

## CHAMINADE UNIVERSITY OF HONOLULU

### **PSY 490 Senior Seminar in Psychology**

#### **Spring 2024**

Class Time: TTH 10:00 – 11:20 am

Location: Behavioral Sciences 102

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Office Hours: MW 11:30 am - 12:30 pm and by appointment (Zoom link

<https://chaminade.zoom.us/j/96611840543>) To schedule an appointment, please call (808-739-4604) or email me ([diwamoto@chaminade.edu](mailto:diwamoto@chaminade.edu)) to set up a time when we can meet.

#### **Recommended Text**

Access to the *Publication Manual of the American Psychological Association*, 7<sup>th</sup> 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
  - Introversiion 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 (100 pts) (CLO3)

Objective:

To independently investigate and understand the interplay between mental, physical, and social health, culminating in a comprehensive written report.

Assignment Description:

### 1. Topic Selection and In-Depth Research:

- You will choose a specific topic that exemplifies the connection between mind, body, and social influences (such as the psychological effects of physical exercise, the impact of social isolation on mental health, the impact of social media on mental and physical health, or stress and its social/physical effects).
- You must conduct extensive research on the topic, focusing on scholarly articles, books, documentaries, and credible online resources.

### 2. Research Report:

- You will write a detailed report (2000-2500 words) on your findings.
- The report should include an introduction to the topic, a review of the research, and a conclusion that synthesizes the information and discusses its implications. *The synthesis must include the influence of one's mind, body, and social effects, have on each other.*

### 3. Personal Reflection Section:

- In the final section of the report, you will include a personal reflection (500-700 words).
- You should discuss your own perspectives on the topic, any new insights they gained, and how this knowledge might apply to real-world scenarios.

This paper should have a minimum of 4 credible-sources, written in 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 headings (Introduction, Literature Review, Conclusion, and Reflection).

Criteria	Exemplary	Proficient	Developing	Needs Improvement
<b>Research Depth and Relevance</b>	Research is exceptionally detailed and highly relevant, showing a deep understanding of the topic. At least 4 credible sources are used effectively.	Research is thorough and relevant, with at least 4 credible sources used appropriately.	Research is somewhat limited or only partially relevant, with at least 4 sources but less effective use.	Research is minimal or irrelevant, with fewer than 4 credible sources.
<b>Quality of Report Writing</b>	Report is exceptionally well-written, organized, and comprehensive, with a clear introduction, literature	Report is well-written and organized, with all required sections clearly defined and	Report shows some organization but lacks in clarity or depth in certain sections.	Report is poorly organized, lacks clarity, and is missing one or more required sections.

Criteria	Exemplary	Proficient	Developing	Needs Improvement
	review, conclusion, and reflection.	adequately developed.		
<b>Synthesis and Analysis</b>	Demonstrates an exceptional ability to synthesize research findings, with a deep analysis of the interplay between mind, body, and social health.	Effectively synthesizes research findings, with a good analysis of the biopsychosocial interplay.	Partial synthesis of research with limited analysis of the biopsychosocial interplay.	Little to no synthesis or analysis of the biopsychosocial interplay.
<b>Personal Reflection</b>	Reflection is insightful, deeply personal, and effectively connects with researched information, offering new perspectives or applications.	Reflection is clear and personal, with a good connection to researched information and some new insights.	Reflection is somewhat surface-level, with limited connection to the research or new insights.	Reflection is minimal, lacks depth, and fails to connect meaningfully with the research.
<b>APA Format and Presentation</b>	Flawless APA formatting and presentation, including title page, reference page, headings, and overall paper format.	Good adherence to APA formatting and presentation with minor errors.	Some issues with APA formatting and presentation, affecting the readability or professionalism of the paper.	Numerous errors in APA formatting and presentation, significantly impacting the quality of the paper.

**Total Points:** \_\_ / 100

### **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).

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
<b>Understanding of Marianist Values</b>	Demonstrates an exceptional understanding of the five Marianist values. The descriptions go well beyond syllabus content.	Shows a clear understanding of the five Marianist values with adequate descriptions.	Displays basic understanding with limited descriptions that marginally exceed syllabus content.	Lacks understanding of the values with descriptions not exceeding syllabus content.
<b>Integration of Marianist Values in Psychology Courses</b>	Provides more than 3 detailed, reflective examples per value, showing deep integration of Marianist values in psychology courses.	Provides 3 clear, reflective examples per value, showing good integration of Marianist values in psychology courses.	Provides at least 2 examples per value, with some reflection, showing a basic integration of values.	Provides fewer than 2 examples per value, with minimal or no reflection, showing poor integration.
<b>Depth of Reflection</b>	Reflection is insightful, deeply personal, and	Reflection is clear and personal, showing a	Reflection is present but lacks depth, showing some	Minimal or no reflection, with little to no

