



Chaminade University of Honolulu
School of Education and Behavioral Sciences

PSY 101-06-1 General Psychology

Hale Hoaloha, 101, Tues/Thurs, 1:00-2:20pm
Fall Semester 2024; 8/19/2024-12/6/2024
Credits: # 3 Section: # 06 Term: Fall 2024

Instructor Information



Instructor: Kacie Cohen, LMHC, NCC

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Office Location: Behavioral Science #107

Office Hours: By Appointment Only, Email or call to set up appointment

Virtual Office: <https://meet.google.com/yep-tdde-esf>

Virtual Office Hours: By Appointment Only, Email or call to set up appointment

Communication

For any questions regarding this course, please feel free to email the instructor at Kacie.cohen@Chaminade.edu. Online, in-person, or a google meets can also be arranged. I will make every effort to respond promptly; however, please allow up to one day for a response in some cases. If you reach out over the weekend, I will respond on the next business day.

School & Department Information

School of Education and Behavioral Science

Office Location: Behavioral Sciences Building, [Link](#)

Phone: (808) 735-4711

If you have questions regarding the [School of Education and Behavioral Sciences](#), reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

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.

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.

Time Allocation

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 a 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. Students enrolled in this course are expected to spend about 48 hours in class, 20 hours writing response papers, 5 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 10 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

Required Materials

King, L. (2023). *The Science of Psychology: An Appreciative View* (6th Ed.). New York, NY: McGraw-Hill Education

Canvas (<https://chaminade.instructure.com>)

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 or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

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 Learning Outcomes (CLOs)

Upon completion of [degree program name], the student 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 1,4).
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, PLO 4, GLO 1, GLO 2).
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change within the context of life situations (PLO 1, PLO 2, PLO 4).

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, and integrity of creation.
5. Educate for adaptation and change.

This course, which covers a wide range of theories, research, and perspectives in psychology, aligns with the Marianist value of Providing an Integral, Quality Education. By offering a comprehensive survey of major psychological theories—such as sensory processes, development, learning, emotions, and social behavior—students are equipped with a deep and well-rounded understanding of human behavior.

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 kū’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’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2,5	2	1,2,3	
PLOs	1,4	1,2,3,4	1,2,4	
Native Hawaiian Values	2,5	2	1,2,3	

Course Activities

Class Attendance (Attendance Policy):

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all

affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Who Am 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 write, you may use the prompts below as a guide.

1. What is your legal name?
2. What name would you like to be addressed with?
3. Does your name have a special meaning?
4. What is your intended field of study or major?
5. What kind of career are you interested in?
6. Where were you born?
7. If grades were not a factor, how would you know that you did well in this class?
8. How do you learn best in class (i.e.: lecture, reading, hands-on activities, videos, etc...)? Why?
9. What is something interesting about you that I haven't asked you about yet?
10. What is one thing you wish others would know about you that they don't know yet?

You may choose to submit a video response to this assignment. This assignment, whether written or in video response form, will be shared with the class.

Exams:

You will be given one final exam. The final exam will be a comprehensive exam covering the entire text.

Life Lessons Essay:

What would you say if you had the opportunity to deliver a final lecture to the people who meant the most to you, especially if you knew that you had only months to live? Randy Pausch, former Carnegie Mellon University professor, gave such a talk titled, "Really Achieving Your Childhood Dreams" because he wanted to leave this legacy for his young children. While you may never have to face such a situation as Randy Pausch did, the numerous themes (life lessons) throughout the lecture (and book) are overarching and universal.

For this essay, you will utilize this concept and compose your own "life lessons" that imparts at least three (3) life lessons that you have learned and the ones you could share to your elementary school self. This essay will focus on the life lessons that you have learned so far and how you have demonstrated resiliency, determination, and empathy despite the obstacles you may have encountered. If you have not encountered any obstacles and/or hardships, think about the ones you may potentially face moving forward in your educational, academic, and professional journey. Make sure you are comfortable with sharing the issues that you write about. Use Randy Pausch's lecture as a model of what words of wisdom you could leave for others.

To help you get started, here are four (4) life lessons that Randy Pausch highlighted in his lecture (you are NOT restricted to these):

- Carpe diem – seize the day, live in and for the moment.

- Remember, when going through life, never to lose the wonder of childhood.
- Never let brick walls or obstacles enclose or confine you.
- Reach beyond the known and stretch out of your comfort zone.

