

**Chaminade University of Honolulu**  
**PSY 101 General Psychology**  
**Fall 2017**  
**Aug. 28, 2017 to Dec. 14, 2017**

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**Office Hours: Monday, Wednesday, and Friday 12:30 pm to 1:30 pm. If you need to speak with me any other time, please feel free to contact me and a meeting can be arranged.**

Class Time: M, W, F 1:30 pm to 2:20 pm      Location: Henry 104

**Catalog Course Description**

Survey of the major theories and concepts in the study of behavior. 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.

**Course Description**

This course covers a wide range of theories, research and perspectives of the multifaceted science of psychology. The course will provide a historical perspective and foundation for viewing and studying the various fields of psychology.

**BS-DIV Student Learning Outcomes**

**Behavioral Science**

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts.
2. An understanding of human behavior relative to various environmental contexts.
3. An understanding of human behavior relative to adapting to various changing environmental contexts.

## **Student Learning Outcomes**

### **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 study of psychological disorders and their treatment.
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.

### **Required Text**

Myers, D.G. (2016). Exploring psychology (10th Ed.). New York, NY: Worth Publishers

### **Assessment**

Assignments:

Final Examination

Mid-Term Examination

Video Presentation

Who Am I Exercise

Points:

200 points

100 points

200 points

50 points

Total Possible Points

550 points

**Grading Scale**

A = 550 - 495

B = 494 - 440

C = 439 - 385

D = 384 - 330

F = 329 and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

- No make-up work will be allowed for a missed class.
- No late assignments will be accepted. All assignments are due by the start of class on its applicable due date according to this syllabus.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. No Incomplete grades will be issued.
- If you unable to attend class on the day of your group presentation, you will receive a zero (0) for that assignment regardless of reason.
- No examinations will be administered after its scheduled date (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.

**Description of the Assessments:**

**Who Am I Exercise:**

Each student will submit a picture of themselves (photocopies are acceptable) on an 8.5"x11" piece of paper with answers to the following questions (complete sentences or bullet points are acceptable):

- What is my name?
- What is my major? (If you are undecided, which majors are you debating between or what do you think you'll major in?)
- Where was I born?
- Why did I choose to come to Chaminade University of Honolulu?
- What are my academic/professional/personal goals for this class?
- If grades were not a factor, how would I know I did well in this class?

- How do I learn best in class (e.g., lecture, reading, hands-on activities, videos, etc...)? Why?

### **Examinations:**

You will be given one mid-term examination and one final examination. The final examination will be a comprehensive examination covering the entire text worth 200 points.

The Final Examination will include questions pertaining to the Marianist Educational Values and Evolutionary Theory.

### **Video Presentation**

Each student will choose a disorder from the DSM-V. Some examples can be found from the list provided below:

Generalized Anxiety Disorder  
Social Anxiety  
Phobias  
Major Depressive Disorder  
Attention Deficit Hyper-Activity Disorder  
Obsessive-Compulsive Disorder  
Post-Traumatic Stress Disorder  
Borderline Personality Disorder

The purpose of this assignment is to add knowledge about the field for the general public to consume. You will create a video that can be uploaded to YouTube that will be approximately 2-3 minutes in length. Your video must include, but not limited to the following:

- A title that accurately describes your presentation topic.
- A description (e.g., history, prevalence, and social-emotional impact) of the psychological disorder found in the DSM-V.
- A description of empirically supported best practice treatment approaches (psychopharmaceutical-based and non-psychopharmaceutical-based approaches).
- As a non-professional, how can we support an individual diagnosed with the psychological disorder that you are presenting about.
- An APA-formatted reference page embedded at the end of the video.

NO COPYRIGHTED MATERIAL CAN BE USED FOR THIS PRESENTATION without proper citation.

Technologies like Screencast-O-Matic, StopMotion, PowToon, VideoScribe, and the like are acceptable.

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor 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 (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days 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 a course without official withdrawal may receive a failing grade.

