


# General Psychology 101

	<b>General Psychology 101-01-1 Spring 2023</b> <b>Dates: January 10 to May 5, 2023</b> <b>When: Tuesdays and Thursdays 10:00-11:20am</b> <b>Location: Henry Hall #202</b>
	<b>Instructor: Abby Halston, Ed.D, NCC, LMFT</b> <b>Email: abby.halston@chaminade.edu</b> <b>Contact Number: (808) 739-4641 Office Hours: By Appointment</b>

## Required Text

The Science of Psychology: An Appreciative View 5th Edition by Laura King  
ISBN-13: 978-1260500523. ISBN-10: 1260500527

## 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.

## Course Description

This course covers a wide range of theories, research and perspectives of the multifaceted science of psychology. The course will provide a historical perspective and foundation for viewing and studying the various fields of psychology.

## Articulation of Characteristics and Values

PSY 101 General Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, "new times call for new methods." This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in our capstone project.

## Course Learning Outcomes (CLO)

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

1. Explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human cognition and behavior (PLO 1).

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2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2)

3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of a Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO 2).

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

## COURSE REQUIREMENTS:

### Assignments

Assignments	Points	CLOs
Who I'm I Discussion	5	3
Critical Thinking Exercises	55	1, 2,
Chapter Quizzes	120	1, 2, 3
Group Work	50	1, 2, 3
Diagnosis Paper and Presentation	100	2
Capstone Paper	100	1, 2, 3
Final Exam	50	1, 2, 3

Total: 480

### GRADING SYSTEM:

90-100%= A

80-89%= B

70-79%= C

Late work will be accepted although will receive half credit accepted until 5/5/2023 @11:59pm (except the following assignments: Group work).

### EXPLANATION OF COURSE REQUIREMENTS:

#### Who I'm I?

This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily.

- What is your legal name?
- What name would you like to be addressed with?
- Does your name have a special meaning?
- If you choose to go to a college or university, what is your intended major?
- What kind of career are you interested in?
- Where were you born?
- If grades were not a factor, how would you know that you did well in this class?
- How do you learn best in class (e.g., lecture, reading, hands-on activities, videos, etc...)? Why?
- What is something interesting about you that I haven't asked you about yet?

Your response will be submitted in a Canvas Discussion thread. If you choose to submit a video response instead, you can do so using Canvas's submit a video response feature.

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## Weekly Chapter Quizzes-

Each chapter quiz will review the content from the chapter reading assignment.

## Critical Thinking Exercises-

Engagement of the student to think in an organized and rational manner in order to understand connections between ideas and/or facts presented from our textbook.

## Group Work

Application exercises that further explore psychological concepts of the major theories, concepts, and research findings of psychology.

## Diagnosis Research Paper

For this paper you will select one psychological diagnosis from Chapter 15 and then conduct a research literature review of the psychological diagnosis that includes an overview of the disorder and research to the biological, psychological, and sociocultural factors. You will be required to synthesize 4-5 academic journal articles to be summarized in a 5-6 page paper (excluding cover and reference pages) utilizing APA (American Psychological Association) style. Finally, you will present your paper via a 15-minute PowerPoint presentation to your peers live in class.

## Capstone Project Presentation:

Each student will develop a research question or hypothesis based on a topic that was covered in this PSY 101 General Psychology course (pick a topic that intrigues you and/or one that you've identified as an area of need). After your research question or hypothesis has been approved by the course instructor you will:

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.
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?).

You must have a minimum of **10 credible sources**. Interviews will count towards this requirement. A reference list is required. APA formatting tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

## Final

In-class final exam of key concepts covered during lectures, exercises, group work, and assigned reading.

## Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): 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

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## **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/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. 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 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](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 Tutor 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):

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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>

## **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 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 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,

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scientific inquiry 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 and develop theories, and this helps professional 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 or 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 theory.***

<http://allpsych.com/researchmethods/replication.html>

***AN EDUCATION IN THE MARIANIST TRADITION IS MARKED BY 5 PRINCIPLES:***

## **Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

## **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 re-search 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

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come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

## **Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense of “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.

## **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.

## **Educate for Adaptation and 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 met.

\* The above is from *Characteristics of Marianist Universities: A Resource Paper*, published in 1999 by Chaminade University of Honolulu, St. Mary’s University, and University of Dayton.

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## Tentative Course Schedule

Week	Tuesday	Thursday	Due Canvas Sundays by 11:59pm
1	Jan 10 Introduction to Course	Jan 12 Chapter 1 Lecture	January 15 Who I Am discussion
2	Jan 17 Chapter 2 Lecture	Jan 19 Group work: Chapter 2 *Due 1/19	Jan 22 Chapter 1 & 2 Quizzes Critical Thinking Exercise Chapter 2
3	Jan 24 Chapter 3 Lecture	Jan 26 Group Work: Chapter 3 *Due 1/26	January 29 Chapter 3 Quiz Critical Thinking Exercise Chapter 3
4	Jan 31 Lecture Chapter 4	Feb 2 Group Work Chapter 4 Due 2/2	February 5 Chapter 4 Quiz Critical Thinking Exercise Chapter 4
5	Feb 7 Lecture Chapter 5	Feb 9 Group work: Chapter 5 Due 2/9	February 12 Chapter 5 Quiz Critical Thinking Exercise Chapter 5
6	Feb 14 Lecture Chapter 6	Feb 16 Group work: Chapter 6 Due 2/16	February 19 Chapter 6 Quiz Critical Thinking Exercise Chapter 6
7	Feb 21 Chapter 7 Lecture	Feb 23 Group work: Chapter 7 Due 2/23	February 26 Chapter 7 Quiz Critical Thinking Exercise Chapter 7
8	Feb 28 Chapter 8 Lecture	March 2 Group work: Chapter 8 3/2	March 5 Chapter 8 Quiz Critical Thinking Exercise Chapter 8
9	March 7 Chapter 9 Lecture	March 9 Group work: Chapter 9 Due 3/9	March 12 Chapter 9 Quiz Critical Thinking Exercise Chapter 9
10	March 14 Chapter 12 Lecture	March 16 Individual work: Chapter 12 3/16	March 19 Chapter 12 Quiz Critical Thinking Exercise Chapter 12
11	March 21 Spring Break	March 23 Spring Break	
12	March 28 Chapters 13 Lecture	March 30 Group work: Chapter 13 Due 3/30	April 2 Chapter 13 Quiz Critical Thinking Exercise Chapter 13 <b>Diagnosis Paper and Presentation</b>
13	April 4 Chapters 14 Lecture	April 6 Student Presentations	April 9 Chapter 14 Quiz Critical Thinking Exercise Chapter 14
14	April 11 Student Presentations	April 13 Student Presentations	
15	April 18 Student Presentations	April 20 Student Presentations	
16	April 25 Student Presentations	April 27 Student Presentations	
17	Final Exam May 2		Late day for Late work May 5



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