



Chaminade University

School of Education and Behavioral Sciences

Master of Science in Counseling Psychology

PSY 101 General Psychology

Eiben Hall 120 MWF 1:30pm-2:20pm

Credits: 3 Section: 101-02-1 Term: Fall 2025

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC

Email: sheena.galutira@chaminade.edu

Phone: 808-739-8557

Office Location: Behavioral Science Building 106

Office Hours: By Appointment Only

Virtual Office: By Appointment Only

Virtual Office Hours: By Appointment Only

Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

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

Course Description & Materials

Catalog Course Description

Survey of the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions, and social behavior.

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. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 40 hours writing and revising the research paper, 8 hours studying for the midterm exam, and 10.5 hours studying for the final exam. There will be an additional 39 hours of work required beyond what is listed here (course readings, discussions and participation, etc.). This additional work will average about 2.5 hours per week.

Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

Required Materials

Myers, D.G. & DeWall, N.C. (2022). Exploring psychology (12th Ed.). New York, NY: Worth Publishers

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

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of PSY 101, the student will be able to:

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

General Education Learning Outcomes (GLOs)

1. Critical Thinking
 - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
 - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Course Learning Outcomes (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).
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO2).

ACA Ethical Guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics

Section C: Professional Responsibility Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

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.

PSY 101 General Psychology is guided by the Marianist educational value of Educate for Adaptation to Change. Through psychology we understand why we do what we do and think what we think. Marianist universities readily adapt and change their methods. PSY 101 General Psychology focuses on the development of:

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

Through weekly discussions and the capstone project, the attributes above will be demonstrated.

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 'Ōlelo 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

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>

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2	2	2, 5
PLOs	1	1, 2, 3	1, 2
Native Hawaiian Values	2	2	2, 5
Gen Ed Learning Outcomes (if applicable)	1, 2	1, 2	1, 2

Course Activities

Assignments, Presentations, and Papers	Description	Points
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Who Am I?	<p>This is your opportunity to introduce yourself to the class. Please share a little about who you are and what makes you unique. There is no minimum word count for this assignment. If you do not know what to say, please use the prompts below as your guide. Also, please do not submit an attached document. Submit your response straight to Canvas so we can all access your work easily.</p> <ul style="list-style-type: none"> • Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.) • What is your name? What do you prefer to be called? What are your pronouns? • Share a little about yourself. What is something interesting about you that I haven't asked you about yet? • 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? <p>Your response will be submitted in a Canvas Discussion thread.</p>	100 pts
Discussion Response	<p>Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than 200 words in length. Post your discussion response directly to Canvas. Do not post as an attachment. This will make it easier for everyone to see your response. List your sources at the bottom of your post using APA formatting.</p>	55 points (11 * 5 pts each)

<p>Discussion Participation</p>	<p><i>Participation Requirement</i> - Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree" or "I don't agree" without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. You might want to respond to posts that are different from your ideas. For full participation credit you are required to contribute a total of at least one (1) substantive response each week.</p> <p><i>Following are guidelines for weekly discussion response grades:</i></p> <ul style="list-style-type: none"> ▪ <i>Excellent</i> = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is <u>well written</u>. Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. ▪ <i>Above Average</i> = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed. ▪ <i>Average</i> = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. ▪ <i>Minimal</i> = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere. ▪ <i>Unacceptable</i> = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. 	<p>55 points (11 * 5 pts each)</p>
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Capstone Project Topic	<p>Each student will develop a research question or hypothesis based on a topic that relates to this PSY 101 General Psychology course (pick a topic that intrigues you, you are curious about, and/or one that you have identified as an area of need). It is helpful to use the textbook to get ideas on a topic. The research question or hypothesis should be clear.</p> <p>Resources: How to write a strong hypothesis: https://www.scribbr.com/methodology/hypothesis/</p> <p>Research questions, hypotheses and objectives: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2912019/</p>	10 pts
Capstone Project Paper	<p>After completing the first draft you will add on to the first draft paper by continuing to conduct a thorough literature review and examination on your topic (sources can be peer-reviewed journals, credible websites, interviews, and observations). It is important that you incorporate any recommended edits from the first draft.</p> <p>Provide evidence that speaks to your topic from multiple perspectives; and provide an analysis of the information/data. Develop an evidence-driven decision responding to your research question or hypothesis. In addition, you will document your reflection of your findings that will include your thoughts on the implications and/or consequences of your evaluation.</p> <p>The Capstone paper should include:</p> <ul style="list-style-type: none"> • Introduction - What is your topic and why did you choose the topic? Clearly define your research question or hypothesis. • Literature Review – What does the literature say about the topic? Include a thorough history and current understanding of the topic. Use evidence from multiple sources to support or not support your hypothesis or research question. Evidence must be cited in APA format. • Discussion – Utilize your critical thinking skills to clearly and concisely discuss your research findings in relation to your hypothesis or research question. • Reflection – Reflect on your findings. Include 	75 points

