



PSY101 General Psychology

Henry Hall 107 Lecture T/Th 11:30 - 12:50
Credits: 3 Section: 05 Term: Spring 2026

Instructor Information



Instructor: Katie Lau

Email: katie.lau@chaminade.edu

Office Hours: By appointment

Virtual Office: Thursday afternoon and evenings. Please email me to schedule an appointment.

Communication

I will be available via email and will respond within 24-48 hours. If you would like to schedule a virtual appointment, please email me and we can arrange a meeting.

School & Department Information

Chaminade University of Honolulu, Behavioral Sciences

Office Location: Behavioral Sciences Building

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Behavioral Sciences at Chaminade University of Honolulu.

Course Description & Materials

Catalog Course Description

PSY 101 General Psychology (3)

Survey 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. English 102 and Communication 101 are prerequisites for this course.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement.

For example, in a three-credit hour traditional face-to-face course, students spend 3 hours in class per week for 19 weeks, excluding 6 non-school days, resulting in 51 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for approximately 4.4 additional hours per week, which equals 83.6 hours of studying over the semester. These two sums result in a total student engagement time of 135 hours for the course, meeting the total engagement time expected for a three-credit course at Chaminade University.

The minimum 37.5 hours of engagement per credit hour can be satisfied 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.

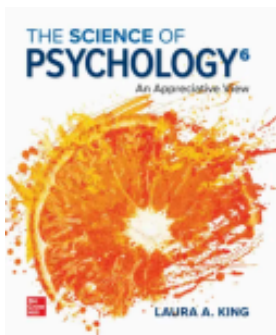
This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend an average of 7.1 hours per week engaged in this course over the 16 weeks. This includes:

- 51 hours of classroom instruction (3 hours per week for 16 weeks)
- 16 hours studying for your final exam
- 2 hours to complete your final exam
- 38 hours to complete your written assignments
- 12 hours conducting literature reviews for the 3 written assignments
- 15 hours researching and writing your discussion responses
- 7.5 hours responding to your peers
- 4.5 hours of additional class engagement (e.g., assigned readings and videos)

Required Materials

The Science of Psychology: An Appreciative View 6, 6th Edition By Laura King

King, L. A. (2023). *The science of psychology: An appreciative view* (6th ed.). McGraw-Hill Higher Education.



Recommended Items

For this course you will need:

- **Electronic Device:** A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.
- **Preferred Writing Utensil:** Choose a writing utensil that you are comfortable with for in-class work and note-taking (e.g., pen, pencil).
- **Notebook:** A notebook for taking notes and completing in-class activities is highly recommended.
- **Laptop (Optional):** If you prefer digital note-taking, a laptop is acceptable for use during class.

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

Canvas is an online learning platform where all course materials, assignments, and exams will be administered and accessed throughout the semester.

Learning Outcomes

Program Learning Outcomes (PLOs)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.

4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of this course, students 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.

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;
4. Open-mindedness.

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

Alignment of Course Learning Outcomes

1. Emphasis on Adaptation and Change

- PLO 2 highlights the value of adaptation and change through critical thinking and evaluation of research.
- CLO 3 directly incorporates this by requiring students to synthesize theories and concepts to develop adaptability in real-life contexts, reflecting the Marianist Educational Value of "Educate for Adaptation and Change."
- The Marianist Value promotes flexible thinking and open-mindedness, which are cultivated in both program and course outcomes through activities like the Adaptation for Change Paper and the capstone presentation.

2. Critical Thinking and Scientific Inquiry

- PLO 2 and PLO 3 emphasize critical thinking and the application of scientific methodology to interpret and evaluate psychological research.
- CLO 2 aligns with this by requiring students to apply scientific methodology and critical thinking while communicating their findings effectively through written and oral skills. The Marianist Value of "Provide an Integral, Quality Education" is reflected in this alignment as students engage in rigorous academic inquiry and practical application of psychology.

3. Holistic Education and Respect for Diversity

- PLO 4 focuses on educating the whole person by exploring the dynamic interaction between mind, body, and social influences.
- CLO 1 supports this by guiding students to explain major theories and research

findings that represent the scientific perspective of developmental processes, fostering a comprehensive understanding of human behavior.

- The Marianist Values of "Educate in Family Spirit" and "Educate for Service, Justice, and Peace" are reflected in the course's encouragement of respectful dialogue, recognition of diverse perspectives, and application of psychology to promote justice and well-being.

Course Activities

Who Am I Introduction (5 points)

Students will participate in an introductory discussion board to get to know one another and build community at the start of the course. Each student will introduce themselves to the instructor and their classmates utilizing the guiding questions that are provided in the Canvas module.

Canvas Discussions (10 Discussions, 50 points total)

Canvas Discussions are to be completed individually. Weekly discussions and responses are required to receive full credit of 5 points.

Your initial response to the discussion will be due on Fridays by 11:59 pm. You will then submit responses to another student which is due on Sunday by 11:59 PM. It is important to submit your responses on time, as late entries will result in point deductions.

