

College of Education and Human Development

Department of Psychology

PSY 490: Senior Seminar in Psychology

Online Asynchronous Accelerated | Credits: 3 | Section: #490-90-9 | Term: Fall 2026 | 8/17/2026 – 12/11/2026

Instructor Information

Instructor	Dr. Abby Halston, Ed.D, NCC, LMFT-S
Brief Intro	Dr. Halston is an Associate Professor and Undergraduate Chair of Psychology at Chaminade University of Honolulu, where she also serves as Clinical Director of the MSCP Marriage and Family Therapy Emphasis. She is a licensed marriage and family therapist supervisor with extensive experience in behavioral health, research methodology, and educational psychology.
Email	abby.halston@chaminade.edu
Phone	808-739-4641
Office Location	Behavioral Sciences 111A
Virtual Office Hours	Mondays 8am to 10am

Communication

I will respond to Canvas Inbox messages and emails within 24 hours Monday through Friday. Allow up to 48 hours for responses to comments posted within Canvas assignments. Assignment feedback will normally be posted within two to three business days. Use your Chaminade email account, include a clear subject line, and communicate respectfully and professionally.

School & Department

School	College of Education and Human Development
Location	Behavioral Sciences Building
Phone	(808) 739-4641
Questions?	Contact Dr. Halston or the College of Education and Human Development

Course Description & Materials

Catalog Description

This capstone course collaboratively explores the relationship between the core and elective psychology courses completed by psychology majors. Students examine how prior coursework connects to psychological research and professional application. Major requirements include an integrative research paper, a paper connecting psychology to the five Marianist educational values, a Psychology Program Comprehensive Examination, and a program exit evaluation.

Prerequisites: EN 102, PSY 101, PSY 316, and senior standing.

Course Overview

PSY 490 examines the interrelationship of the subdisciplines of psychology studied throughout Chaminade University's psychology program. Because this is a senior seminar, learning is collaborative and guided rather than lecture-centered. The

instructor facilitates students' development and completion of the required capstone assignments. Students practice flexible thinking, respect for differences, critical thinking, and open-mindedness through writing assignments and the capstone project.

Course Snapshot

Modality	Online Asynchronous Accelerated (Flex) — 10-module term
Time Commitment	This three-credit course requires a minimum of 135 hours of academic engagement, including reading, research, writing, online instruction and interaction, examinations, presentations, and other assessments. Plan for approximately 13.5 hours of engagement per week across the 10-module completion plan.
Recommended Materials	Publication Manual of the American Psychological Association, 7th edition. Textbooks, notes, and learning materials from previous psychology courses.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). All assignments, announcements, course materials, and grades are accessible through Canvas. Log in regularly and check announcements each week.
Technology	PC or Mac with reliable internet; speakers or headphones; ability to play MP3/MP4, stream video, and open PDFs. Technical assistance: helpdesk@chaminade.edu or 808-735-4855. Canvas Hotline: 1-833-209-6111.

Statement of Educator Ethics

The Model Code of Educator Ethics is integrated throughout course activities. Responsibilities to the profession, professional competence, students, the school community, and ethical technology use are embedded in the expectations for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

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

1. Identify key concepts, principles, and overarching themes in psychology. (PLO 1)
2. Demonstrate adaptation and change through the critical interpretation, design, and evaluation of psychological research. (PLO 2)
3. Demonstrate effective written and oral communication within the field of psychology. (PLO 3)
4. Explain the dynamic interaction among mind, body, and social influences as part of educating the whole person. (PLO 4)

Course Learning Outcomes (CLOs)

Upon successful completion of PSY 490, students will be able to:

1. Identify key concepts, principles, and overarching themes in psychology, as assessed through a multiple-choice examination. (PLO 1)
2. Apply critical-thinking skills to interpret, design, and evaluate psychological research, as assessed through a research paper and oral presentation. (PLOs 2 and 3)
3. Describe and explain the dynamic relationship among mind, body, and social influences, as assessed through an essay. (PLO 4)
4. Explain how psychology relates to the five Marianist educational values, as assessed through an essay. (PLO 4)

Marianist Values

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

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

PSY 490 is especially guided by Educate for Adaptation and Change and Father Chaminade's principle that "new times call for new methods." Students practice flexible thinking, respect for differences, critical thinking, and open-mindedness through writing assignments and the capstone project. The course also requires students to engage deeply with all five Marianist values through the Characteristics of a Marianist Education Integrative Paper.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the whole person. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

Value	Meaning and Proverb
Mana — Formation in Faith	E ola au i ke akua (‘Ōlelo No‘eau 364): May I live by God.
Na‘auao — Integral, Quality Education	Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957): Acquire skill and make it deep.
‘Ohana — Family Spirit	‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pēlā iho lā ka nohana ‘ohana (‘Ōlelo No‘eau 1200): Recognize others, be recognized, help others, be helped; such is a family relationship.
Aloha — Service, Justice, and Peace	Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430): Education is the standing torch of wisdom.
‘Āina — Adaptation and Change	‘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

Course Learning Outcome	Marianist Value	PLO(s)
CLO 1: Key concepts and overarching themes	Adaptation and Change	PLO 1
CLO 2: Research interpretation, design, and evaluation	Adaptation and Change	PLOs 2 and 3
CLO 3: Mind, body, and social interaction	Integral, Quality Education	PLO 4
CLO 4: Marianist educational values	All five values	PLO 4