### **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 incidence 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. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

## **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.

## **Title IX Statement**

Chaminade University of Honolulu (CUH) 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| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

## **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 in 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.

#### 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 the theory.

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

## **Marianist Educational Values**

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

### **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 provide 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 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.

### **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 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.

### **Tentative Course Schedule**

<b>Date</b>	<b>Class Activity</b>	<b>Readings Due:</b>	<b>Assignments Due:</b>
Week 1: Monday 8/28	Welcome Review Course Syllabus		
Week 1: Wednesday 8/30	Introduction to Psychology and to our fellow learners  Chapter 1 Thinking Critically With Psychological Science  Video – The Many Faces of Psychology  <b>Key Concepts: psychology, scientific attitude, critical thinking, research methods, evolution, &amp; nature vs nurture</b>	Chapter 1	
Week 1: Friday 9/1	<b>Fall Spiritual Convocation - No Class</b>		
Week 2: Monday 9/4	<b>Labor Day - No Class</b>		

Week 2: Wednesday 9/6	<p>Chapter 6 Sensation and Perception</p> <p><b>Key Concepts: sensation, perception, bottom-up processing, top-down processing, &amp; parallel processing</b></p> <p>Chapter 7 Learning</p> <p><b>Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, &amp; observational learning</b></p>	Chapter 2, 6, & 7	
Week 2: Friday 9/8	<p>Chapter 7 Learning</p> <p>Video – The Human Mind: From Neurons to Knowledge</p>		
Week 3: Monday 9/11	<p>Lab – What is classical conditioning? What is operant conditioning?</p>		<p>In class – Complete worksheets on classical and operant conditioning.</p> <p><b>Who Am I Exercise is due</b></p>
Week 3: Wednesday 9/13	<p>Chapter 8 Memory</p> <p>Lab - Why is the hippocampus so important to learning and memory?</p> <p><b>Key Concepts: encoding, storage, retrieval, &amp; effortful processing</b></p>	Chapter 8	
Week 3: Friday 9/15	<p>Chapter 10 Motivation and Emotion</p> <p><b>Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion,, homeostasis, &amp; Maslow’s hierarchy of needs</b></p>	Chapter 10	
Week 4: Monday 9/18	<p>Lab – What is the difference between intrinsic and extrinsic motivation? What is the difference between an internal locus of control and an external locus of control?</p>		<p>In class – 1 article from a credible source and/or 1 video as evidence for your response.</p>

Week 4: Wednesday 9/20	Chapter 11 Stress, Health, and Human Flourishing  <b>Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, &amp; internal locus of control</b>	Chapter 11	
Week 4: Friday 9/22	Lab – Describe the limbic system, in particular the amygdala, and what does it control? What is the sympathetic and parasympathetic nervous system? What does that do?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 5: Monday 9/25	Lab – Describe all of the parts and functions of the prefrontal cortex? What is its relationship to the limbic system?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 5: Wednesday 9/27	Lab – What is cortisol? What does it do? What is BDNF (brain-derived neurotropic factor)? How does cortisol and BDNF influence our overall health and wellness?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 5: Friday 9/29	Chapter 2: The Biology of Behavior  Video – The Brain: Our Universe Within  <b>Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, &amp; limbic system</b>		
Week 6: Monday 10/2	Chapter 3 Consciousness and the Two-Track Mind  <b>Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, &amp; addiction</b>	Chapter 3	
Week 6: Wednesday 10/4	Lab – What is the relationship between sleep and learning?		In class – 1 article from a credible source and/or 1 video as evidence for your

