



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 101-02-1

Course Title: General Psychology

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Fall 2019

Course Credits: 3

Class Meeting Days: MWF

Class Meeting Hours: 11:30am-12:20pm

Class Location: Behavioral Science Building, Room 101

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808.739.7495

Office Location: Behavioral Science Building, Room 118

Office Hours: By appointment- please feel free to email me to set up a time to meet

University Course Catalog 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.

Course Overview

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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God

2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Required Learning Materials

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

Course Website:

Canvas PSY101 course site

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

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.

Assessment

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

Assessment	Description	Points	Applicable SLO
Attendance and class participation	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. It is important that you plan ahead, read the assigned readings, and prepare for any in-class assignments/activities. 35 classes @ 2 points each.	70 pts	1-11
Labs	Labs are designed to complement and illustrate significant concepts within the chapters; you will work individually, in dyads or in groups to complete short experiments. There will be 6 Lab projects with deliverables (e.g. experiment reports, short reflections, compiled references, etc.). You will present your findings for each Lab (except for Lab 6) for the class. If you are not present on the day the lab is due, you can only earn half the points. Each Lab deliverable will be worth 10 points.	60 pts	1, 2, 3, 4, 7, 10, 11
Midterm 1	The midterm is cumulative, week 1 to week 5	50 pts	1, 2, 3, 4, 9
Midterm 2	The midterm is cumulative, week 6 to week 10	50 pts	1, 2, 3, 4, 5, 9
Final Exam	The final is cumulative, week 1 to week 15	100 pts	1-11
Final research paper & Video presentation	For this research paper, in groups of 3, 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 5 journal articles relevant to the focus of your paper. This paper should be somewhere between 7+ typed pages, double-spaced, with 12-point font and 1-inch margins (APA format). Your presentation will be a video to be played for the class on Week 16. The video will be a summary of your paper constructed for a target audience and should be between 3 and 5 minutes. You will be graded on 1) accuracy of information, and 2) creativity. Possible programs to use may be Microsoft Powerpoint, Prezi, Screencast-O-Matic, StopMotion, PowToon, VideoScribe. Grading rubric and more instructions will be provided on Canvas.	100 pts 70 pts	2, 3, 6, 8

Grading		Grading Scale	
Attendance & Participation	70	A = 90-100 %	450-500
Labs	60	B = 80-89 %	400-449
Midterm Exam 2	50	C = 70-79 %	350-399
Midterm Exam 1	50	D = 60-69 %	300-349
Final Exam	100	F = Below 60 %	299↓
Final Research Paper	100	The instructor will determine the final grade for all students based on this Grading Scale.	
Video Presentation	70		
Total Points	500		

Class Policies:

- 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.
- If you are more than 15 minutes late or leave 15 minutes early, you will be marked absent.
- 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 assignment.
- 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 are not automatically issued without prior correspondence and deliberation
- 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.
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
- Papers or submissions that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Citations and References

Any assignments that includes cited research should include a 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	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

- 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/>

University Policies

Title IX Compliance

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 808 735-4845.

Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards.

Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

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.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.

2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
4. Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made 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. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

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 (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 without officially withdrawing may receive a failing grade.

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

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.

Schedule

Date	Topic	Class Activity	Readings Due:	Assignments Due:
Week 1: Monday, 8/26/19	Review Course Syllabus	Welcome Introductions		
Week 1: Wednesday, 8/28/19	Psychology, scientific attitude critical thinking, research methods, evolution, & nature vs nurture	Introduction to Psychology Chapter 1: Thinking Critically With Psychological Science	Ch. 1	
Week 1: Friday, 8/30/19	Fall Spiritual Convocation-No class			
Week 2: Monday, 9/2/19	LABOR DAY			
Week 2:	Neural & Hormonal Systems, Tools of	Chapter 2: The Biology of Behavior	Ch. 2	

