Course Overview

**Course Number**: PSY 490
**Course Title**: Senior Seminar in Psychology
**Department Name**: Psychology
**Term**: Spring 2025
**Course Credits**: 3
**Class Meeting Days**: Asynchronous, at your own pace
**Class Meeting Hours**: Asynchronous, at your own pace
**Course Website Address (Canvas):** https://chaminade.instructure.com/

**Instructor Name**: Abby Halston
**Email:abby**.halston@chaminade.edu
**Phone**: (808) 739-4641
**Office Location**: Behavioral Sciences 111A
**Office Hours**: MW 8am – 9am and by appointment. To schedule an appointment, please call (808-739-4604) or email me (abby.halston@chaminade.edu) to set up a time when we can meet.

**University Course Catalog 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.*

**Course Overview**

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.

**Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

**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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

**Statement of Educator Ethics**

The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

**Psychology Program Learning Outcomes (PLO)**

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

**Course 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. Utilize 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).

**Program Linking Statement**

This course develops and assesses the skills and competencies for the four program learning outcomes.

PSY 490 Senior Seminar in 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 the writing assignments and the capstone project.

**Alignment of Learning Outcomes**

|  | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|---|---|---|---|---|---|
| **Marianist Values** | 5 | 5 | 5 | 5 | 5 |
| **Program Learning Outcomes** | 1 | 1 | 2, 3 | 4 | 2 |

## Course Prerequisites

In addition to the course pre-requisites (EN 102, PSY 101, PSY 316, and senior standing), students should have reliable access to the Internet in order to complete the coursework in Canvas. Additionally, students should have strong time-management skills. If you find that you are having difficulty progressing through this course in our Flex course structure, I recommend that you reach out to an advisor by emailing flex@chaminade.edu.

## Recommended Learning Materials

Access to the *Publication Manual of the American Psychological Association*, 7th edition.

Access to textbooks and notes from previous Psychology courses.

**Course Website Address (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 or (808) 735-4855.

**Technical Assistance for Canvas Users**

Search for help on specific topics or get tips in Canvas Students

Live chat with Canvas Support for students

Canvas Support Hotline for students: +1-833-209-6111

Watch this video to get you started

Online tutorials: click on "Students" role to access tutorials

Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

## Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: 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 ʻIke'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 Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

## Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

Total possible points = 664 points

A = 598 – 664
B = 531 – 597
C = 465 – 552
D = 398 – 464
F = 397 and below

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

 F - Failed to grasp the minimum subject matter; no credit given

Course Policies

## Late Work Policy

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.

<mark>*The comprehensive examination will close at 11:59 pm on the Friday May 6th; <u>no exceptions for an extension will be made under any circumstances.</u>*</mark>

## Grades of "Incomplete"

 A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

## Writing Policy

Assignments in this course will be written using APA formatting.

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<br><br>Lynette.teruya@chaminade.edu<br><br>808-739-4680 | Available to assist with literature searches as well as answer questions regarding research |
| The Purdue Owl<br><br>https://owl.purdue.edu/owl/purdue_owl.html | Online resource for writing, structuring your paper, and citing research using APA formatting. |
| Grammar Girl<br>https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author | 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 include 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, 6th edition. The Purdue website can also be helpful: https://owl.english.purdue.edu/owl/resource/560/01/

## Instructor and Student Communication

I will respond to emails within 24 hours. If you leave me a question in an assignment comment in the Canvas classroom, I will need up to 48 hours to respond because Canvas sends me a notification that a comment has been made once a day. I will respond as quickly as possible.

Assignment feedback will be posted no later than 2-3 business days after it has been submitted. Exam scores will be made available to you once you have completed them in Canvas.

## Email Guidelines:
- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

## Community of Practice Communication Guidelines:
- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Additional Services

## 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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

**Canvas Technical Assistance:**
- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students:  +1-833-209-6111
- Watch this video to get you started
- Online tutorials:  click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues:  helpdesk@chaminade.edu or call (808) 735-4855

Chaminade University Policies

**Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, please refer to the Chaminade Catalog.

**Academic Conduct Policy**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are

handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: https://chaminade.edu/current-students/

**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.

**Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy**

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's

prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

**Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement.

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 13.5 hours per week engaged in this course. A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

<u>**Assessments/Assignments**</u>

**Study Guides (35 pts total) (CLO1, CLO2)**
> 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
  - Introversion 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. **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 |
|---|---|---|---|---|
| **Research Depth and Relevance** | 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. |
| **Quality of Report Writing** | Report is exceptionally well-written, organized, and comprehensive, with a clear introduction, literature review, conclusion, and reflection. | Report is well-written and organized, with all required sections clearly defined and adequately developed. | 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. |
| **Synthesis and Analysis** | 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. |
| **Personal Reflection** | 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. |
| **APA Format and Presentation** | Flawless APA formatting and presentation, including title page, reference | Good adherence to APA formatting and presentation with minor errors. | Some issues with APA formatting and presentation, affecting the readability or | Numerous errors in APA formatting and presentation, significantly |

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| | page, headings, and overall paper format. | | professionalism of the paper. | 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).

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| **Understanding of Marianist Values** | 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. |
| **Integration of Marianist Values in Psychology Courses** | 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. |
| **Depth of Reflection** | Reflection is insightful, deeply personal, and demonstrates a profound impact of Marianist values on the student's educational experience. | Reflection is clear and personal, showing a significant impact of Marianist values on the student's education. | Reflection is present but lacks depth, showing some impact of Marianist values. | Minimal or no reflection, with little to no understanding of the impact of Marianist values. |

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| **Quality of Writing and APA Format** | 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 (<u>less than</u> 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.