			response.
Week 6: Friday 10/6	Lab – Based on all of our labs, lectures, and videos to date, what can you do to become a highly effective learner?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 7: Monday 10/9	<b>Discoverer's Day - No Class</b>		
Week 7: Wednesday 10/11	<b>Review for Mid-Term (chapters 1, 2, 3, 6,7, 8, 10, and 11)</b>		
Week 7: Friday 10/13	<b>Mid-Term Exam</b>		<b>Mid-Term Exam</b>
Week 8: Monday 10/16	<b>Mid-Term Exam (make-up day - only professor approved special arrangements and those with a doctor's note will be allowed to take the exam on this day.)</b>		
Week 8: Wednesday 10/18	Chapter 4 Developing Through the Life Span  <b>Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, &amp; Kolberg</b>	Chapter 4	
Week 8: Friday 10/20	Chapter 5 Gender and Sexuality  Video – Becoming Me: The Gender Within  <b>Key Concepts: sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, &amp; sexual orientation</b>	Chapter 5	
Week 9: Monday 10/23	Chapter 12 Social Psychology  Video – Human Behavior Experiment  <b>Key Concepts: fundamental attribution error, attitude, role, foot-in-the-door phenomenon, cognitive dissonance theory, the power of the</b>	Chapter 13	

	<b>situation, obedience, group dynamics, &amp; conformity</b>		
Week 9: Wednesday 10/25	<p>Lab – Do you believe that the findings from the Human Behavior Experiment video is still true today? Why?</p> <p>Present evidence from real-world occurrences supporting your claim.</p>		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 9: Friday 10/27	<p>Chapter 13 Personality</p> <p><b>Key Concepts: psychodynamic theory, humanistic theory, trait theory, &amp; social-cognitive theory</b></p>	Chapter 12	
Week 10: Monday 10/30	<p>Chapter 14 Psychological Disorders</p> <p><b>Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, &amp; schizophrenia</b></p>	Chapter 14, & 15	
Week 10: Wednesday 11/1	<p>Chapter 15 Therapy</p> <p>Video - The Medicated Child</p> <p><b>Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, &amp; biomedical therapies</b></p>		
Week 10: Friday 11/3	<p>Lab - Learning about modern therapies: Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, Eye Movement Desensitization and Reprocessing, Biofeedback, and Dialectical Behavior Therapy.</p> <p>What is its history, overview, target population?</p>		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 11: Monday 11/6	<p>Lab - Ethics in the counseling relationship</p> <p>Complete ethical case-study worksheets</p>		
Week 11: Wednesday	Lab - Genogram Exercise		

11/8			
Week 11: Friday 11/10	<b>Veterans' Day - No Class</b>		
Week 12: Monday 11/13	Lab – Describe attention-deficit hyperactivity disorder, Post-Traumatic Stress Disorder, Obsessive-Compulsive Disorder, or any other psychological disorder (other than anxiety and depression) from a sociocultural and biological perspective. What is the best way to treat the psychological disorder that you picked?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 12: Wednesday 11/15	Lab – Describe anxiety from a sociocultural and biological perspective. What is the best way to treat anxiety non-psychopharmacaceutically?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 12: Friday 11/17	Lab – Describe depression from a sociocultural and biological perspective. What is the best way to treat depression non-psychopharmacaceutically?		In class – 1 article from a credible source and/or 1 video as evidence for your response.
Week 13: Monday 11/20	Consultation with Instructor regarding the Video Presentation.		
Week 13: Wednesday 11/22	Consultation with Instructor regarding the Video Presentation.		
Week 13: Friday 11/24	<b>Thanksgiving Recess - No Class</b>		
Week 14: Monday	<b>Video Presentation is Due</b>		<b>Students will receive credit for the</b>

11/27			presentation once it is shown in class. Videos will only be allowed to be shown during the class period.
Week 14: Wednesday 11/29	<b>Video Presentation is Due</b>		Students will receive credit for the presentation once it is shown in class. Videos will only be allowed to be shown during the class period.
Week 14: Friday 12/1	<b>Video Presentation is Due (last day to present - no exceptions)</b>		Students will receive credit for the presentation once it is shown in class. Videos will only be allowed to be shown during the class period.
Week 15: Monday 12/4	Review for Final Exam		
Week 15: Wednesday 12/6	Review for Final Exam		
Week 15: Friday 12/8	Review for Final Exam		
<b>Final's Week</b>	<b>Final Exam</b>  <u><i>The Final Examination will be held on Tuesday, December 12, 2017 from 11:00 am to 1:00 pm in Henry 104.</i></u>		<b>Final Exam</b>