

CHAMINADE UNIVERSITY  
**PSY454 - Extreme Psychology**

Spring Term Online

February 1 – May 6, 2021

**Instructor:** Dale R. Fryxell, Ph.D.  
**Office:** 110 Brogan Hall  
**Office Hours:** Thursdays 12 – 1:00, and by appointment  
**Telephone:** (o) 739-4678  
**Email:** [dfryxell@chaminade.edu](mailto:dfryxell@chaminade.edu)

**Text** - There isn't a textbook for this class, just assigned readings which will be posted in Canvas.

**Catalog Course Description.** This course will provide an overview of some of the extreme aspects of psychology. Students will explore some of the exciting and interesting extremes of psychology including thrill seekers, high endurance athletes, warriors, mixed martial arts, isolation, cults, and genius.

**Program Linking Statement** This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology.

### **Student Learning Outcomes**

Upon completion of this course, students will demonstrate an understanding of:

1. research on some of the extreme aspects of psychology.
2. the researchers who have contributed to the study of extreme aspects psychology.
3. the major principles and concepts from the study of psychology that apply to extreme human behavior.
4. the scientific method and how it is used to examine ideas and information from some of the extreme aspects of psychology.
5. the role of culture and environment as it relates to extreme aspects of psychology.
6. ethical issues and considerations related to extreme aspects of psychology.

### **Course Requirements**

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

|  |   |                   |
|--|---|-------------------|
| 1. Activities (12 @ 20 points each)        | = | 240 points        |
| 2. Final Reflection Paper (1 @ 100)        | = | 60 points         |
| 3. <u>Discussions (5 @ 20 points each)</u> | = | <u>100 points</u> |

Total Points = 400 points

1. **Activities**(12 @ 20 points each = 240 points)

Fifteen class activities will be assigned during the semester. Each of the activities will be worth a maximum of 20 points. The activities for each week are due on Sunday night of the week that they are assigned. No late activities will be accepted.

2. **Final Reflection Paper** (1 @ 60 = 60)

At the end of the term, students will write a three page paper discussing what they have learned from this class. Additionally, students should discuss what information they feel that can be applied to their own life and their general understanding of people.

3. **Discussions** (5 @ 20 points) Five class discussion question will be posted (see dates in the calendar at the end of the syllabus). Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses/> (Links to an external site.) (Links to an external site.).

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates.

Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.

- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

## Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

|              |   |      |   |
|--------------|---|------|---|
| 90%          | - | 100% | A |
| 80%          | - | 89%  | B |
| 70%          | - | 79%  | C |
| 60%          | - | 69%  | D |
| 59% or below |   |      | F |

## 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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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

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.

### **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students \(Links to an external site.\)](#)
- [Live chat with Canvas Support for students \(Links to an external site.\)](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started \(Links to an external site.\)](#)
- [Online tutorials \(Links to an external site.\)](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/> ([Links to an external site.](#))) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the

criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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 unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops

attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf> (Links to an external site.)

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online

quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **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.

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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> (Links to an external site.)

| <u>Week</u> | <u>Topics</u> |
|-------------|---------------|
|-------------|---------------|

| <u>Reading/Assignments</u> |  |
|----------------------------|--|
|----------------------------|--|

Note: If you click on the "Assignments" tab on the left side of this page, you will see each of the weekly activities. These activities generally include links to resources and information as well as the activity that you should submit for the week. The activities for each week are due on Sunday night of the week that they are assigned. No late activities will be accepted.

Week 1: February 1 - Course Introduction

Week 2: February 8 - The Psychology of Extreme Athletes (Thrill Seeking)

Participate in Discussion 1

Week 3: February 15 - The Psychology of Extreme High Endurance Athletes

Week 4: February 22 - The Psychology of Extreme Fighters (i.e., boxers, martial arts, and MMA fighters)

Week 5: March 1 - The Psychology of Extreme Sports Fans

Participate in Discussion 2

Week 6: March 8 - The Psychology of Extreme Combat

Week 7: March 15 - The Psychology of Extreme Genocide, Massacres and Mass Violence

Week 8: March 22 - The Psychology of Extreme Torture

Participate in Discussion 3



Week 9: March 29 - The Psychology of Extreme Isolation/ Sensory deprivation

Week 10: April 5 - The Psychology of Extreme Cults and Brain Washing

Week 11: April 12 - The Psychology of Extreme Environments and Disasters

Participate in Discussion 4

Week 12: April 19 - The Psychology of Extreme Fear and Terror

Week 13: April 26 - The Psychology of Extreme Anger and Aggression

Participate in Discussion 5

Week 14: May 3 - Final Paper due May 3rd