



PSY 101 - General Psychology
Spring 2017 – PACE

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Textbook

King, L. (2014). The science of psychology: An appreciative view. 3rd ed. McGraw Hill Professional.

Catalogue 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.

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.

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.

Student Outcomes

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

1. The use of scientific methodology 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 influential psychologists who developed the field.
10. Evolutionary theory and its importance for understanding the field of psychology.
11. The Chaminade University Marianist Values.

Academic Honesty

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.

Course Requirements

Assessment	Description	Points	Applicable SLO
Class participation	Active engagement in class, participation in group discussions and Plicker activities, not distracted or preoccupied or using excessive amounts of technology unrelated to course material	80 pts	11
Quizzes (4)	Quizzes will cover material only from the previous week lecture and readings. Quizzes will be between 15-20 questions and consists of multiple choice and short answer questions.	80 pts (20 x 4)	1-10
Focused Topic Paper	<p>You will submit this paper at the beginning of class 6. For this paper you will consider the perspectives of personality from Ch. 12. Choose a perspective/theory that speaks to you, that you appreciate and understand. You will then write a 2-part paper addressing the following:</p> <p><i>Part 1</i></p> <ol style="list-style-type: none"> a. Brief description of the perspective (elaborating on the emphasis or attribution of personality) b. Why the perspective resonates/attracts you, and provide evidence from your own experience. <p><i>Part 2</i></p> <p>Enter into the shoes of a counseling psychologist using the perspective of personality you chose. With the vignette of a client presenting for counseling (provided in class 4), apply the perspective for a deeper understanding and hypothesize on an approach to helping the client.</p>	110 pts	2, 3, 4
Midterm	The midterm is cumulative, week 1 to week 5	200 pts	1, 2, 3, 4, 9

Final	The final is cumulative, week 1 to week 9	250 pts	5, 6, 7, 8, 9, 10
Final paper & presentation	<p>You will submit a paper and present your “findings” as a group</p> <p>You will form groups of 2/3 and select a topic from the list provided in class. You will have to further limit your focus within that topic. (<i>For example, if you chose the topic family mental health, determine what specific aspect of family mental health and your ‘research question. You may choose to look at the etiology/prognosis of adolescent female eating disorder within the family. Your research question may be ‘What are common family dynamics connected to eating disorders?’ or ‘What treatment options are there for families with an adolescent eating disorder diagnosis?’</i>) You will need to compile and synthesize the extant literature on this topic- no less than 5 journal articles. You will present your findings and learnings on the topic in BOTH a 20-minute class presentation and a paper.</p> <p>Presentation. Your presentation should include these components:</p> <ul style="list-style-type: none"> - Introduction to the topic and the specific focus of your inquiry - A visual aid/class activity (demonstrate your creativity) - Your findings and its relevancy to the study of psychology/behavior/families/community <p>Research Paper. Your paper should be organized in APA format, with these sections and estimated length:</p> <ul style="list-style-type: none"> - Introduction of topic and definition of terms ½pg - Key premises or theories providing an explanation of the topic 1pg - Brief critique of the research studies (methods, samples, instruments, design) 1pg - Why the topic is important to the psychology of individuals or how is it relevant to families ½-1pg - Synthesize your findings and the implications 1pg - Reference page <p>This paper should be somewhere between 5-7 typed pages, double-spaced, with 12-point font and 1 inch margins. Grading rubric will be available.</p>	280 pts	2, 3, 6, 8

TOTAL NUMBER OF POINTS ELIGIBLE IN COURSE: 1000

Grading Scale:

A = 90-100% (900-1000 pts)

B= 80-89% (800-899 pts)

C= 70-79% (700-799 pts)

D= 60-69% (600-699 pts)

F= 0-59% (0-599 pts)

The final grade for all students based on the above Grading Scale.

POLICY FOR Assignments, Quizzes and Final Exam:

1. No extra credit is available barring instructor's decision based on the needs of the class.
2. Quizzes will be given in the beginning/first half of class.
3. All hard copies of the written assignments will be collected at the start of class that it is due. Late submissions will be accepted but 10 percent of the total possible points will be deducted for each class day it is late. Grading rubrics will be made available for the paper assignments.
4. Please contact me BEFORE the paper is due if you know you will be late in submitting.
5. All work needs to be completed within the time frame of the class. No work will be accepted after the last day of the term.
6. The final exam is required. Please plan accordingly.

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. 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.

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.

Online students must participate frequently and complete weekly work to earn attendance. Simply "logging into the course" does not constitute attending. Logging in, reading others' discussion posts, responding to instructor and fellow students, and completing other work earns attendance. You will have an opportunity to attend via weekly discussions, homework, journaling, quizzes, and final exam.

ACADEMIC HONESTY

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TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn

of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

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, develop theories, and this helps professionals 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; a **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 (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.

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 the theory.

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

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office 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.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

2. 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.

3. 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.

4. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “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.

5. 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.

6. Educate for Adaptation to 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 made.

Selected 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.

Citations and References

Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.

Example of how to cite a direct quote:

Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Hawkins, 2016, p. 121).

If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.

Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

Your last page will be the Reference page, listing your full source/references.

Examples of references in APA format:

	References
Book	Berger, P. L & Luckmann, T. (1966). <i>The social construction of reality</i> . London, UK: Harmondsworth Penguin.
Journal Article	Goldsmith, D., & Baxter, L. A. (1996). Constituting relationships in talk: A taxonomy of speech events in social and personal relationships. <i>Human Communication Research</i> , 23, 87-114.
Chapter in an Edited Book	Hardy, K. V. (2008). Race, reality, and relationships: Implications for the re-visioning of family therapy. In M. McGoldrick & K. V. Hardy, (Eds.). <i>Revisioning family therapy: Race, culture, and gender in clinical practice</i> (pp. 76-84). New York, NY: The Guilford Press

COURSE SCHEDULE

Week/ Date	Topic	In-Class Activity	Readings	Assignments Due
W1- 4/14/17	Introduction Class Expectations/ Syllabus Review	VIDEO- Understanding Psychology Class Community Agreement		
W2- 4/21/17	Scientific Method Biological Foundations of Behavior	Discussion of Nuremberg Code & Belmont Report VIDEO: Ethnocentrism in Psychology? Socially sensitive research.	King (2013) Ch. 2, 3 Optional: King (2013) Ch. 1	
W3- 4/28/17	Sensation & Perception States of Consciousness	Quiz 1 Stroop Activity VIDEO: Consciousness	King (2013) Ch. 4, 5	
W4- 5/5/17	Thinking, Intelligence & Language Personality	Quiz 2 Cognitive Activity/Discussion	King (2013) Ch. 8, 12	
W5- 5/12/17	Learning Memory	Mid-Term (Ch. 1-7) Memory Activity	King (2013) Ch. 6, 7	
W6- 5/19/17	Human Development Motivation & Emotion	VIDEO-John Bowlby: Attachment Theory Across Generations Class Debate	King (2013) Ch. 9, 10	Focused Topic Paper Due
W7- 5/26/17	Gender, Sex & Sexuality Health Psychology	Quiz 3 Theories of Gender Development Discussion	King (2013) Ch. 11, 17	
W8- 6/2/17	Social Psychology Industrial & Organizational Psychology	Quiz 4 Discussion of Marginalization	King (2013) Ch. 13, 14	
W9- 6/9/17	Psychological Disorders Therapies	Group Presentations VIDEO: Therapy	King (2013) Ch. 15, 16	Research Paper Due
W10- 6/16/17	Review & Conclusion	Final (Cumulative)		

** Syllabus is subject to change by instructor according to class needs.*