



School of Education & Behavioral Sciences  
Undergraduate Psychology

## PSY 101 General Psychology

Henry Hall 107 / MWF 8:30 am - 9:20 am  
Credits: 3      Section: 07-01      Term: Fall 2024

### Instructor Information



**Instructor:** Keenan Meyer, MSCP

**Email:** [keenan.meyer@chaminade.edu](mailto:keenan.meyer@chaminade.edu)

**Phone:** 808-738-4831

**Office Location:** Bertram Hall Learning Resource Center - Saint Louis School

**Office Hours:** M/T/TH/FR 2:45 pm - 3:15 pm

#### Communication

To schedule an appointment, please email me ([keenan.meyer@chaminade.edu](mailto:keenan.meyer@chaminade.edu)) to schedule a meeting time. Will respond in 24-48 hours.

### School & Department Information

#### School of Education & Behavioral Sciences

Office Location: Brogan Hall, 110. Information can also be found on each [Academic Schools' website](#).

Phone: (808) 739 - 4652

If you have questions regarding the Undergraduate Psychology Department, reach out to your Instructor or the School of Education & 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.

#### 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 45 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 45 hours for the course, the total engagement time expected for each one credit course at Chaminade.

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.

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 67.5 hours of classroom instruction, 16 hours studying for your mid-term and final exams, 1 hour to complete your mid-term 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 discussion responses, 7.5 hours responding to your peers, and approximately 4.25+ 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.

### 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>)

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

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

## Learning Outcomes

### Psychology Program Learning Outcomes (PLOs)

Upon completion of Undergraduate Psychology Program, the student will be able to:

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 PSY 101, 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).
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, and integrity of creation.
5. Educate for adaptation and change.

### **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.

### **Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students 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.

### **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.

### **Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **Educate for Adaptation 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

Each of these characteristics is integrated, to varying degrees, in this course.

## 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'ohē 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

### *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.

### *Program Linking Statement*

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 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 (PLO 4).

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

### *Course Description*

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

### *Articulation of Characteristics and Values*

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

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

This will be found in our Adaption for Change Paper.

## Course Activities

### Who Am I?:

You will submit an electronic picture of yourself with responses to the following prompts or, you can upload a video introducing yourself and answering the following prompts.

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

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

### 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 about 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 the 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.

### **Group Presentation - Parts of the Brain**

In this group assignment, you will collaborate to create a PowerPoint presentation on the different parts of the brain. Each group will be responsible for researching, organizing, and presenting specific brain regions. This is an opportunity to work as a team, share knowledge, and gain a comprehensive understanding of brain functions. You will have time in class to work on these presentations.

By completing this assignment, your group will:

- Collaboratively identify and describe the major parts of the brain.
- Explain the functions of each part as a team.
- Understand the role of these brain regions in behavior and cognition.
- Develop teamwork skills in creating and delivering an effective PowerPoint presentation.

#### *Group Structure:*

Each group will be assigned 2-4 students. You will be responsible for dividing the workload and ensuring that each member contributes to the research, creation, and delivery of the presentation. Assign roles such as:

- Researcher(s): Gather information on the brain regions.
- Slide Creator(s): Design and organize the PowerPoint slides.
- Presenter(s): Deliver the presentation in class.
- Editor(s): Review and refine the presentation for clarity and accuracy.

#### *Presentation Topics:*

Each group will focus on the following brain regions. You should divide these among your group members:

1. Group 1: Cerebrum (Cerebral Cortex, Lobes)
2. Group 2: Cerebellum and Brainstem (Medulla Oblongata, Pons, Midbrain)
3. Group 3: Limbic System (Amygdala, Hippocampus, Hypothalamus)
4. Group 4: Thalamus and Basal Ganglia
5. Group 5 (Optional, if more groups): Integration of Brain Functions (How these regions work together in behavior, cognition, and emotion)

#### *Requirements:*

1. Presentation Structure:
  - **Title Slide:** Include the title of your presentation, group member names, course name, and date.
  - **Introduction:** Briefly introduce the brain and its importance in psychology.
  - **Assigned Brain Regions:** Cover the specific parts of the brain assigned to your group, explaining their structure, location, and functions.
  - **Group Insights:** Include a slide that discusses how the brain regions you studied relate to each other or to the brain as a whole.
  - **Conclusion:** Summarize your key findings and discuss the significance of understanding brain functions in psychology.
  - **References:** Include a slide listing all references in APA format.
2. Content Guidelines:
  - Clarity: Use bullet points, concise text, and clear labels to convey information.