Criteria	Exemplary	Proficient	Developing	Needs Improvement
	demonstrates a profound impact of Marianist values on the student's educational experience.	significant impact of Marianist values on the student's education.	impact of Marianist values.	understanding of the impact of Marianist values.
<b>Quality of Writing and APA Format</b>	The paper is exceptionally well-written and organized, strictly adhering to APA format, including all required sections and page length.	The paper is well-written and organized with minor APA format errors. Includes all required sections and meets page length.	Some issues with writing and organization. APA format errors are noticeable. Paper meets minimum page length.	Numerous writing, organization, and APA format errors. Does not meet required page length.

**Total Points: \_\_ / 100**

### **Senior Seminar Capstone Project (Total 110 pts) (CLO 2)**

#### **Capstone Project Proposal (10 pts)**

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.

The second part will be your capstone paper.

#### **Capstone Paper (75 pts)**

Objective:

To enhance your skills in interpreting, designing, and evaluating psychological research through a comprehensive research paper and an accompanying oral presentation.

Assignment Description:

#### **Research Paper:**

- **Introduction:** Introduce your topic and explain why you chose to focus on this topic and its relevance to the general population.
- **Research and Analysis:** Conduct in-depth research on the chosen topic, focusing on existing studies and literature. The paper should critically analyze these studies, examining methodologies, findings, and the overall contribution to the field of psychology.
- **Design Proposal:** As part of the paper, propose a hypothetical study to further explore the topic. This should include a detailed methodology, potential findings (based on the literature), and their implications.
- **Evaluation:** Evaluate the strengths and weaknesses of the existing research, and discuss how the proposed study could address gaps or limitations.



- **Format:** The paper should be 8-10 pages, APA format, with proper citations.

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, in-text citations, 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.

<b>Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
<b>Introduction and Relevance</b>	Introduction is exceptionally well-crafted, clearly defines the topic, and articulates its relevance with compelling justification.	Introduction clearly defines the topic and explains its relevance, but may lack depth in justification.	Introduction somewhat defines the topic and its relevance, but lacks clarity or depth in justification.	Introduction is poorly defined, with minimal or no explanation of the topic's relevance.
<b>Research and Analysis</b>	Research is comprehensive, with more than 15 credible sources. Analysis is insightful, offering deep critical evaluation of methodologies and findings.	Research is thorough, with at least 15 credible sources. Analysis is clear, but may lack depth in critical evaluation.	Research is adequate, with some credible sources, but analysis is superficial or lacking in critical evaluation.	Research is minimal or irrelevant, with fewer than 15 credible sources. Analysis is weak or missing.
<b>Design Proposal</b>	Hypothetical study design is highly creative,	Study design is clear and feasible, with a good understanding	Study design is basic and lacks some details. Methodology,	Study design is poorly conceived or missing. Lack of

Criteria	Exemplary	Proficient	Developing	Needs Improvement
	detailed, and demonstrates a sophisticated understanding of research methodology. Potential findings and implications are thoughtfully articulated.	of methodology. Potential findings and implications are explained but lack detail.	findings, and implications are not fully developed.	understanding in methodology and implications.
<b>Evaluation of Research</b>	Evaluation is exceptionally thorough, critically assessing strengths and weaknesses with insightful connections to the proposed study.	Evaluation effectively assesses strengths and weaknesses, but may lack depth in critical assessment or connection to the proposed study.	Evaluation is basic, with some assessment of strengths and weaknesses, but lacks critical depth or clear connection to the proposed study.	Minimal or no evaluation of existing research. Fails to assess strengths, weaknesses, or connection to the proposed study.
<b>APA Format and Writing Quality</b>	Flawless APA format, writing is clear, concise, and well-organized. Exceeds page and source requirements.	Minor errors in APA format. Writing is clear and mostly well-organized. Meets page and source requirements.	Noticeable errors in APA format. Writing lacks clarity or organization in places. Barely meets page and source requirements.	Numerous errors in APA format. Writing is unclear and poorly organized. Does not meet page and source requirements.

**Total Points: \_\_ / 75**

*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 <a href="https://owl.purdue.edu/owl/purdue_owl.html">https://owl.purdue.edu/owl/purdue_owl.html</a>	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl <a href="https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author">https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author</a>	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, 6<sup>th</sup> 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).