To receive full credit of 5 points, ensure your posts and responses are thoughtful, relevant, and meet the specific guidelines provided for each discussion. Engaging in meaningful dialogue will enhance the learning experience for everyone.

Homework

Individual homework will be located under the "assignments" tab. This is to be completed individually by Sundays at 11:59 PM.

1. Critical Thinking Assignment (10 points)
 - a. Students will have the opportunity to strengthen the ability to analyze, evaluate, and apply course concepts to real-world and professional contexts. These assignments require students to move beyond summarization and demonstrate higher-order thinking skills, including interpretation of theory, comparison of perspectives, and evidence-based reasoning.
2. Dopamine Menu Assignment (10 points)
 - a. Students will explore the world of dopamine and discover how it affects happiness and motivation. Your task is to create a personalized "Dopamine Menu" that reflects your personality and includes activities that boost your mood.

- b. This will be posted as a discussion on Canvas, you must respond to at least one peer to receive full credit.
- 3. Personality Assessment Assignment (10 points)
 - a. Students will explore personality theory by completing a personality assessment and reflecting on how the results relate to your own behavior and experiences. This activity is designed to help you connect psychological concepts to real life while practicing self-reflection and critical thinking.
- 4. Types of Therapies Assignment (10 points)
 - a. Students will research multiple types of therapy and create a written explanation demonstrating understanding of how these therapies work and what they are used for.
- 5. Self Reflection (10 points)
 - a. This self-reflection assignment helps you connect concepts from the Motivation and Emotion chapter to your own experiences. You will reflect on your emotions, your level of self-awareness, and how you regulate emotional responses in everyday situations.
- 6. Developmental Theories (10 points)
 - a. Psychologists use different theories to explain how humans develop across the lifespan. In this assignment, you will choose two developmental theories that you find most interesting and explore how each explains human growth and behavior.
- 7. Research Article (Paper and Presentation, 10 points)
 - a. The purpose of this assignment is to help students explore how psychologists study gender, sex, sexuality, and gender roles using scientific research. Students will locate a scholarly, peer-reviewed article and present its key ideas to the class.

Quizzes

There will be 10 quizzes throughout the course, each worth 10 points for a total of 100 points. The quizzes are designed to help you prepare for the final exam. Quizzes will **NOT** be accepted beyond the posted deadline.

Other Papers

Diagnostic Paper (100 points)

Students will select one psychological diagnosis from Chapter 15 and then conduct a research literature review of the psychological diagnosis that includes an overview of the disorder and research to the biological, psychological, and sociocultural factors.

Exams

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

- The final exam will be on Monday May 4, 2026 at 3:30 - 5:30 PM in Henry Hall 107

Team Projects

1. Group work assignments (10 points each, 90 points total)
 - a. Each week you will be given time in class to complete the group work assignments. These assignments should be completed as a team and turned in individually by Sunday 11:59 PM. To receive credit **EACH PERSON** must turn in their group work to Canvas. Please include all your group members' names on the paper.
 - b. If you are not in class you must complete the group work assignment individually to receive credit.

Final Project (125 points total)

Capstone Paper (100 points)

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. Based on the chosen topic students will conduct a literature review and write a paper on the background of the chosen topic.

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.

The Capstone paper should include:

- 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 implications for future research, limitations, and the importance of your hypothesis or research question.

This research paper will be no less than 7 pages, double-spaced, 12 pt Times Roman font, written using APA style. Your paper will also include a title page and reference page that does not count towards your page count. You must have a minimum of 6 credible sources. Interviews with social service professionals can count towards this requirement.

Capstone Presentation (25 points)

Each student will present their findings to the class on their chosen date. The presentation should be approximately 5-7 minutes in length and be a 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.

Course Policies

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards i.e., treat each other with respect and courtesy. Group assignments should be delegated to respective group members so that equivalent effort is a likely outcome.

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments within two weeks of the assignment's due date. If a student submits an assignment after the due date, feedback and grading may take up to two weeks from

the date of actual submission. Communications via email will generally be responded to within 24 hours but no later than 2 days after receipt.

Attendance

Attendance for this course is graded, if you are unable to attend a class email the course instructor before the start of 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.

Attendance will be taken every class and is worth 2 points for each class. If you arrive more than 5 minutes late you will be marked off by one point. Unexcused absences will result in 0 points for the class day. There are 33 classes (excluding Prince Kuhio Day Holiday) each class is worth 2 points for a total of 66 points.

Late Work

Students are expected to submit all assignments by the posted due date. Meeting deadlines is an important skill that helps prepare you for future academic and real-world responsibilities.

Late work will be accepted according to the following guidelines:

- Assignments submitted late will receive 2 points off for each day the assignment is late.
- Final paper, final exam, and final exam will not be accepted late

Late penalties are applied automatically unless prior arrangements have been made.