- Visuals: Include diagrams, images, or charts to illustrate brain regions and functions. Ensure they are clear and relevant.
  - Sources: Use at least three credible sources per group. These can include textbooks, academic journals, or reputable websites (e.g., APA, NIH). Cite these sources in APA format on the reference slide.
3. Presentation Delivery:
- This presentation will be given in class. Date TBD.
  - Time Limit: Your group's presentation should be 5-10 minutes long.
  - Engagement: Practice your delivery as a group. Each member should present their portion clearly and confidently. Engage your audience with questions or interesting facts.
  - Q&A: Be prepared to answer questions from your classmates and instructor after your presentation.

### Public Service Announcement (PSA) Video

You will create a Public Service Announcement (PSA) video on mental health awareness and wellness using Pictory or any video editing software. The purpose is to reduce the stigma associated with mental health challenges. You will be presenting your video in class.

### Adaptation for Change Paper

Throughout this course you have read about and explored the various ways humans learn and adapt to their environment in order to survive and thrive. But, adapting to change is not an innate ability and not everyone can easily do this. This paper will investigate why that is.

*For this paper, you're going to answer the following question: What traits and skills (abilities) do you need to possess to successfully adapt to an everchanging, random, and chaotic world that you live in?*

For this paper you will address the following prompts in paragraph (essay) form using APA style.

- Accurately define and thoroughly explain successful adapting.
- Describe the relationship between emotional regulation and one's ability to adapt to change.
- Provide a minimum of 3 traits and/or skills (abilities) that promote and support one's ability to adapt to change.
- Based on your research, summarize your findings and then discuss what changes will you make in your life to improve your ability to adapt to your changing world around you?

Your paper will follow the following format:

- Title Page (Title of the assignment, class, and your name)
- Introduction
  - Define and explain what adapting is.
- Emotional Regulation
  - What is emotional regulation?
  - What is the relationship between emotional regulation and one's ability to adapt to change?
- Traits/Skills
  - Trait/Skill 1
    - What is the Trait/Skill?
    - Explain why that trait/skill is important to helping you adapt to change in your life.
  - Trait/Skill 2
    - What is the Trait/Skill?
    - Explain why that trait/skill is important to helping you adapt to change in your life.
  - Trait/Skill 3
    - What is the Trait/Skill?
    - Explain why that trait/skill is important to helping you adapt to change in your life.
- Conclusion (Concluding reflection/thoughts)
- Reference page

This 4-page (minimum) paper is double spaced, one-inch margins on all sides, no spaces between paragraphs, and a size 12 font.

The paper must have a title page (name, course, and title of paper), in-text citations, a reference page and headings (your headings will be Introduction, Emotional Regulation, Traits and Skills, and Conclusion.). These headings align with the 4 prompts for this paper. The cover page and reference page do not count towards your minimum page number requirement.

You must use a minimum of 5 credible resources (peer-reviewed journal articles, textbooks, and credible websites). In-text citations and your reference page must follow APA style 7<sup>th</sup> edition (preferred) or MLA.

### 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
Krystal Kakimoto, Librarian krystal.kakimoto@chaminade.edu 808-739-8521	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/>

### Exams

You will be given one mid-term exam and one final exam. The final exam will be a comprehensive exam covering the entire text.

## 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

*No late work will be accepted regardless of reason.*

### 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.

### Final Grades/Assessment

<i>Assignments</i>	<i>Points</i>	<i>CLO</i>
Final Exam	170 points	1
Mid-Term Exam	100 points	1
Parts of the Brain Presentation	50 points	2
Life Lessons Essay	25 points	3
Adaptation for Change Paper	50 points	2, 3
PSA Video	25 points	3
Class Attendance/Participation	225 points (15 * 15 weeks)	n/a
Who Am I Exercise	10 points	n/a
<b><u>Total Possible Points</u></b>	<b><u>655 points</u></b>	

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

A = 90% and above (590 – 655)

B = 80-89% (524 – 589)

C = 70-79% (459 – 523)

D = 60-69% (393 – 458)

F = 59% and below (0 – 392)

The instructor will determine the final grade for all students based on the above Grading Scale.