Your paper will follow the following format:

- Title Page (Title of the assignment, class, and your name)
- Introduction
 - A brief introduction of yourself
- Life Lessons
 - Life Lesson 1
 - Define the lesson
 - Explain why it is a life lesson that would like to share with your younger self
 - Life Lesson 2
 - Define the lesson
 - Explain why it is a life lesson that would like to share with your younger self
 - Life Lesson 3
 - Define the lesson
 - Explain why it is a life lesson that would like to share with your younger self
- Conclusion (Concluding reflection/thoughts)
- Reference page (if applicable)

This is not a formal paper, so writing in first person is fine. If you use any resources, you should cite them using APA style. Your Life Lessons Essay should be a minimum of 4 full pages (double-spaced) using 12 pt font with 1” margins. You must include a title page and a reference page, if applicable. Your title page and reference page do not count towards the minimum 4 full pages requirement.

Capstone Project Presentation:

Each student group 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?).

Each student group will present their findings to the class on the date specified in the course syllabus. Your presentation should be approximately 5-10 minutes in length. For this presentation, each student group will present in-person and all participants must have a speaking part in order to receive full credit. In addition to the presentation each group will be required to submit a Google Slide or equivalent that includes a list of resources used. Each student group will be graded as a whole so teamwork, cooperation, and compromise will be critical for this assignment.

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>

Assignment Characteristics for Capstone 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 presentation.

Course Policies

Attendance

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family

emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Late Work

Assignments are expected to be submitted by the specified deadlines to ensure timely feedback and to maintain the course schedule. However, I understand that unforeseen circumstances may arise. Therefore, the following policy will apply to late submissions:

1. **Grace Period:** You may submit an assignment up to 48 hours after the deadline without penalty. Please inform me in advance if you anticipate needing to use this grace period.
2. **Late Submission Penalty:** Assignments submitted after the 48-hour grace period will incur a penalty of 10% per day late. For example, an assignment submitted three days late will have 20% deducted from the final grade.
3. **Maximum Late Period:** No assignments will be accepted more than one week (7 days) after the original deadline unless you have arranged an extension with me in advance due to extenuating circumstances.
4. **Extensions:** If you are facing significant challenges (e.g., illness, family emergency), please reach out to me as soon as possible. Extensions may be granted on a case-by-case basis, but must be requested before the assignment deadline.
5. **Final Assignments:** Final papers, projects, and exams must be submitted on time and are not eligible for the grace period or late submission penalty. Late submissions for final assignments will not be accepted unless prior arrangements have been made.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

An "Incomplete" grade (I) may be assigned when a student has completed the majority of coursework and assignments but, due to extenuating circumstances, is unable to complete all course requirements by the end of the term. An "Incomplete" is not automatically granted; it is given at the instructor's discretion and must be requested by the student before the final grades are submitted.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred

to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

[Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each

semester, as the student is responsible to notify Kōkua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Tentative Course Schedule: (See Canvas for Instructions and Due Dates)

Date	Class Activity	Readings Due:	Assignments Due
Week 1:	Welcome & Introductions Review Course Syllabus & Assignments Introduction to Psychology Student Success: How to Apply Psychology to Live Your Your Class Attendance & Class Activity	none	Class Attendance
Week 2:	Chapter 1 What is Psychology? 1.1: Explain what psychology is and describe the positive psychology movement. 1.2: Discuss the roots and early scientific foundations of psychology. 1.3: Summarize the main themes of the approaches to psychology. 1.4: Evaluate the areas of specialization and careers in psychology. 1.5: Describe the connections between the mind and the body. Chapter 2: Psychology's Scientific Method 2.1: Explain the scientific method. 2.2: Describe the three types of research that are used in psychology and common research settings. 2.3: Explain research samples and settings. 2.4: Distinguish between descriptive statistics and inferential statistics. 2.5: Describe some research challenges that involve ethics. 2.6: Explain the need to think critically about psychology research. 2.7: Describe scientific studies on health and wellness and their findings Class Attendance & Class Activity	Chapter 1 Chapter 2	Class Attendance Who Am I Exercise presentations
Week 3:	Chapter 3: Biological Foundations of Behavior	Chapter 3	Class Attendance