Criteria	Exemplary	Proficient	Developing	Beginning
<b>Content Clarity and Relevance</b>	Presentation is exceptionally clear, concise, and directly relevant to the capstone project.	Presentation is clear and relevant, but some key findings could be	Presentation content is somewhat unclear or lacks conciseness; key findings are not	Content is unclear, irrelevant to the capstone project, or lacks organization.

Criteria	Exemplary	Proficient	Developing	Beginning
	Key findings are highlighted effectively.	highlighted more effectively.	adequately highlighted.	
<b>Delivery and Engagement</b>	Delivery is highly engaging, confident, and well-paced. Speaker maintains consistent eye contact (or voice presence in screen share) and uses effective voice modulation.	Delivery is mostly engaging with good pacing. Eye contact (or voice presence) is consistent with minor lapses.	Delivery lacks engagement or is unevenly paced; inconsistent eye contact (or voice presence) and voice modulation.	Delivery is unengaging, poorly paced, with minimal eye contact (or voice presence) and ineffective voice modulation.
<b>Use of Visual and Audio Aids</b>	Visuals and/or audio are exceptionally well-utilized, enhancing the presentation and effectively supporting key findings.	Visuals and/or audio are well-utilized but could be more engaging or better aligned with key findings.	Visuals and/or audio are used but lack effectiveness or alignment with key findings.	Minimal or no use of visuals/audio, or the aids used are poorly designed and do not support the presentation.
<b>Presentation Skills</b>	Exhibits excellent presentation skills, including clear articulation, appropriate language, and professional demeanor.	Good presentation skills with clear articulation and generally appropriate language and demeanor.	Presentation skills are developing; some issues with articulation, language use, or demeanor.	Lacks basic presentation skills; significant issues with articulation, language, or professional demeanor.

**Total Points: \_\_ / 25**

### **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)	100 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
<b>Total</b>	<b>699 points</b>

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

629 (90%)	-	699 (100%)	A
559 (80%)	-	628 (89%)	B
489 (70%)	-	558 (79%)	C
419 (60%)	-	488 (69%)	D
418 (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 6<sup>th</sup>; 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](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.

## **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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 40 hours of classroom instruction, 8 hours studying for your final exam, 2 hours to complete your final exam, 38 hours to complete your 3 written assignments, 12 hours to conduct your literature reviews for the 3 written assignments, 14 hours researching and writing your study guide responses, and approximately 11.25+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

## Tentative Course Schedule

Date	Class Activity	Assignments Due:
Week 1:	Welcome Review Course Syllabus  <b>1/9 Behavioral Sciences 102</b>	<b>Mandatory Attendance</b>
Week 2:	Discuss Capstone Project & expectations for the Study Guide assignments  Review Biopsychosocial Paper Requirements  <b>1/16 Behavioral Sciences 102</b>	Capstone Project Proposal Due  <b>Mandatory Attendance</b>
Week 3:	Review Marianist Educational Values	Marianist Educational Values Study Guide Due
Week 4:	Review Evolutionary Psychology	Evolutionary Psychology Study Guide Due
Week 5:	Review Statistics & Research	Statistics & Research Study Guide Due
Week 6:	Work on Biopsychosocial Paper	
Week 7:	Work on Biopsychosocial Paper	Biopsychosocial Paper Due
Week 8:	Review Life Span Development, Personality, & Abnormal Psychology  Review Characteristics of a Marianist Education Core Values Integrative Paper Requirements  <b>2/27 Behavioral Sciences 102</b>	Life Span Development, Personality, & Abnormal Psychology Study Guide Due  <b>Mandatory Attendance</b>
Week 9:	Review Organizational Psychology & Health Psychology	Organizational Psychology & Health Psychology Study Guide Due
Week 10:	Review Counseling Theory	Counseling Theory Study Guide Due
Week 11:	Spring Break	
Week 12:	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:	Work on Capstone Project  Review Capstone Project Requirements  <b>4/2 Behavioral Sciences 102</b>	<b>Mandatory Attendance</b>
Week 14:	Work on Capstone Paper  Review for the Comprehensive Exam	

Week 15:	Work on Capstone Paper Review for the Comprehensive Exam	Capstone Paper Due
Week 16:	Complete Program Assessment Survey Review for the Comprehensive Exam <b>4/23 &amp; 4/25 Behavioral Sciences 102</b>	Complete the Psychology Program Assessment Survey through the Google Form link in Canvas Capstone Presentation Due <b>Mandatory Attendance</b>
Final's Week	Comprehensive Examination	Comprehensive Examination  <i><u>(No assignments and exams will be accepted after 11:59 pm on Friday, May 3, 2024 regardless of reason)</u></i>

### **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>