	<p>implications for future research, limitations, and the importance of your hypothesis or research question.</p> <p>This research paper will be no less than 8 full pages, double-spaced, 12 pt Times Roman or Arial type of font, written using APA style. Your paper will also include a title page and reference page that does not count towards your page count.</p> <p>You must have a minimum of 10 credible sources. Interviews with social service professionals can count towards this requirement. A reference list is required in your presentation.</p> <p>APA formatting tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</p> <p><i>Assignment Characteristics for Capstone Project Paper and Presentation:</i></p> <p>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.</p> <p>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).</p> <p>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.</p>	
Capstone Project Presentation	Each student will present their findings to the class on the date specified in the course syllabus. The presentation should be approximately 5 minutes in length and be a	20 points

	summary of the capstone project paper. Presentations can include any visuals appropriate to your capstone project paper which could include slides, graphs, photos, etc. Pick a method that works best for you.	
Midterm Exam	The midterm will cover chapters 1, 2, 3, 6, 7, 8, 10, 11, and class lectures.	100 pts
Final Exam	The final exam is a comprehensive timed multiple-choice exam.	200 pts

Course Policies

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

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.

Class Structure

Although this is an in-person class, we will be incorporating an online seminar approach. We will be using class discussions via our online Learning Management System Canvas. In order to have informed discussions, students must complete the readings prior to posting any discussion material. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week on Canvas. This seminar will require a fair amount of reading and documentary viewing, so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared with questions and reflections. This allows for a more coherent participation in the seminar discussions. Although specific readings or media will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings.

Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. Presentations cannot be made up.

Extra Credit

None.

Changes to the Syllabus

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

Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade.

Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

Final Grades

Final grades will be determined based on the following percentages:

<u>Assignment</u>	<u>Points</u>
Who Am I	5
Discussion Question Responses	55 (11 * 5 points each)
Discussion Participation	55 (11 * 5 points each)
Capstone Topic	10
Capstone Presentation	20
Capstone Paper	75
Midterm Exam	100
Final Exam	200
Total Points = 520	

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

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

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

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

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic

Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

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

[Title IX and Nondiscrimination Statement](#)

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

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

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

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

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system

asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

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

Student with Disabilities Statement

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

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1: 8/25 Monday	Welcome Review Course Syllabus Class Introductions Chapter 1 Thinking Critically with Psychological Science Key Concepts: psychology, scientific attitude, critical thinking, research methods, evolution, & nature vs nurture	Chapter 1	
Week 1: 8/27 Wednesday	Chapter 1 Thinking Critically with Psychological Science	Chapter 1	
Week 1: 8/29 Friday	Chapter 1 Thinking Critically with Psychological Science Work on Capstone Project, complete assigned readings, and assignments listed in Canvas	Chapter 1	Who Am I Discussion 1
Week 2: 9/1 Monday	Labor Day Holiday NO CLASS		
Week 2: 9/3 Wednesday	Chapter 6 Sensation and Perception Key Concepts: sensation, perception, bottom-up processing, top-down processing, & parallel processing Chapter 7 Learning Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, & observational learning	Chapter 6, 7	
Week 2: 9/5 Friday	Chapter 6 Sensation and Perception Chapter 7 Learning	Chapter 6, 7	Discussion Question 1 Participation Discussion 2

Week 3: 9/8 Monday	Chapter 8 Memory Key Concepts: encoding, storage, retrieval, & effortful processing	Chapter 8	
Week 3: 9/10 Wednesday	Chapter 8 Memory	Chapter 8	
Week 3: 9/12 Friday	Chapter 8 Memory Work on Capstone Project, complete assigned readings, and assignments listed in Canvas	Chapter 8	Discussion Question 2 Participation Discussion 3
Week 4: 9/15 Monday	Chapter 10 Motivation and Emotion Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, & Maslow's hierarchy of needs	Chapter 10	
Week 4: 9/17 Wednesday	Chapter 10 Motivation and Emotion	Chapter 10	
Week 4: 9/19 Friday	Chapter 10 Motivation and Emotion Work on Capstone Project, complete assigned readings, and assignments listed in Canvas	Chapter 10	Discussion Question 3 Participation Discussion 4
Week 5: 9/22 Monday	Chapter 3 Consciousness and the Two-Track Mind Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, & addiction	Chapter 3	
Week 5: 9/24 Wednesday	Chapter 3 Consciousness and the Two-Track Mind	Chapter 3	
Week 5: 9/26 Friday	Chapter 3 Consciousness and the Two-Track Mind Work on Capstone Project, complete assigned readings, and assignments listed in Canvas	Chapter 3	Discussion Question 4 Participation Discussion 5
Week 6: 9/29 Monday	Chapter 11 Stress, Health, and Human Flourishing Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, & internal locus of control Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication	Chapter 11	

