

CHAMINADE UNIVERSITY OF HONOLULU

PSY 490 Senior Seminar in Psychology

Spring 2023 – (AY SP22)

Class Time: TTH 10:00 – 11:20 am

Location: Eiben Hall 201

Email: diwamoto@chaminade.edu

Office Telephone: 808-739-4604

Office: BS 111A

Office Hours: MWF 12:30 pm – 1:30 pm and by appointment

Recommended Text

Access to the *Publication Manual of the American Psychological Association*, 7th edition.

Other readings as assigned

Catalog Course Description

This is a capstone course that collaboratively explores the relationship between the core and elective Psychology courses for students majoring in Psychology. This course will guide the student toward developing an understanding of the relationship and application of the course work they have taken in the field of Psychology. Students will write a research paper that integrates the core and elective courses relative to psychological research. Students will also write a paper that examines the relationship between the field of Psychology and the five Marianist educational values. At the end of the course students will sit for a Psychology program Comprehensive Exam. Students will also participate in an Exit Evaluation of the Psychology program. *Prerequisites: PSY 101, 316, and senior standing.*

Program Linking Statement

This course develops and assesses the skills and competencies for the four program learning outcomes.

Course Description

The scope of this course is an examination and understanding of the interrelationship of the sub-disciplines of psychology studied in the psychology program at Chaminade University.

The format of the course will be interaction between the student and the instructor. As this is a senior seminar, the goal is to develop a collaborative approach to exploring and learning. The instructor will facilitate and guide the student in developing and completing the assignments for this course. This is not a lecture course.

- 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.**

These four objectives make up the **Program Learning Outcomes**.

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 Integral, Quality 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, Peace and the Integrity of Creation

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

Course Learning Outcomes (CLO):

Upon completion of this course, students will be able to:

1. Identify key concepts, principles, and overarching themes in the field of psychology. This will be assessed by a multiple-choice exam. (PLO1).
2. Demonstrate the critical thinking process of interpretation, design, and evaluation of psychological research. This will be assessed by a research paper and oral presentation. (PLO2, PLO3).
3. Describe and explain the dynamic nature between one's mind, body, and social influences. This will be assessed by an essay. (PLO4).
4. Explain how psychology can be related to the five Marianist values of education. This will be assessed by an essay. (PLO4).

Requirements

Attendance (60 pts total – 10 pts for each required day)

Noted in the Course Schedule in this syllabus are Mandatory Attendance dates. Attendance for these classes are worth 10 points. Attendance is required and you must be present to receive the points. No exceptions will be made unless you are required to attend an event sanctioned by Chaminade University of Honolulu. Enough time has been provided so no other reason will be accepted.

Study Guides (35 pts total) (CLO 1)

You are tasked with creating seven (7) study guides on the following topics of your psychology curriculum.

- Marianist Values **5 points**
 - Five Marianist Educational Values
- Evolutionary Psychology **5 points**
 - Evolutionary theory
 - Charles Darwin
 - Survival of the fittest
 - Adaptation
 - Mutation
 - Reproductive success
 - Natural selection
 - Strategic interference theory
 - Inclusive fitness theory
 - Purpose of behaviors
- Statistics and Research **5 points**
 - Importance of empirical research
 - Skepticism and critical thinking-purpose in research
 - Definition of theory, hypothesis, schema, replication, sample, and population
 - Positive and negative correlation - interpretation
 - Correlation (does not prove causation) vs experimental method
 - Independent vs dependent variable in an experiment
 - Why do we use Random Sampling?
 - What are the Measures of Central Tendency?
 - What does Statistical Significance mean? (in relationship to probability and chance)
 - Ethics in research - informed consent

