

Chaminade University
PSY 101 General Psychology
FALL2018

Instructor:	Blendine P. Hawkins, Ph.D., LMFT	Class Room: BehSc Rm 102
Contact Number:		Day/Time: MWF 1:30pm-2:20pm
Email:	blendine.hawkins@chaminade.edu	
Office Hours:	By appointment- please feel free to email me to set up a time to meet.	

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

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

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

Student Learning Outcomes

Student will demonstrate an understanding of:

- The use of scientific methodology and research for investigating important questions relative to human behavior.
- Knowledge of the major theories, concepts, and research findings that represent the scientific perspective for the biological basis of human behavior.
- Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of cognitive processes involved in human behavior.
- 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.
- Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables.

- Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the study of psychological disorders and their treatment.
- 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.
- Knowledge of stress management and the ability to apply it toward analyzing, understanding, and engaging it in everyday life situations.
- The history of psychology, and knowledge of the formative and influential psychologists who developed the field.
- Evolutionary theory and its importance for understanding the field of psychology.
- How the Five Marianist Educational Values are integrated into the course.

Policy for Assignments, In-class activities and Exams:

- Unexcused absences of an equivalent of more than 3 classes will incur a grade reduction. No make-up work will be allowed for a missed class.
- All hard copies of the written assignments will be collected at the start of class that it is due. Please contact me BEFORE the paper is due if you know you will be late in submitting. Late submissions will be accepted only until 7 days after the due date 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.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. Incomplete grades will not be automatically issued.
- No examinations will be administered after its scheduled dates (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
- No extra credit is available barring instructor's decision based on the needs of the class.
- The final exam is required. Please plan accordingly.

Course Requirements

Assessment	Description	Points	Applicable SLO
Attendance and class participation in labs and exercises:	Each student is expected to attend classes. Attendance and active engagement includes participation in group discussions and activities, not being distracted, not having side conversation, or using excessive technology not related to class materials, and completion of labs. Labs are designed to complement and illustrate significant concepts within the chapters; you will work individually, in dyads or in groups. It is important that you plan ahead, read the assigned readings, and prepare for any in-class assignments (when provided ahead of lab/class). 38 classes @ 2 points each.	76 pts	11

Introduction Paper	For this paper you will answer reflective questions about yourself and submit a photograph of yourself along with the paper. Questions are aimed to help you begin to explore how the concepts of thinking, behavior, learning, and motivation in psychology apply to you. The Questions will be posted on Canvas. This paper is due at the beginning of class Monday 8/27.	20 pts	1-10
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 research paper & Video presentation	For this research paper, you will select a topic from a list provided in class- a psychological disorder from Chapter 14. Your paper will need to include a description of the disorder, the criteria, etiological factors, prognosis, sociocultural factors, and treatment, along with how an individual's relationships are affected by their experiencing of the symptomology of the diagnosis and how the individual's family and social support system may best understand the individual. You will need to identify and synthesize 3-5 journal articles relevant to the focus of your paper. This paper should be somewhere between 5-7 typed pages, double-spaced, with 12-point font and 1-inch margins (APA format). Your video presentation is a summary of your paper constructed for a target audience and should be between 3 and 5 minutes. Grading rubric and more instructions will be provided on Canvas.	280 pts	2, 3, 6, 8

Grading

Attendance & Participation	76
Introduction Paper	20
Midterm Exam	60
Final Exam	80
Final Research Paper	50
Video Presentation	14
Total Points	300

Course Grading-

A = 90-100 %	270-300
B = 80-89 %	240-269
C = 70-79 %	210-239
D = 60-69 %	180-209
F = Below 60 %	179↓

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

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 will 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 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.

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 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.

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>

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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 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.

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

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/>

Book

References

Berger, P. L & Luckmann, T. (1966). *The social construction of reality*. 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. *Human Communication Research*, 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.). *Revisioning family therapy: Race, culture, and gender in clinical practice* (pp. 76-84). New York, NY: The Guilford Press

Your last page will be the Reference page, listing your full source/references. Examples of references in APA format:

Tentative Course Schedule

Date	Topic	Class Activity	Assigned Readings	Assignments Due:
Week 1: Monday 8/20		Welcome Review Course Syllabus Introductions		
Week 1: Wednesday 8/22	Psychology, scientific attitude, critical thinking, research methods, evolution, & nature vs nurture	Introduction to Psychology Chapter 1 Thinking Critically With Psychological Science	Chapter 1	
Week 1: Friday 8/24	A practice in Critical Thinking, Skepticism, Objectivity & Curiosity	Lab 1		
Week 2: Monday 8/27	Neural & Hormonal Systems, Tools of Discovery, The Cerebral Cortex	Chapter 2: The Biology of Behavior	Chapter 2	Introduction & Reflection Paper Due
Week 2: Wednesday 8/29	Genetics, Evolutionary Psychology & Behavior	Evolutionary Psychology		
Week 2: Friday 8/31	Acting & Resting Potential in Neurons	Lab 2		
Week 3: Monday 9/3		Labor Day - No Class		
Week 3: Wednesday 9/5	Consciousness, Sleep & Dreams, Drugs & Consciousness	Chapter 3 Consciousness and the Two-Track Mind	Chapter 3	
Week 3: Friday 9/7	Substance Dependence & Addiction	Lab 3		
Week 4: Monday 9/10	Sensation & Perceptions, Vision & Nonvisual senses	Chapter 6 Sensation & Perception	Chapter 6	
Week 4: Wednesday 9/12	Non-perceiving sensations (The Supernatural)	Lab 4		

Week 4: Friday 9/14	Classical Conditioning, Operant Conditioning, Biology, Cognition & Learning	Chapter 7 Learning	Chapter 7	
Week 5: Monday 9/17	Violence & Aggressive behavior	Lab 5		
Week 5: Wednesday 9/19	Studying & Encoding Memories, Storing & Retrieving Memories, Forgetting, memory Construction & Improving Memory	Chapter 8 Memory	Chapter 8	
Week 5: Friday 9/21	Memory exercises & Experiments	Lab 6		
Week 6: Monday 9/24	Thinking, Language & Thought, Intelligence & Its assessment, Genetic & Environment Influences on Intelligence	Chapter 9 Thinking, Language & Intelligence	Chapter 9	
Week 6: Wednesday 9/26	Intelligence	Video & Discussion		
Week 6: Friday 9/28	IQ tests	Lab 7		
Week 7: Monday 10/1		Review for Mid-Term (chapters 1, 2, 3, 6, 7, 8, 9)		
Week 7: Wednesday 10/3		Mid-Term Exam		Mid-Term Exam
Week 7: Friday 10/5		Mid-Term Exam (make-up day-student will have to make prior arrangements with instructor and provide documentation).		
Week 8: Monday 10/8		Discoverer's Day - No Class		

Week 8: Wednesday 10/10	Prenatal Development, Infancy & Childhood, Adolescence, Adulthood	Chapter 4 Developing Through the Life Span	Chapter 4	
Week 8: Friday 10/12	Prenatal development	Video & Discussion		
Week 9: Monday 10/15	Sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, & sexual orientation	Chapter 5 Gender and Sexuality	Chapter 5	
Week 9: Wednesday 10/17	Motivational concepts, Hunger, Theories & Physiology of Emotion	Chapter 10 Motivation & Emotion	Chapter 10	
Week 9: Friday 10/19	Gender and Emotionality	Lab 8		
Week 10: Monday 10/22	Stress & Illness, Health & Happiness	Chapter 11 Stress, Health & Human Flourishing	Chapter 11	
Week 10: Wednesday 11/24	Social Thinking & Influence, Antisocial Relations, Prosocial Relations	Chapter 12 Social Psychology	Chapter 12	
Week 10: Friday 10/26	Social Influence and Social Ills	Lab 9		
Week 11: Monday 10/29	Classic & Contemporary perspectives on Personality	Chapter 13 Personality	Chapter 13	
Week 11: Wednesday 10/31	Personalities	Discussion		
Week 11: Friday 11/2	Personality Tests	Lab 10		

Week 12: Monday 11/5	Psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia	Chapter 14 Psychological Disorders	Chapter 14	
Week 12: Wednesday 11/7	Etiology & Prognosis of certain disorders	Video & Discussion Lab 11		
Week 12: Friday 11/9	Psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory	Chapter 15 Therapy Video	Chapter 15	
Week 13: Monday 11/12		Veterans' Day - No Class		
Week 13: Wednesday 11/14	Compare theories	Lab 12		
Week 13: Friday 11/16		Consultation with Instructor regarding the Video Presentation		
Week 14: Monday 11/19		Presenting of Video Presentation in class		
Week 14: Wednesday 11/21		Presenting of Video Presentation in class		Final Research Paper Due
Week 14: Friday 11/23		Thanksgiving Recess - No Class		
Week 15: Monday 11/26		Review for Final Exam		
Week 15: Wednesday 11/28		Review for Final Exam		
Week 15: Friday 11/30		Review for Final Exam		
Final's Week		Final Exam TBA		Final Exam

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