	<p>3.1: Describe the parts and functions of the nervous system.</p> <p>3.2: Explain what neurons are and how they process information.</p> <p>3.3: Identify the brain’s levels, structures, and functions.</p> <p>3.4: State what the endocrine system is and how it affects behavior.</p> <p>3.5: Describe the brain’s capacity for recovery and repair.</p> <p>3.6: Explain how genetics increases our understanding of behavior.</p> <p>3.7: Describe the role of the biological foundations of human psychology in the body’s stress response.</p> <p>Class Attendance & Class Activity</p>		Who Am I Exercise presentations (cont)
Week 4:	<p>Chapter 4: Sensation and Perceptions</p> <p>4.1: Describe basic principles of sensation and perception.</p> <p>4.2: Explain how the visual system enables us to see and, by communicating with the brain, to perceive the world.</p> <p>4.3: Understand how the auditory system registers sound and how it connects with the brain to perceive it.</p> <p>4.4: Explain how the skin, chemical, kinesthetic, and vestibular senses work.</p> <p>4.5: Identify the everyday practices associated with protecting vision and hearing.</p> <p>Class Attendance & Class Activity</p>	Chapter 4	Class Attendance
Week 5:	<p>Chapter 5: States of Consciousness</p> <p>5.1: Discuss the nature of consciousness.</p> <p>5.2: Explain the nature of sleep and dreams.</p> <p>5.3: Evaluate the uses and types of psychoactive drugs</p> <p>5.4: Describe hypnosis.</p> <p>5.5: Discuss the role of the conscious mind in constructing a happy and healthy life.</p> <p>Class Attendance & Class Activity</p>	Chapter 5	Class Attendance

<p>Week 6:</p>	<p>Chapter 6: Learning</p> <p>6.1: Describe learning. 6.2: Explain classical conditioning. 6.3: Explain operant conditioning. 6.4: Understand observational learning. 6.5: Describe the role of cognition in learning. 6.6: Identify biological, cultural, and psychological factors in learning. 6.7: Describe how principles of learning apply to health and wellness.</p> <p>Class Attendance & Class Activity</p>	<p>Chapter 6</p>	<p>Class Attendance</p>
<p>Week 7:</p>	<p>Chapter 7: Memory</p> <p>7.1: Identify the process of memory. 7.2: Explain how memories are encoded. 7.3: Discuss how memories are stored. 7.4: Summarize how memories are retrieved. 7.5: Describe how the failure of encoding and retrieval are involved in forgetting. 7.6: Evaluate study strategies based on an understanding of memory. 7.7: Identify the multiple functions of memory in human life.</p> <p>Chapter 8: Thinking, Intelligence, and Language</p> <p>8.1: Describe cognitive psychology and discuss the role of the computer in the development of the field. 8.2: Explain the processes involved in thinking and describe capacities related to superior thinking. 8.3: Describe intelligence and its measurement and discuss influences on and types of intelligence.</p> <p>8.4: Identify the possible connections between language and thought and summarize how language is acquired and develops. 8.5: Discuss the importance of cognitive appraisal with respect to stress and describe various styles of coping.</p> <p>Class Attendance & Class Activity</p>	<p>Chapter 7 Chapter 8</p>	<p>Class Attendance</p>
<p>Week 8:</p>	<p>Chapter 9: Human Development</p>	<p>Chapter 9</p>	<p>Class Attendance</p>

	<p>9.1: Explain how psychologists think about development.</p> <p>9.2: Describe children’s development from prenatal stages to adolescence.</p> <p>9.3: Discuss adult development and the positive dimensions of aging.</p> <p>9.4: Discuss important factors in successful adult psychological development.</p> <p>Class Attendance & Class Activity</p>		
Week 9:	<p>Chapter 10: Motivation and Emotion</p> <p>10.1: Describe evolutionary, drive reduction, and optimum arousal theories of motivation.</p> <p>10.2: Explain the physiological basis of hunger and the nature of eating behavior.</p> <p>10.3: Characterize approaches to motivation in everyday life.</p> <p>10.4: Summarize views of emotion.</p> <p>10.5: Discuss the role of emotions in physical and psychological health and wellness.</p> <p>Class Attendance & Class Activity</p>	Chapter 10	Class Attendance
Week 10:	<p>Work on Life Lessons Essay</p> <p>Prepare for Capstone Presentation</p>		Capstone Project Due on Date Sign Up for Presentation
Week 11:	<p>Complete Life Lessons Essay</p> <p>Prepare for Capstone Presentation</p>		Life Lessons Essay DUE Nov 10th @ 11:59pm
Week 12:	<p>Chapter 11: Gender, Sex, and Sexuality</p> <p>11.1: Define sex and gender.</p> <p>11.2: Define and explain the theories of gender development.</p> <p>11.3: Discuss the psychology of gender differences.</p> <p>11.4: Describe different sexual orientations.</p> <p>11.5: Identify different sexual behaviors and practices.</p>	Chapter 11	<p>Class Attendance</p> <p>Capstone Project Presentation</p>