- Life Span Development, Personality, and Abnormal Psychology **5 points**
 - Freud - ID, EGO, Superego, Pleasure Principle, and Reality Principle
 - Egocentrism and stranger anxiety
 - Cognitive dissonance
 - DSM-V definition of mental disorder - observed signs and symptoms
 - Big 5 Personality traits
 - Introversion and extraversion
 - Adult aging - effects upon positive and negative mood
 - Anxiety Disorder - PTSD, Generalized Anxiety, Phobia, etc...
 - Depression Disorders - role of neurotransmitters
 - Criticism of Developmental Stage Theories
- Organizational Psychology and Health Psychology **5 points**
 - Principles of Sun Tzu - preparedness and adaptiveness
 - Allostatic load
 - Classical conditioning of immune system by Adler & Cohen
 - Theory X management
 - Stress/self management vs coping
 - Daoist approach to stress management
 - "Shared Meaning" in organizational culture
 - "SWOT" analysis
 - McClelland's Theory of Needs
 - Mechanistic model
 - Benson's relaxation response
- Counseling Theory **5 points**
 - Importance of ethics in the counseling field
 - Psychoanalytic - free association and the medical model
 - Client-Centered techniques - reflection, clarification, etc...
 - Humanistic concepts of self-actualization and growth to potential
 - Behavior therapy - consequences of behavior - operant conditioning
 - Cognitive therapy - irrational beliefs and affirmations
 - Benefits of counseling (in general)
- Social Psychology and Cross-Cultural Psychology **5 points**
 - Social effects upon personality by Horney and Adler
 - "Social Loafing"
 - "Fundamental Attribution Error"
 - Gender differences in birth rates and life expectancy
 - "Groupthink"
 - Three components of prejudice

There is no minimum or maximum length for each study guide. These will be important as you prepare for your two papers and comprehensive examination. Study guides should be posted as a discussion item so others can view and comment on each other's guides by the stated due dates in the syllabus. **35 points (each study guide is worth 5 points)**

Biopsychosocial Paper (130 pts) (CLO 4)

For this paper, you are going to focus on the promotion of a quality education of the whole person.

Human beings are the result of a long evolutionary development with interaction between our biology and the social and cultural conditions under which this evolution has taken place. We develop our uniqueness through the dynamic interaction of our mind, body, and social influences. Using evolutionary psychology and life span development as the basis of this phenomenological biopsychosocial paper, how have you reached this point in your life (moments away from graduating with your bachelor's degree)?

You will utilize the knowledge you gained in your psychology classes to explain how you've developed cognitively, biologically, and socially through the years and how those three developments influenced one another into creating the person you are today.

In writing this phenomenological biopsychosocial paper, you will reference knowledge gained in, but not limited to, General Psychology, Life Span Development, Behavioral Sciences Statistics, Research Methods, Career Development, Psychology of Personality, Social Psychology, Abnormal Psychology, Counseling Psychology, Cross-Cultural Psychology, Counseling Psychology, Organizational Psychology, Health & Stress Psychology, Evolutionary Psychology, and your own life experiences to clearly articulate with breadth and depth, the complex and dynamic interaction between your cognitive, biological, and social developments.

This paper will consist of two parts. The first part consists of a 3-week activity, which you will use to inform your paper. The second part is your paper, which is where you will document your analysis and reflection.

Part 1 – Personal Stress Management Program Activity

For this activity you will repeat the Personal Stress Management Program (PSMP) assignment that was introduced to you in PSY 451 Health & Stress Psychology.

PSMP Weekly Logs (the log form can be found in Canvas)

1. For 3 weeks you will keep a daily log
2. 1-10 rating scale: 1 = poor, 5 = average, 10 = excellent
3. Refer to the course schedule in this syllabus for the due dates of each weekly log

PSMP Weekly Reflections

1. For 3 weeks you reflect on your experiences resulting from your daily log
2. For the reflection, please answer the following prompts:
 1. Summarize your overall experience during this past week.
 2. What changes in your daily routine did you make for this PSMP exercise?
 3. How did those changes influence your ability to perform at school, work, and socially with your family and friends?
3. Refer to the course schedule in this syllabus for the due dates of each weekly reflection.