Week 6: 10/1 Wednesday	Chapter 11 Stress, Health, and Human Flourishing	Chapter 11	
Week 6: 10/3 Friday	Chapter 11 Stress, Health, and Human Flourishing	Chapter 11	Discussion Question 5 Participation Discussion 6
Week 7: 10/6 Monday	Chapter 2 The Biology of Behavior Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, & limbic system	Chapter 2	
Week 7: 10/8 Wednesday	Chapter 2 The Biology of Behavior Research and Hypothesis	Chapter 2	
Week 7: 10/10 Friday	Chapter 2 Biology of Behavior Capstone Project Topic and Partial Literature Review First Draft	Chapter 2	Discussion Question 6 Participation Discussion 7
Week 8: 10/13 Monday	Indigenous People's Day NO CLASS		
Week 8: 10/15 Wednesday	Midterm Review		
Week 8: 10/17 Friday	Midterm Exam		Midterm Exam Capstone Topic Due
Week 9: 10/20 Monday	Chapter 4 Developing Through the Life Span Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, & Kohlberg	Chapter 4	
Week 9: 10/22 Wednesday	Chapter 4 Developing Through the Life Span		
Week 9: 10/24 Friday	Chapter 4 Developing Through the Life Span		Discussion Question 7 Participation

			Discussion 8
Week 10: 10/27 Monday	Chapter 5 Gender and Sexuality Key Concepts: sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, & sexual orientation	Chapter 5	
Week 10: 10/29 Wednesday	Chapter 5 Gender and Sexuality		
Week 10: 10/31 Friday	Chapter 5 Gender and Sexuality		Discussion Question 8 Participation Discussion 9
Week 11: 11/3 Monday	Chapter 12 Social Psychology Key Concepts: fundamental attribution error, attitude, role, foot-in-the-door phenomenon, cognitive dissonance theory, the power of the situation, obedience, group dynamics, & conformity	Chapter 12	
Week 11: 11/5 Wednesday	Chapter 12 Social Psychology		
Week 11: 11/7 Friday	Chapter 12 Social Psychology		Discussion Question 9 Participation Discussion 10
Week 12: 11/10 Monday	Chapter 13 Personality Key Concepts: psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory	Chapter 13	
Week 12: 11/12 Wednesday	Chapter 13 Personality		
Week 12: 11/14 Friday	Chapter 13 Personality Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 10 Participation Discussion 11

Week 13: 11/17 Monday	<p>Chapter 14 Psychological Disorders</p> <p>Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia</p> <p>Chapter 15 Therapy</p> <p>Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, & biomedical therapies</p>	Chapter 14, 15	
Week 13: 11/19 Wednesday	<p>Chapter 14 Psychological Disorders</p> <p>Chapter 15 Therapy</p>		
Week 13: 11/21 Friday	<p>Chapter 14 Psychological Disorders</p> <p>Chapter 15 Therapy</p> <p>Work on Capstone Project, complete assigned readings, and assignments listed in Canvas</p>		Discussion Question 11 Participation
Week 14: 11/24 Monday	<p>Chapter 15 Therapy</p> <p>Work on Capstone Project, complete assigned readings, and assignments listed in Canvas</p>	Chapter 15	
Week 14: 11/26 Wednesday	<p>Thanksgiving Holiday</p> <p>NO CLASS</p>		
Week 14: 11/28 Friday	<p>Thanksgiving Holiday</p> <p>NO CLASS</p>		
Week 15 12/1 Monday	Capstone Project Presentation		Capstone Project Presentation
Week 15 12/3 Wednesday	Capstone Project Presentation (Overflow)		Capstone Project Presentation
Week 15 12/5 Friday	Capstone Project Presentation (Overflow)		Capstone Project Presentation
Week 16 12/8 Monday	Final Exam Week		

Week 16 12/10 Wednesday	Final Exam Week		
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