

Chaminade University
PSY101 General Psychology
Spring 2023
January 9 - May 5, 2023
(Chuuk)

Instructor

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Biography: Dr. Fryxell is 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 (2nd 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.

Course Learning Outcomes

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).
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).

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

[Links to an external site.](#)[Links to an external site.](#)

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 kuu'ono'ono ('Olelo 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 ('Olelo 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 ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Olelo 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.

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.

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 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.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, please refer to the Chaminade Catalogue.

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. 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 under Student Life. For further information, please refer to the Chaminade Catalogue.

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 on the course calendar at the end of this syllabus.**

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. **The chapter exams are due by Sunday at midnight of the week that they are assigned on the course calendar at the end of this syllabus.**

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

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 which is also due on Sunday night of the week that it is assigned below.

<u>Week</u>	<u>Chapter</u>	<u>Assignments</u>
#1: January 9	Course Introduction	Complete Activity #1
#2: January 16	Read Chapter 1: The Science of Psychology	Complete Activity #2 Take the Chapter 1 Quiz
#3: January 23	Read Chapter 2: The Biological Perspective	Complete Activity #3 Take the Chapter 2 Quiz

#4: January 30 Quiz	Read Chapter 3: Sensation and Perception	Complete Activity #4 Take the Chapter 3
#5: February 6 Quiz	Read Chapter 4: Learning	Complete Activity #5 Take the Chapter 4
#6: February 13 Quiz	Read Chapter 5: Memory	Complete Activity #6 Take the Chapter 5
#7: February 20 Quiz	Read Chapter 6: Consciousness and Cognition	Complete Activity #7 Take the Chapter 6
#8: February 27 Quiz	Read Chapter 7: Development Across the Life Span	Complete Activity #8 Take the Chapter 7
#9: March 6 Quiz	Read Chapter 8: Motivation and Emotion	Complete Activity #9 Take the Chapter 8
#10: March 13 Quiz	Read Chapter 9: Stress and Health	Complete Activity #10 Take the Chapter 9
#11: March 20 Quiz	Read Chapter 10: Social Psychology	Complete Activity #11 Take the Chapter 10
#12: March 27 Quiz	Read Chapter 11: Theories of Personality and Intelligence	Complete Activity #12 Take the Chapter 11

Easter Break April 3 - 7

#13: April 10

Read Chapter 12: Psychological Disorders

Complete Activity #13

Quiz

Take the Chapter 12

#14: April 17

Read Chapter 13: Psychological Therapies

Complete Activity #14

Quiz

Take the Chapter 13

#15: April 24
Paper by April 30

Work on Final Integrative Paper

Submit Final Integrative