ex.(1 pt. value) (*In-class Fri., Oct. 21st*)

Reflective Ex #7: Week 11 Annoyance Inventory – Supplied by Instructor Week 10 (2 point value) (*Due Mon., Oct. 31st*)

Reflective Ex #8: Week 13 A positive psychological event. (*Due Mon., Nov. 14th*) (4 point value)
One event takes place in a matter of moments or hours, not days, weeks, or months. Limit your topic to a brief, specific experience that held a positive psychological awareness or insight for you. *Minimum 1½ pages, maximum 2 pages in length; double-spaced; paginated; and 12 font.*

Reflective Ex #9: Week 15 Group Innovation Exercise (*Instructor to supply materials*) (2 point value) (*In-class exercise Wed., Nov. 30th*)

Feedback Ex #10: Week 15 List **4** things you gained from this class, **3** activities we did (2 point value) in class that you found beneficial and why, and **1** thing you would have done differently, and why. (*Due Fri., Dec. 2nd*)

Mid-Term/Final Exam The exams are given as a quantifiable measure of Behavioral Science Division student learning outcomes and the general student learning outcomes stated for this course.

“No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge. The teacher who walks in the shadow of the temple among his followers, gives not of his wisdom, but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.”

By: Khalil Gibran

SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools; tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are: 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world; and 2) to establish relations among events and develop theories, and this helps professional to make predictions of future events.

Research Design and Counseling; Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; an **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify or prove theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations; Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods in Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports theory.

<http://allpsych.com/researchmethods/replication.html>

AN EDUCATION IN THE MARIANIST TRADITION IS MARKED BY 5 PRINCIPLES:

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense of “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized, and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation and Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met.

* The above is from *Characteristics of Marianist Universities: A Resource Paper*, published in 1999 by Chaminade University of Honolulu, St. Mary’s University, and University of Dayton. Each of these characteristics is integrated, to varying degrees, in this course.

COURSE ACTIVITIES SCHEDULE

WEEK 1	Course Introduction and Requirements & Concept Quiz – <i>(Mandatory)</i> Psychology as a Science: General overview Chapter 1: Thinking Critically with Psychological Science	
WEEK 2	Chapter 2: The Biology of Behavior Reflective Exercise #1: <i>(neuron exercise)</i>	<i>In class Fri., Sept. 2nd</i>
WEEK 3	HOLIDAY – Monday, September 5th - Labor Day Intro to Ch. 3: Consciousness and the Two-Track Mind Reflective Exercise #2: <i>(L/R Brain Inventory)</i>	<i>In class Fri., Sept. 9th</i>
WEEK 4	Complete Ch. 3 Intro to Ch. 4: Developing Through The Life Span Reflective Exercise #3: <i>(Alligator River)</i>	<i>In-class Fri., Sept. 16th</i>
WEEK 5	Complete Chapter 4 Reflective Exercise #4: <i>(Rope Exercise)</i>	<i>In-class Fri., Sept. 23rd</i>
WEEK 6	Ch. 6: Sensation and Perception Reflective Exercise #5: <i>(2 Illusions; no duplicates)</i>	<i>In class Fri., Sept. 30th</i>
WEEK 7	Complete Chapter 6 Mid semester course/instructor student evaluations: <u>Mid-Term Exam Review:</u> Friday, Oct. 7 th	<i>Fri., Oct. 7th</i>
WEEK 8	HOLIDAY – Monday, October 10th – Discoverer's Day Mid-Term Exam: Chs. 1,2,3,4,6, <u>Wed., Oct. 12th</u> NO make up exam Exam review; Mean, Median, Mode: Friday, October 14 th Intro to Chapter 7: Learning Video: Behavioral theorists Pavlov, Skinner, Bandura	
WEEK 9	Complete Chapter 7: Learning Reflective Exercise #6 (Construction Block ex.) <i>In class Fri., Oct. 21st</i> *email Research draft: Due Sun., Oct. 23rd NO late papers accepted. *Only use .doc or .docx Be sure <u>all</u> of the grading requirements are met.	
WEEK 10	Chapter 9: Thinking, Language, and Intelligence Reflective Exercise #7: Annoyance Inventory hand out Fri., Oct. 28 th <u>Due next Mon., Oct. 31st</u>. Write about a positive experience that took place within a few hours, or a day or two at most. Limit your write up to what happened during and immediating surrounding the actual event. 5 Collage presentations (name must already be on list) <i>Fri., Oct. 28th</i>	

WEEK 11	Monday, Oct. 31st - Turn in Reflective Exercise #7 Chapter 12: Personality 5 Collage presentations (name must already be on list) <i>Fri., Nov. 4th</i>
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WEEK 12	Intro to Chapter 11: Stress, Health, and Human Flourishing A look at the psych-stress connection and PMR exercise - <i>Wed., Nov. 9th</i> HOLIDAY – Friday, November 11th - Veterans Day
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WEEK 13	Complete Ch. 11 Ch. 14: Psychological Disorders – Research Findings: <i>Wed. Nov. 16th</i> Ch. 15: Therapy – <i>A brief overview</i> 5 Collage presentations (name must already be on list) <i>Fri., Nov. 18th</i>
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WEEK 14	Intro to Chapter 13: Social Psychology HOLIDAY – Thanksgiving Break – Thurs., Nov. 24th & Fri., Nov. 25th
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WEEK 15	Complete Ch. 13 Reflective Exercise #9: (Innovative Exercise) <i>In class Wed., Nov. 30th</i> End-Term Exam Review: Friday, Dec. 2 nd End of semester Student Evaluations – Friday, Dec. 2 nd Turn in Feedback Exercise #10 <i>Due no later than this Friday, Dec. 2nd</i>
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WEEK 16	FINAL EXAM – Chapters 7, 9, 11, 12, 13

NO Make Up Exam will be given for any reason, so you must plan accordingly.

**** Be sure to be on time as once the first person has finished the exam and left the room, it will then be too late to come in and take it.**

Date/Time:

Room: BS-102

NOTE: SYLLABUS MAY BE ADJUSTED TO MEET CLASS NEEDS

*EXTRA CREDIT OPPORTUNITY Value, up to 4 points. A personal collage at least 16” x 16” if on a ‘cardboard’ surface, or about 4 minutes long if presented as a video. It can be comprised of pictures, words, images, attached items (buttons, ribbons, collected memorabilia, etc.) and the like. The theme is to be about yourself – Your likes, dislikes, dreams, fantasies, hobbies, past, present, future goals, bff’s, etc. The collage presentation should take about 4 minutes to do. **NOTE: There are only 3 days available for collage presentations. You must be signed up in advance to be able to present, so sign up soon as possible as there are no more than 5 presentations scheduled per day.**