Part 2 – Biopsychosocial Paper

- 1) Introduction
 - a) Introduce yourself
- 2) Biopsychosocial Model

- a) Explain what the biopsychosocial model is and how it relates to the field of Psychology.
 - b) Biology
 1. When you learn, what happens neurologically in your brain?
 2. Based on the results of the PSMP, what activities did you find most effective in increasing your ability to perform academically?
 3. As you reflect on the various psychology courses you have taken during your undergraduate program, describe no less than 3 academic “light-bulb” moments or “big takeaways” that will stay with you post-graduation? Why do these learning moments stand out for you?
 - c) Psychology
 1. How does perception influence your ability to learn?
 2. Based on the results of the PSMP, what activities did you find most effective in influencing your mood and perceptions so that you could academically perform better?
 3. As you reflect on your time here at Chaminade University, what are no less than 3 lessons that you have learned that has helped you psychologically cope with your professional and/or academic challenges? Why is that so?
 - d) Social
 1. Why is social connectedness important for physical and psychological well-being?
 2. Based on the results of the PSMP, how did your level of “social” influence your mood so that you could academically perform better?
 3. As you reflect on your time here at Chaminade University, how has your social connections with your peers, Chaminade faculty & staff, and with Chaminade as a learning institution, influenced your ability to perform academically? Why is that so?
- 3) Conclusion
1. Reflect to when you first started your undergraduate journey, how has your biological, psychological, and social development influenced your professional, academic, and social growth now that you are a few weeks away from graduation. Explain how the dynamic nature of those three developments made you into the person you are today (how have you grown?).
 2. Based on your experience at Chaminade University, how well do you believe Chaminade University educates the whole person?
 3. Final thoughts on your experience as a Chaminade University student.

This paper should have a minimum of 4 credible-sources and be no less than 6 full pages in length (APA format, double-spaced, Times New Roman 12 pt font, and 1” margins). Your paper will include, but not count towards your page count, a title page and reference page. Your paper must also include the headers (Introduction, Biopsychosocial Model, Biology, Psychology, Social, and Conclusion).

Characteristics of a Marianist Education Core Values Integrative Paper (100 points) (CLO 4)

The Characteristics of a Marianist Education and its 5 core values have been the thread that has been woven into each class that you have taken here at Chaminade University. You will write a minimum 8 page paper that examines the relationship between Chaminade University's Psychology program and the five Marianist Educational Values.

- Introduction
 - What are the five (5) core values of the Characteristics of a Marianist Education?
- Characteristics of a Marianist Education Core Value 1: Educate for Formation in Faith
 - Describe beyond what is shown in the syllabus
 - Identify a minimum of 3 instances in your Psychology courses where you have experienced this Marianist Educational Value actualized. Describe your experience through reflective depth.
- Characteristics of a Marianist Education Core Value 2: Provide an Integral, Quality Education
 - Describe beyond what is shown in the syllabus
 - Identify a minimum of 3 instances in your Psychology courses where you have experienced this Marianist Educational Value actualized. Describe your experience through reflective depth.
- Characteristics of a Marianist Education Core Value 3: Educate in the Family Spirit
 - Describe beyond what is shown in the syllabus
 - Identify a minimum of 3 instances in your Psychology courses where you have experienced this Marianist Educational Value actualized. Describe your experience through reflective depth.
- Characteristics of a Marianist Education Core Value 4: Educate for Service, Justice, Peace and the Integrity of Creation
 - Describe beyond what is shown in the syllabus
 - Identify a minimum of 3 instances in your Psychology courses where you have experienced this Marianist Educational Value actualized. Describe your experience through reflective depth.
- Characteristics of a Marianist Education Core Value 5: Educate for Adaptation and Change
 - Describe beyond what is shown in the syllabus
 - Identify a minimum of 3 instances in your Psychology courses where you have experienced this Marianist Educational Value actualized. Describe your experience through reflective depth.
- Conclusion
 - Describe your overall experience at Chaminade University and how the Characteristics of a Marianist Education influenced and impacted you during your time here as a student.