Extensions and Exceptions

Extensions may be granted for excused absences or serious circumstances if the student communicates with the teacher **before the due date** or as soon as possible. Documentation may be required. Technical issues are not an automatic excuse, so students should plan ahead.

Responsibility

It is the student's responsibility to track due dates, submit work on time, and communicate about any issues that may affect completion. Turning in work late does not excuse missing required components.

This policy is designed to be fair while encouraging responsibility and time management.

Extra Credit

Students will be provided with opportunities throughout the semester to earn extra credit. These opportunities will be announced in class and posted on Canvas.

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

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.

Final Grades

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

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

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

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

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

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

Use of AI

Use of AI for papers, projects, assignments, etc is permitted. However, your work must not be more than 20% AI generated. If the work is found to be more than 20% AI, you will not receive credit for the work. You may resubmit the work but late penalties will apply.

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.

Assessment

Assignment	Points Total	CLO
Who Am I? Discussion	5	N/A
Quizzes	(10 quizzes x 10) 100	1
Discussions	(7 discussions x 5) 35	1,2,3
Group Work	(9 assignments x 10) 90	1,2,3
Homework	(7 assignments x 10) 70	1,2,3
Diagnostic Research Paper	100	1,2,3
Capstone Paper	100	1,2,3
Capstone Presentation	25	1,2,3
Final Exam	50	1
Attendance	(33 classes x 2 points each) 66	N/A
Total	641	

Grading Scale (Total = 641 points)

- **A (90–100%):** 577–641 points
- **B (80–89%):** 513–576 points
- **C (70–79%):** 449–512 points
- **D (60–69%):** 385–448 points
- **F (below 60%):** 0–384 points

(Tentative) Course Schedule

Week	Tuesday	Thursday	Canvas Assignment Due Dates Assignments are due on Canvas Sundays by 11:59 PM
1	1/13/26 Syllabus & Course Introduction Ch. 1 What is Psychology?	1/15/26	Who Am I? Introduction due 1/18 by 11:59 PM Discussion post and peer response due 1/18 by 11:59 PM
2	1/20/26 Ch. 2 Psychology's Scientific Method	1/22/26	Ch. 1 & 2 Quiz due 1/25 Discussion post and response due 1/25 Group Work due 1/25
3	1/27/26 Ch. 3 Biological Foundations of Behavior	1/29/26	Ch. 3 Quiz due 2/1 Dopamine Menu post and response due 2/1 Group Work due 2/1
4	2/3/26 Ch. 4 Sensation and Perception	2/5/26	Ch. 4 Quiz due 2/8 Group Work due 2/8 Critical Thinking Assignment due 2/8
5	2/10/26 Ch. 5 States of	2/12/26	Ch. 5 Quiz due 2/15 Discussion post and

	Consciousness		response due 2/15 Group Work due 2/15
6	2/17/26 Ch. 6 & 7 Learning and Memory	2/19/26	Ch. 6 & 7 Quiz due 2/22 Discussion post and response due 2/22 Group Work due 2/22 Critical Thinking Assignment due 2/22
7	2/24/26 Ch. 8 Thinking, Intelligence, and Language	2/27/26	Ch. 8 Quiz due 3/1 Discussion post and response due 3/1 Group Work due 3/1
8	3/3/26 Ch. 9 Human Development	3/5/26	Ch. 9 Quiz due 3/8 Group Work due 3/8 Developmental Theories Assignment due 3/8
9	3/10/26 Ch. 10 Motivation and Emotion	3/12/26 In class time to do self reflection assignment	Discussion post and response due 3/15 Self Reflection due 3/15
10	3/17/26 Ch. 11 Gender, Sex, and Sexuality	3/19/26 In class presentations	Presentation due 3/19 (submission on Canvas due 3/22 by 11:59 PM)
11	3/24/26	3/26/26	Ch. 12 Quiz due 3/29

	Ch. 12 Personality	Prince Kuhio Day - No class	Discussion post and response due 3/29 Personality Assessment due 3/29
12	3/31/26 Ch. 13 Social Psychology	4/2/26	Ch/ 12 Quiz due 4/5 Group work due 4/5 Critical Thinking Assignment due 4/5
13	4/7/26 Ch. 14 Industrial and Organizational Psychology	4/9/26	Ch. 14 Quiz due 4/12 Discussion post and response due 4/12 Group Work due 4/12
14	4/14/26 Ch. 15 Psychological Disorders	4/16/26	Diagnostic Paper due 4/26
15	4/21/26 Ch. 16 Therapies	4/23/26	Types of Therapies Assignment due 5/3
16	4/28/26 Ch. 17 Health Psychology	4/30/26 In class study session for finals	Work on final presentation and paper Final Exam will be on MONDAY 5/4 at 3:30 - 5:30 PM

17	5/5/26 Presentations	5/7/26 Presentations	In class presentations on 5/5 & 5/7 Final paper due 5/7
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