## 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 Kokua Ike via email at [ada@chaminade.edu](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **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>

## Readings & Due Dates

Wk of	Theme	Info	Due Dates
Week 1: 8/19-8/25	<p>Welcome</p> <p>Review Course Syllabus</p> <p><i>Inside the Mind of a Master Procrastinator - Video</i></p> <p>Chapter 1 What is Psychology?</p> <p><b>Key Concepts: critical thinking, behavior, positive psychology, structuralism, functionalism, natural selection, approaches to psychology, careers</b></p> <p><i>History of Psychology - Video</i></p> <p>Chapter 2 Psychology Scientific Method</p>	Chapter 1 & 2	<p><b>Class Attendance (x3)</b></p> <p><b>Who Am I Exercise</b></p>
Week 2: 8/26-9/1	<p>Chapter 4 Sensation and Perception</p> <p><b>Key Concepts: sensation, perception, bottom-up processing, top-down processing, &amp; parallel processing</b></p> <p>Chapter 17 Health Psychology</p> <p><b>Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, &amp; internal locus of control</b></p> <p><i>How Stress Affects Your Brain - Video</i></p>	Chapter 4 & 17	<b>Class Attendance (x3)</b>
Week 3: 9/2-9/8	<p><b><i>Labor Day (No Class) - Monday, 9/2/24</i></b></p> <p>Chapter 10 Motivation and Emotion</p> <p><b>Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, &amp; Maslow's hierarchy of needs</b></p>	Chapter 10	<b>Class Attendance (x3)</b>
Week 4: 9/9-9/15	<p>Chapter 6 Learning</p> <p><b>Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, &amp; observational learning</b></p> <p><i>The Neuroscience of Learning - Video</i></p>	Chapter 6	<b>Class Attendance (x3)</b>
Week 5: 9/16-9/22	<p>Chapter 7 Memory</p> <p><b>Key Concepts: encoding, storage, retrieval, &amp; effortful processing</b></p>	Chapter 5 & 7	<b>Class Attendance (x3)</b>

	<p>Chapter 5 States of Consciousness</p> <p><b>Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, &amp; addiction</b></p>		
<p>Week 6: 9/23-9/29</p>	<p>Chapter 3 Biological Foundations of Behavior</p> <p><b>Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, &amp; limbic system</b></p> <p><b>Group Presentations - Parts of the Brain - In Class</b></p>	Chapter 3	<p><b>Class Attendance (x3)</b></p> <p><b>Group Presentation - Parts of the Brain</b></p>
<p>Week 7: 9/30-10/6</p>	<p>Chapter 3 Biological Foundations of Behavior (cont)</p> <p><b>Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, &amp; limbic system</b></p>	Chapter 3	<p><b>Class Attendance (x3)</b></p> <p><b>Adaptation for Change Paper</b></p>
<p>Week 8: 10/7-10/13</p>	<p><b>Mid-Term Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 10, 17 including class lectures)</b></p>		<p><b>Class Attendance (x3)</b></p> <p><b>Mid-Term Exam</b></p>
<p>Week 9: 10/14-10/20</p>	<p><i><b>Indigenous Peoples' Day (No Class) Monday, 10/14/24</b></i></p> <p>Chapter 9 Human Development</p> <p><b>Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, &amp; Kohlberg</b></p>	Chapter 9	<p><b>Class Attendance (x3)</b></p>
<p>Week 10: 10/21-10/27</p>	<p>Chapter 11 Gender, Sex, Sexuality</p> <p><b>Key Concepts: sex, gender identity, gender stereotypes, gender roles, Alice Eagly, social role theory</b></p>	Chapter 11	<p><b>Class Attendance (x3)</b></p>
<p>Week 11: 10/28-11/3</p>	<p>Chapter 13 Social Psychology</p> <p><b>Key Concepts: fundamental attribution error, attitude, role, foot-in-the-door phenomenon, cognitive dissonance theory, the power of the situation, obedience, group dynamics, &amp; conformity</b></p>	Chapter 13	<p><b>Class Attendance (x3)</b></p> <p><b>Life Lessons Essay</b></p>
<p>Week 12: 11/4-11/10</p>	<p>Chapter 15 Psychological Disorders</p> <p><b>Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, &amp; schizophrenia</b></p> <p>Case Studies</p>	Chapter 15	<p><b>Class Attendance (x3)</b></p>

Week 13: 11/11-11/17	<b><i>Veterans Day (No Class) Monday, 11/11/24</i></b>  Chapter 12 Personality  <b>Key Concepts: psychodynamic theory, humanistic theory, trait theory, &amp; social-cognitive theory</b>	Chapter 12	<b>Class Attendance (x3)</b>
Week 14: 11/18-11/24	Chapter 16 Therapies  <b>Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, &amp; biomedical therapies</b>	Chapter 16	<b>Class Attendance (x3)</b>
Week 15: 11/25-12/1	<b><i>Thanksgiving Holiday (No Class) Thursday &amp; Friday, 11/28/2024 - 11/29/2024</i></b>  <b>Application of Chapters 12, 15, and 16.</b>		<b>Class Attendance (x3)</b>  <b>PSA Video</b>
Final Exam: 12/3/24	<b>Final Exam (Chapters 1-17, including class lectures)</b> 8:30 am -10:30 am @ Henry Hall 107		<b>Final Exam</b>