This paper should be no less than 8 pages in length (APA format, double-spaced, Times New Roman 12 pt font, and 1" margins). Your paper will include, but not count towards your page count, a title page and reference page. Your paper must also include the headers (Introduction, Educate for Formation in Faith, Provide an Integral, Quality Education, Educate in the Family Spirit, Educate for Service, Justice, Peace and the Integrity of Creation, Educate for Adaptation and Change, and Conclusion).

Senior Seminar Capstone Project (CLO2)

Capstone Project Proposal (10 pts) (CLO 2)

The capstone project will consist of two parts. The first is your **capstone project proposal**. For the proposal you will provide a brief description (less than 200 words) of the intended topic you are going to focus on. You will also clearly define your research question or hypothesis. You will receive the points for this assignment only after your research question or hypothesis is accepted by the course instructor.

The second part will be your capstone paper.

Capstone Paper (75 pts) (CLO 2)

The purpose of the capstone paper is to provide a forum in which you can demonstrate mastery of advanced knowledge and skills developed from the capstone experience.

Your capstone paper will be a theoretical research analysis paper with the focus being your choice. I highly recommend you pick a topic that you are genuinely interested in. Your paper will consist of the following sections:

1. **Introduction** - What is your topic and why did you choose this topic? Clearly define your research question or hypothesis. (The difference between research questions & hypothesis <https://sciencing.com/the-difference-between-research-questions-hypothesis-12749682.html>)
2. **Literature Review** – What does the literature have to say about your topic? Provide a thorough discussion of the history and the current understanding of the topic. The literature review must include citations of multiple sources that provide evidence that support or does not support the hypothesis or provide evidence that may start to answer the research question.
3. **Discussion** – You will utilize your critical thinking to clearly and thoroughly discuss the results and implications discovered from the literature review as it relates to your hypothesis or research question. What were the limitations of your findings? This is where you will answer your research question or if your hypothesis was null or confirmed.
4. **Reflection** – You will reflect on your findings and your decision-making process that will also include your thoughts on the implications and/or consequences of your finding (why would other people care about what you learned?). What did you learn about your topic and about yourself? What future action should occur (e.g. future studies and/or what types of prevention/intervention programs should be developed)?

Your paper will consist of a title page, abstract, a minimum of 8 pages double-spaced Times Roman 12 pt font, a minimum of 15 credible sources (e.g., peer-reviewed journal articles), in-text citations, the use of headings (Introduction, Literature Review, Discussion, Reflection), a reference page, and all in APA format.

Assignment Characteristics for Senior Seminar Capstone Project Paper and Presentation:

Pedagogical Method - Experiential learning: Students will identify an area of interest and/or need, develop a research question or hypothesis to gain a deeper understanding of their topic, and an action plan on appropriate next steps to address their inquiry-based project.

X Factor Element – Finding Happiness: Students will develop a deeper understanding on a psychological issue that they are interested in. They will discover the feeling of empowerment as they develop their skills of inquiry and how increasing knowledge expands their perspective of the world around them. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to more career pathways).

Student Ideas – Long-Term Project: This capstone project is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this capstone paper and presentation.

APA formatting tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

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
Lynette Teruya, Librarian Lynette.teruya@chaminade.edu 808-739-4680	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:

- 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” (Iwamoto, 2020, 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/>

Senior Seminar Capstone Presentation (25 pts) (CLO 3)

You will present your findings to the class on the date specified in your course syllabus. Your presentation should be approximately 5-10 minutes in length. For this presentation, you will present live (no videos will be accepted).

Comprehensive Exam (284 pts) (CLO 1)

PLO1 Students will identify key concepts, principles, and overarching themes in psychology.

Completion of the Psychology Department Comprehensive exam. This is a 71-question, multiple-choice examination. You will have **120 minutes** to complete this examination. Please ensure that you have a dedicated and undisturbed 120 minutes to take this examination. (Each question is worth four points)

Psychology Program Assessment Survey (10 pts)

Grading

Attendance	60 points total
Study Guides (CLO 1)	35 points total
Biopsychosocial Paper (CLO 4)	130 points
Characteristics of a Marianist Education Core Values Integrative Paper (CLO 4)	100 points
Capstone Project Proposal (CLO 2)	10 points
Capstone Paper (CLO 2)	75 points
Senior Seminar Capstone Presentation (CLO 3)	25 points
Comprehensive Exam (CLO 1)	284 points
Psychology Program Assessment Survey	10 points
Total	729 points

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

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.