Wednesday, 9/4/19	Discovery, The Cerebral Cortex			
Week 2: Friday, 9/6/19	Acting & Resting Potential in Neurons			
Week 3: Monday, 9/9/19	Critical Thinking, Skepticism, Objectivity & Curiosity	Lab 1: Constructing an experiment		Lab 1 Present and Submit Report
Week 3: Wednesday, 9/11/19	Consciousness, Sleep & Dreams	Ch. 3: Consciousness and the Two-Track Mind	Ch. 3	
Week 3: Friday, 9/13/19	Drugs & Consciousness			
Week 4: Monday, 9/16/19	Sensation & Perceptions, Vision & Nonvisual senses	Ch. 6: Sensation & Perception	Ch. 6	
Week 4: Wednesday, 9/18/19	Non-perceiving sensations (The Supernatural)	Lab 2: The Senses		
Week 4: Friday, 9/20/19	Classical Conditioning, Operant Conditioning, Biology, Cognition & Learning	Ch. 7: Learning	Ch. 7	Lab 2 Present and Submit Report
Week 5: Monday, 9/23/19	Violence & Aggressive behavior			
Week 5: Wednesday, 9/25/19	MIDTERM 1			
Week 5: Friday, 9/27/19		Review Exam		
Week 6: Monday, 9/30/19	Studying & Encoding Memories, Storing & Retrieving Memories, Forgetting, memory Construction & Improving Memory	Ch. 8: Memory	Ch. 8 Guest Speaker	
Week 6: Wednesday, 10/2/19	Memory Exercises & Experiments	Lab 3: Sleep, Attention, & Memory		
Week 6: Friday, 10/4/19	Influences on Intelligence	Ch. 9: Thinking, Language, & Intelligence Class activity: Debate intelligence	Ch. 9 Guest Speaker	Lab 3 Present and Submit Report
Week 7: Monday, 10/7/19	Prenatal Development	Ch. 4: Developing Through the Life Span	Ch. 4	
Week 7:	Infancy, & Childhood			

Wednesday, 10/9/19				
Week 7: Friday, 10/11/19	Adolescence & Adulthood	Debate: What determines life trajectories		
Week 8: Monday, 10/14/19	DISCOVERERS' DAY HOLIDAY			
Week 8: Wednesday, 10/16/19	Sex, gender, testosterone, puberty, gender roles, gender identity, transgender	Ch. 5: Gender and Sexuality	Ch. 5	
Week 8: Friday, 10/18/19	Sexual response cycle, & sexual orientation	Sexual assertiveness and Sexual safety		
Week 9: Monday, 10/21/19	Motivational concepts, Hunger, Theories & Physiology of Emotion	Ch.10: Motivation & Emotion	Ch. 10	
Week 9: Wednesday, 10/23/19	Gender and Emotionality	Lab 4: Gender differences		
Week 9: Friday, 10/25/19	Stress & Illness, Health & Happiness	Ch. 11: Stress, Health & Human Flourishing	Ch. 11	
Week 10: Monday, 10/27/19	Finish up Positive Psychology			Lab 4 Present and Submit Report
Week 10: Wednesday, 10/29/19	MIDTERM 2			
Week 10: Friday, 11/1/19	Review Exam			
Week 11: Monday, 11/4/19	Social Thinking & Influence, Antisocial Relations, Prosocial Relations	Ch. 12: Social Psychology	Ch.12	
Week 11: Wednesday, 11/6/19	Social Influence and Social Ills	Plan for Lab 5		
Week 11: Friday, 11/8/19	Lab 5: Social Experiment	Lab 5: Social Media study		
Week 12: Monday, 11/11/19	VETERAN'S DAY HOLIDAY			
Week 12: Wednesday, 11/13/19	Classic & Contemporary perspective on Personality	Ch. 13: Personality	Ch. 13	Lab 5 Present and Submit Report

Week 12: Friday, 11/15/19	The Big 5 and a Biological perspective	Class Activity: Biological bases of Personality		
Week 13: Monday, 11/18/19	Psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory	Ch. 15: Therapy	Ch. 15	
Week 13: Wednesday, 11/20/19	Compare Personality theories	Lab 6: Construct your own Personality Quiz		
Week 13: Friday, 11/22/19	NO CLASS - Lab 6			
Week 14: Monday, 11/25/19	Prepare for Group Presentations	Sign-up for Group Presentations		Lab 6 Submit Report
Week 14: Wednesday, 11/27/19	Psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia	Ch. 14: Psychological Disorders	Ch. 14	FINAL RESEARCH PAPER DUE
Week 14: Friday, 11/29/19	THANKSGIVING RECESS			
Week 15: Monday, 12/2/19	Personality Disorders			Group Presentations in class
Week 15: Wednesday, 12/4/19	Personality Disorders			Group Presentations in class
Week 15: Friday, 12/6/19	Review Chapters 1-15		Ch. 1-15	
Week 16	<p style="text-align: center;">FINAL EXAM Wednesday, 12/11, 11am-1pm</p>			

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