

Chaminade University  
PSY101 General Psychology  
Fall 2022  
August 22 – December 7, 2022  
(Chuuk)

Instructor

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Biography: Dr. Fryxell is currently the Dean of Education and Behavioral Sciences and a Professor of Psychology. He is a community psychologist with research interests in the areas of anger/aggression/violence; developmental disabilities; drug and alcohol prevention; and childhood behavioral difficulties.

Textbook

Ciccarelli, S. & White, J. N. (2012) Psychology: An Exploration (2<sup>nd</sup> Ed.) Pearson Publishing. ISBN 0205985432

Course Description

This course introduces human behavior. It includes the study of the theories and concepts of psychology including the scope of psychology, biological foundations and the brain, sensation, perception, motivation, personality, learning and memory, emotion,

states of consciousness, personality theories, cognition, life-span development, and applied psychology.

### **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.

### **Psychology Program Learning Outcomes (PLO)**

1. **Students will identify key concepts, principles, and overarching themes in psychology.**
2. **Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.**
3. **Students will exhibit effective writing and oral communication skills within the context of the field of psychology.**
4. **Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.**

### **General Education Learning Outcomes (GLO)**

1. Critical Thinking
  - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
  - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

### **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 (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the

description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

### Course Outcomes

#### 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.

### 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.

### 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

### 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

Hepner, 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.)

### **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 Kōkua 'Ike: Center for Student Learning 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).

### **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 2018-2019 Academic Catalog (p. 57-58). 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 2018-2019 Undergraduate Academic Catalog (p. 42):

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://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.)

### **Graded Assessments**

1. Activities (14 @ 25 points = 350 points) - Each of the activities will be posted in Canvas on Monday of the week that it is assigned. For each activity, read the instructions and then complete the activity. The activities are due by Sunday at midnight of the week that they are assigned.
2. Chapter Exams (13 @ 10 points = 130 points) - There is an exam for each chapter in Canvas. After reading the chapters, and the chapter Powerpoints, take the chapter exams.
3. Final Integrative Paper (1 @ 100 points) = 100 points - At the end of the term, you should write a 3-page paper discussing what you feel are the most important things you



have learned during the semester. In your paper you should describe why you feel that the points that you identified are important to you.

TOTAL POSSIBLE POINTS = 580 points

### Grades

Grades will be assigned according to the quality of the work produced using a straight percentage format.

90% - 100% (450 – 500 pts) = A

80% - 89% (400 – 449 pts) = B

70% - 79% (350 – 399 pts) = C

60% - 69% (300 -349 pts) = D

below 59% (below 299 pts) = F

### 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.

### Weekly Assignments

Each week, you should complete the work that is outlined below. For most weeks, you will be reading an assigned chapter. After reading the chapter, review the chapter Powerpoint that is posted in Canvas – this will help you prepare you for the chapter

exam. Next, complete the activity for the week (you should submit it by Sunday night of the week it is assigned). Finally, take the chapter exam.

| <u>Week</u>      | <u>Chapter</u>  |
|------------------|---|
|                  | <u>Assignments</u>  |
| #1: August 22    | Course Introduction      Complete Activity #1   |
| #2: August 29    | Read Chapter 1: The Science of Psychology<br>Complete Activity #2<br><br>Take the Chapter 1 Quiz  |
| #3: September 5  | Read Chapter 2: The Biological Perspective<br>Complete Activity #3<br><br>Take the Chapter 2 Quiz |
| #4: September 12 | Read Chapter 3: Sensation and Perception<br>Complete Activity #4<br><br>Take the Chapter 3 Quiz   |
| #5: September 19 | Read Chapter 4: Learning<br>Complete Activity #5<br><br>Take the Chapter 4 Quiz                   |
| #6: September 26 | Read Chapter 5: Memory<br>Complete Activity #6  |

Take the Chapter 5 Quiz

#7: October 3

Read Chapter 6: Consciousness and Cognition  
Complete Activity #7

Take the Chapter 6 Quiz

#8: October 10

Read Chapter 7: Development Across the Life Span  
Complete Activity #8

Take the Chapter 7 Quiz

#9: October 17

Read Chapter 8: Motivation and Emotion  
Complete Activity #9

Take the Chapter 8 Quiz

#10: October 24

Read Chapter 9: Stress and Health  
Complete Activity #10

Take the Chapter 9 Quiz

#11: October 31

Read Chapter 10: Social Psychology  
Complete Activity #11

Take the Chapter 10 Quiz

#12: November 7

Read Chapter 11: Theories of Personality and Intelligence  
Complete Activity #12

Take the Chapter 11 Quiz

#13: November 14

Read Chapter 12: Psychological Disorders  
Complete Activity #13

Take the Chapter 12 Quiz

#14: November 21

Read Chapter 13: Psychological Therapies  
Complete Activity #14

Take the Chapter 13 Quiz

#15: November 28

Review and Integration  
Work on Final Integrative Paper

#16: December 5

Complete and Submit Final Integrative Paper by Dec. 7