Study Guides will be allowed to be submitted late with a 50% point deduction regardless of reason and how late it was submitted.

PSMP assignments will be accepted late up until the due date of the biopsychosocial paper. The three papers will be accepted late but if submitted late, regardless of reason and/or how late it is submitted, will be given a 50% point deduction.

No extensions past 11:59 pm on the respective due date specified in Canvas, regardless of reason, will be given for the Comprehensive Exam.

The comprehensive examination will close at 11:59 pm on the Friday May 6th; no exceptions for an extension will be made under any circumstances.

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 University by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or University official. Academic dishonesty may include theft of records or examinations, alteration of grades and plagiarism.

Questions of academic honesty 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 and may range from an “F” grade for the work in question to an “F” in the course to suspension or dismissal from the University.

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.

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.

Tentative Course Schedule

Date	Class Activity	Assignments Due:
Week 1: (1/9 – 1/15)	Welcome Review Course Syllabus 1/10 Eiben Hall 201	Mandatory Attendance
Week 2: (1/16 – 1/22)	Discuss Capstone Project & expectations for the Study Guide assignments Review Biopsychosocial Paper Requirements 1/17 Eiben Hall 201	Capstone Project Proposal Due Mandatory Attendance
Week 3: (1/23 – 1/29)	Review Marianist Educational Values	Marianist Educational Values Study Guide Due PSMP Week 1 Log PSMP Week 1 Reflection
Week 4: (1/30 – 2/5)	Review Evolutionary Psychology	Evolutionary Psychology Study Guide Due PSMP Week 2 Log PSMP Week 2 Reflection
Week 5: (2/6 – 2/12)	Review Statistics & Research	Statistics & Research Study Guide Due PSMP Week 3 Log PSMP Week 3 Reflection
Week 6: (2/13 – 2/19)	Work on Biopsychosocial Paper	
Week 7: (2/20 – 2/26)	Work on Biopsychosocial Paper	Biopsychosocial Paper Due
Week 8: (2/27 – 3/5)	Review Life Span Development, Personality, & Abnormal Psychology Review Characteristics of a Marianist Education Core Values Integrative Paper Requirements 2/28 Eiben Hall 201	Life Span Development, Personality, & Abnormal Psychology Study Guide Due Mandatory Attendance
Week 9: (3/6 – 3/12)	Review Organizational Psychology & Health Psychology	Organizational Psychology & Health Psychology Study Guide Due
Week 10: (3/13 – 3/19)	Review Counseling Theory	Counseling Theory Study Guide Due
Week 11:	Spring Break	

(3/20 – 3/26)		
Week 12: (3/27 – 4/2)	Review Social Psychology & Cross-Cultural Psychology Study Guide	Social Psychology & Cross-Cultural Psychology Study Guide Due Characteristics of a Marianist Education Core Values Integrative Paper
Week 13: (4/3 – 4/9)	Work on Capstone Project Review Capstone Project Requirements 4/4 Eiben Hall 201	Mandatory Attendance
Week 14: (4/10 – 4/16)	Work on Capstone Paper Review for the Comprehensive Exam	
Week 15: (4/17 – 4/23)	Work on Capstone Paper Review for the Comprehensive Exam	Capstone Paper Due
Week 16: (4/24 – 4/30)	Complete Program Assessment Survey Review for the Comprehensive Exam 4/25 & 4/27 Eiben Hall 201	Complete the Psychology Program Assessment Survey through the Google Form link in Canvas Capstone Presentation Due Mandatory Attendance
Final's Week (5/1 – 5/5)	Comprehensive Examination	Comprehensive Examination <u>(No assignments and exams will be accepted after 11:59 pm on Friday, May 5, 2023 regardless of reason)</u>

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>