

**Chaminade University of Honolulu**  
**PSY 101 General Psychology**  
**PACE Winter 2018**  
**January 8 – March 12, 2018**

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***Office Hours: Monday 5pm before class. If you need to speak with me any other time, please feel free to contact me and a meeting can be arranged.***

Class Time: Monday, 1730-2140      Location: Schofield Barracks Room 227

**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**

King, L, A. (2014) Science of Psychology, 3<sup>rd</sup> ed. McGraw-Hill Publishers

ISBN-10: 1308083513

This book is available at the Chaminade Bookstore with special ISBN: 978130803513

### **Assignments:**

In class participation

\*See rubric for presentation scoring

Class activities / Exercises

Weekly Application Presentation

### **Points:**

10 points per class x 10 classes (100 Points)

10 points per class x 10 classes (100 points)

### **Critical Thinking Paper:**

100

### **Assessments:**

Cumulative Quizzes

150 points

Final Examination

150 points

### **Total Possible Points**

**600 points**

### **Grading Scale**

A = 600 - 540

B = 539 - 480

C = 479 - 420

D = 419 - 360

F = 359 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 end 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:**

#### **Examinations:**

You will be given one cumulative quiz each week. This quiz must be completed in class via a computer or tablet device via Canvas. The final examination will be a comprehensive examination covering the entire text worth 150 points.

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

#### **Critical Thinking Paper:**

Options for paper will be discussed later on in the course. In general this an application paper of knowledge gained in the course and will be due on the final day of the course.

#### **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. 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:

### **1. 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.

### **2. 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.

### **3. 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.

### **4. 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.

### **5. 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>Chapter Readings:</b>	<b>Learning Objectives:</b>
Week 1: 1/8	Review Syllabus  Learning about Learning		•
Week 2: 1/15	Welcome Review Course Syllabus  Learning about Learning  Video: TBA	Chapter 1 Chapter 2 Chapter 10	<ul style="list-style-type: none"> <li>• Definition of Psychology/Positive Psychology</li> <li>• Summarize the main themes</li> <li>• Areas of specialization</li> <li>• Explain scientific method</li> <li>• Types of research</li> <li>• Theories/approaches of motivation</li> <li>• Roles of emotions</li> </ul>
Week 3: 1/22	Group work & Presentations Class activities / Exercises Class discussions  Video – TBA	Chapter 3	<ul style="list-style-type: none"> <li>• Structures/functions of nervous system and brain</li> <li>• Genetics and behaviors</li> <li>• Body's stress response</li> </ul>
Week 4: 1/29	Group work & Presentations Class activities / Exercises -Mindfulness Practice Class discussions  Video: Mindfulness	Chapter 5	<ul style="list-style-type: none"> <li>• Nature of Consciousness</li> <li>• Nature of sleep and dreams</li> <li>• Evaluate uses and types of psychoactive drugs</li> <li>• Hypnosis</li> <li>• Role of the conscious mind and happy life</li> </ul>
Week 5: 2/5	Group work & Presentations Class activities / Exercises Class discussions	Chapter 6      Chapter 7	<ul style="list-style-type: none"> <li>• Types of learning classical, operational, observational</li> <li>• Role of cognition learning</li> <li>• Identify the process of memory</li> <li>• Failures of encoding</li> <li>• Evaluate study strategies based on understanding of memory</li> </ul>
Week 6: 2/12	<b>NO CLASS</b> <b>ONLINE VIRTUAL CLASS</b> <b>ASRs</b> <b>ONLINE CANVAS QUIZ</b>  <b>*WRITTEN CURRENT TOPIC</b> <b>DUE ELECTRONICALLY</b>	Chapter 8  Chapter 9	<ul style="list-style-type: none"> <li>• Describe cognitive psychology and role of computer in the development of the field</li> <li>• Process involved in thinking and describe capacities related to superior thinking</li> <li>• Describe intelligence</li> <li>• Identify possible connections between language and thought</li> <li>• Psychologist view about development</li> <li>• Children and adult development</li> </ul>

			<ul style="list-style-type: none"> <li>• Factors of adult psychological development</li> </ul>
Week 7: 2/19		Chapter 12	<ul style="list-style-type: none"> <li>• Define personality</li> <li>• Describe humanistic, trait, personological, social cognitive, and biological perspective</li> <li>• Methods of personality assessments</li> <li>• How personality relates to health and wellness</li> </ul>
Week 8: 2/26		Chapter 13 Chapter 14	<ul style="list-style-type: none"> <li>• How people think about the social world</li> <li>• Describe social behavior, altruism and aggression</li> <li>• Social processes affecting health and wellness</li> <li>• Evolution of Industrial &amp; Organizational Psychology</li> <li>• Describe important business factors of organizational psychology</li> </ul>
Week 9: 3/5	Class Review Final Examination  Group work & Presentations Class activities / Exercises Class discussions  Video: Seligman	Chapter 16 Chapter 17	<ul style="list-style-type: none"> <li>• Crash course in therapies and their application</li> <li>• Positive Psychology</li> </ul>
Week 10: 3/12	<b>Final Examination</b>  <b>CRITICAL THINKING PAPER DUE ELECTRONICALLY</b>  <b>CRITICAL PAPER PRESENTATION</b>		



## SCORING RUBRIC FOR GROUP PRESENTATION

### **Guidelines for Presentation:**

Group presentation should be no shorter than 30 mins.

1- Class activity that is pertinent to the learning objective for the selected chapter

1-additional resource, may include (journal articles, video, and/or suggested readings)

Presentation may be presented on PowerPoint and/or other presentation software:

<https://www.customshow.com/best-powerpoint-alternatives-presentation-programs/>

Category	Scoring Criteria	Total Points	Score
	Information is presented in a logical sequence.	1	
	Presentation appropriately includes theoretical connections	1	
<b>Content</b>	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1	
	Technical terms are well-defined in language appropriate for the target audience.	1	
	Presentation contains accurate information.	1	
	Appropriate amount of material is prepared, and includes 1 class activity pertinent to the learning objectives	1	
	There is an obvious conclusion summarizing the presentation.	1	
<b>Presentation</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1	
	Speaker uses a clear, audible voice.	1	
	Good language skills and pronunciation are used.	1	
<b>Score</b>	<b>Total Points</b>	<b>10</b>	