	<p>11.6: Identify sexual variations and disorders. 11.7: Summarize how sexuality relates to personal health and wellness.</p> <p>Capstone Project Presentations – in class</p>		
Week 13:	<p>Chapter 12: Personality</p> <p>12.1: Define personality and summarize the psychodynamic perspectives. 12.2: Describe humanistic perspectives. 12.3: Describe the trait perspectives. 12.4: Describe the personological and life story perspectives. 12.5: Describe the social cognitive perspectives. 12.6: Describe the biological perspectives. 12.7: Characterize the main methods of personality assessment 12.8: Summarize how personality relates to health and wellness.</p> <p>Chapter 13: Social Psychology</p> <p>13.1: Describe how people think about the social world. 13.2: Describe social behavior, particularly altruism and aggression. 13.3: Identify how people are influenced in social settings. 13.4: Discuss intergroup relations. 13.5: Explain the nature of close relationships. 13.6: Describe social processes affecting health and wellness.</p> <p>Capstone Project Presentations – in class</p> <p>Review for Final Exam</p>	Chapter 12, 13	<p>Class Attendance</p> <p>Capstone Project Presentation</p>
Week 14:	<p>Chapter 14: Industrial and Organizational Psychology</p> <p>14.1: Discuss the roots and evolution of industrial and organizational psychology.</p>	Chapter 14, 15	Class Attendance

	<p>14.2: Describe the perspectives and emphases of industrial psychology.</p> <p>14.3: Identify the main focus of organizational psychology and describe important business factors that organizational researchers have studied.</p> <p>14.4: Define organizational culture and describe factors relating to positive and negative workplace environments.</p> <p>14.5: Name some common sources of job-related stress and cite strategies for coping with stress in the workplace.</p> <p>Chapter 15: Psychological Disorders</p> <p>15.1: Define the characteristics, explanations, and classifications of abnormal behavior.</p> <p>15.2: Distinguish amongst the various anxiety and anxiety-related disorders.</p> <p>15.3: Compare disorders involving mood and emotion.</p> <p>15.4: Describe the dissociative disorders.</p> <p>15.5: Characterize schizophrenia.</p> <p>15.6: Identify the behavior patterns typical of personality disorders.</p> <p>15.7: Describe suicide and its risks.</p> <p>15.8: Explain how psychological disorders affect health, and describe how individuals with disorders can improve their quality of life.</p> <p>Capstone Project Presentations – in class</p> <p>Review for Final Exam</p>		<p>Capstone Project Presentation</p>
<p>Week 15:</p>	<p>Chapter 16: Therapies</p> <p>16.1: Describe approaches to treating psychological disorders.</p> <p>16.2: Define psychotherapy and characterize four types of psychotherapy.</p> <p>16.3: Describe biological therapies.</p> <p>16.4: Explain sociocultural approaches and issues in treatment.</p> <p>16.5: Discuss therapy’s larger implications for health and wellness and characterize the client’s role in therapeutic success.</p>	<p>Chapter 16,17</p>	<p>Class Attendance</p> <p>Capstone Project Presentation</p>

	<p>Chapter 17: Health Psychology</p> <p>17.1: Describe the scope of health psychology and behavioral medicine.</p> <p>17.2: Describe the various theoretical models of change.</p> <p>17.3: Discuss psychological and social tools that promote effective life change.</p> <p>17.4: Describe how stress can affect personal wellness and identify strategies to control it.</p> <p>17.5: Describe how decisions about physical activity, diet and nutrition, and smoking affect health and well-being.</p> <p>Capstone Project Presentations – in class</p> <p>Review for Final Exam</p>		
Week 16:	<p>Capstone Project Presentations – in class</p> <p>Review for Final Exam</p>		<p>Class Attendance</p> <p>Capstone Project Presentation</p>
Final's Week	Final Exam		Final Exam