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| **Introduction and Relevance** | 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. |
| **Research and Analysis** | Research is comprehensive, with more than 15 credible sources. Analysis is | Research is thorough, with at least 15 credible sources. Analysis is clear, but may lack | Research is adequate, with some credible sources, but analysis is superficial or | Research is minimal or irrelevant, with fewer than 15 credible sources. Analysis is weak or missing. |

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| | insightful, offering deep critical evaluation of methodologies and findings. | depth in critical evaluation. | lacking in critical evaluation. | |
| **Design Proposal** | Hypothetical study design is highly creative, detailed, and demonstrates a sophisticated understanding of research methodology. Potential findings and implications are thoughtfully articulated. | Study design is clear and feasible, with a good understanding of methodology. Potential findings and implications are explained but lack detail. | Study design is basic and lacks some details. Methodology, findings, and implications are not fully developed. | Study design is poorly conceived or missing. Lack of understanding in methodology and implications. |
| **Evaluation of Research** | 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. |
| **APA Format and Writing Quality** | Flawless APA format, writing is clear, concise, and well-organized. Exceeds page | 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. |

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| | and source requirements. | | | |

**Total Points ___/ 75**

**Senior Seminar Capstone Presentation (25 pts)**

Your presentation should be approximately 5-10 minutes in length. For this presentation, you will upload a video summarizing your senior seminar capstone project paper in the Assignment section of Canvas. Your video can be a screen share with you speaking in the background, or a webcam view of you walking us through your findings. The important piece of this is that you have to speak in this presentation as your presentation skills is being assessed.

There are lots of software options that you can use to record your presentation and include PowerPoint slides or other types of media. My favorite is a free tool called Screencast-O-Matic (Links to an external site.). The free version limits videos to 15 minutes, but that's fine because this assignment asks for a 5-minute presentation. Here is a video overview that will walk you through the process of recording: Screencast-O-Matic Tutorial (Links to an external site.)

After recording your presentation, you should save the file to your computer. The file will probably be too big to upload to Canvas (but you can try), so you may need to upload it to your CUH Google Drive (accessible from drive.google.com (Links to an external site.)). Once you have uploaded the file, you will share the file and get a shareable link. Copy that link, then paste it into Discussion section of Canvas. Here is a short video on how to create a shareable link to a file in Google Drive.

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| **Content Clarity and Relevance** | Presentation is exceptionally clear, concise, and directly relevant to the capstone project. Key findings are highlighted effectively. | Presentation is clear and relevant, but some key findings could be highlighted more effectively. | Presentation content is somewhat unclear or lacks conciseness; key findings are not adequately highlighted. | Content is unclear, irrelevant to the capstone project, or lacks organization. |

| Criteria | Exemplary | Proficient | Developing | Needs Improvement |
|---|---|---|---|---|
| **Delivery and Engagement** | 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. |
| **Use of Visual and Audio Aids** | 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. |
| **Presentation Skills** | 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. |
| **Technical Quality and Time Management** | Video is of high technical quality with clear audio and visuals. Presentation length is within the specified range. | Video has good technical quality with minor issues. Presentation length is mostly within the specified range. | Video has some technical issues that detract from the content. Presentation length is not entirely within the specified range. | Video has significant technical issues; presentation length is not within the specified range. |

**Total Points __ / 25**

## Comprehensive Exam (284 pts) (CLO 1)

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)

**<u>Tentative Course Schedule</u>**

| Date | Class Activity | Assignments Due: |
|------|----------------|------------------|
| Week 1: | Welcome<br>Review Course Syllabus<br><br>**1/7 Sullivan Library Hall, 102 Lecture** | **Mandatory Attendance** |
| Week 2: | Discuss Capstone Project & expectations for the Study Guide assignments<br><br>Review Biopsychosocial Paper Requirements<br><br>**1/14 Sullivan Library Hall, 102 Lecture** | Capstone Project Proposal Due<br><br>**Mandatory Attendance** |
| 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<br><br>Review Characteristics of a Marianist Education Core Values Integrative Paper Requirements<br><br>**2/27 Sullivan Library Hall, 102 Lecture** | Life Span Development, Personality, & Abnormal Psychology Study Guide Due<br><br>**Mandatory Attendance** |
| 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<br><br>Characteristics of a Marianist Education Core Values Integrative Paper |
| Week 13: | Work on Capstone Project<br><br>Review Capstone Project Requirements<br><br>**4/2 Sullivan Library Hall, 102 Lecture** | **Mandatory Attendance** |

| | | |
|---|---|---|
| Week 14: | Work on Capstone Paper<br><br>Review for the Comprehensive Exam | |
| Week 15: | Work on Capstone Paper<br><br>Review for the Comprehensive Exam | Capstone Paper Due |
| Week 16: | Complete Program Assessment Survey<br><br>Review for the Comprehensive Exam<br><br>**4/23 & 4/25 Sullivan Library Hall, 102 Lecture** | Complete the Psychology Program Assessment Survey through the Google Form link in Canvas<br><br>Capstone Presentation Due<br><br><span style="color:red">**Mandatory Attendance**</span> |
| Final's Week | Comprehensive Examination | Comprehensive Examination<br><br>***(No assignments and exams will be accepted after 11:59 pm on Friday, May 3, 2024 regardless of reason)*** |

**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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from:  http://allpsych.com/researchmethods/replication.html