Assessment and Grading

Assessment Summary

Assessment	Quantity / Value	Points
Milestone One: Welcome — Let's Get Acquainted	1 × required	—
Seven Study Guides	7 × 5 points each	35

Biopsychosocial Paper	1 × 100 points	100
Characteristics of a Marianist Education Integrative Paper	1 × 100 points	100
Capstone Project Proposal	1 × 10 points	10
Capstone Paper	1 × 75 points	75
Capstone Presentation	1 × 25 points	25
Comprehensive Examination	71 questions × 4 points each	284
Psychology Program Assessment Survey	1 × 10 points	10
Total Possible Points		639

Grading Scale

Grade	Points	Description
A	575–639	Outstanding scholarship and unusual intellectual initiative.
B	511–574	Superior work completed consistently and thoughtfully.
C	447–510	Competent grasp of the subject matter.
D	383–446	Lowest passing level; may not satisfy prerequisite requirements.
F	382 and below	Insufficient mastery; no credit awarded.

Assignment Descriptions and Rubrics

Milestone One: Welcome — Let's Get Acquainted (required)

Complete the introductory milestone during Module 1 to establish your presence in the course and become familiar with course expectations. Completion within the first seven days of the course is required to remain enrolled — see Course Policies below.

Study Guides — 35 Points (7 × 5 points)

Create seven study guides, one for each content area listed below. Each study guide is worth 5 points with no required minimum or maximum length. The study guides support both major papers and the comprehensive examination.

Study Guide Topics:

- Marianist Values — the five Marianist educational values
- Evolutionary Psychology — evolutionary theory, Darwin, natural selection, adaptation, mutation, reproductive success, strategic interference theory, inclusive fitness theory, purpose of behaviors
- Statistics and Research — empirical research, skepticism, theory/hypothesis/schema/replication, correlations, causation vs. correlation, experimental methods, variables, random sampling, central tendency, statistical significance, research ethics
- Life Span Development, Personality, and Abnormal Psychology — Freud, egocentrism, cognitive dissonance, DSM-5, Big Five, introversion/extraversion, aging and mood, anxiety disorders, depressive disorders, developmental stage theory critiques
- Organizational and Health Psychology — Sun Tzu, allostatic load, immune system conditioning, Theory X, stress management, Daoist approaches, organizational culture, SWOT analysis, McClelland's Theory of Needs, mechanistic model, Benson's relaxation response
- Counseling Theory — ethics, psychoanalytic theory, client-centered techniques, humanistic self-actualization, behavior therapy, cognitive therapy, general benefits of counseling

- Social and Cross-Cultural Psychology — Horney and Adler, social loafing, fundamental attribution error, gender and demographics, groupthink, components of prejudice

Biopsychosocial Paper — 100 Points

Select a topic that demonstrates the interaction among mental, physical, and social health. Conduct in-depth research and prepare a 2,000–2,500-word report with an introduction, literature review, conclusion, and a 500–700-word personal reflection. Use at least four credible sources. The paper must follow APA 7th edition style and include a title page and reference page.

Criterion	Exemplary	Proficient	Developing	Needs Improvement
Research Depth and Relevance	Exceptionally detailed, highly relevant research; more than four strong sources used effectively.	Thorough, relevant research; at least four credible sources used appropriately.	Research is limited or only partly relevant; sources are used unevenly.	Minimal or irrelevant research; fewer than four credible sources.
Quality of Report Writing	Exceptionally clear, organized, comprehensive, and polished; all required sections fully developed.	Well written and organized; all required sections present and adequately developed.	Some organization, but clarity or depth is inconsistent.	Poorly organized, unclear, or missing required sections.
Synthesis and Analysis	Sophisticated synthesis and deep analysis of the interaction among mind, body, and social health.	Effective synthesis and clear analysis of the biopsychosocial interaction.	Partial synthesis with limited analysis.	Little or no synthesis or analysis.
Personal Reflection	Insightful, personal, and meaningfully connected to research, with new perspectives or applications.	Clear and personal reflection connected to research.	Surface-level reflection with limited research connection.	Minimal reflection with little meaningful connection.
APA Format and Presentation	Flawless APA style and professional presentation.	Minor APA or presentation errors.	Noticeable APA and presentation problems.	Numerous errors that significantly reduce quality.

Total: ____ / 100 points

Characteristics of a Marianist Education Integrative Paper — 100 Points

Write a minimum eight-page APA-formatted paper examining the relationship between Chaminade University's Psychology program and the five Marianist educational values. Include an introduction; a section for each value with at least three specific examples from psychology courses; reflective analysis; and a conclusion describing the influence of the Marianist educational tradition on your university experience. Title page and reference page do not count toward the eight-page minimum.

Required sections:

- Introduction — identify the five Marianist educational values
- Educate for Formation in Faith — explain the value beyond the syllabus and provide at least three reflective examples
- Provide an Integral, Quality Education — explain the value and provide at least three reflective examples
- Educate in Family Spirit — explain the value and provide at least three reflective examples
- Educate for Service, Justice, Peace, and the Integrity of Creation — explain the value and provide at least three reflective examples
- Educate for Adaptation and Change — explain the value and provide at least three reflective examples
- Conclusion — synthesize your Chaminade experience and the influence of the Marianist values

Criterion	Exemplary	Proficient	Developing	Needs Improvement
Understanding of Marianist Values	Exceptional understanding; descriptions clearly extend beyond the syllabus.	Clear understanding with adequate descriptions.	Basic understanding with limited elaboration.	Limited understanding; descriptions do not extend beyond the syllabus.
Integration in Psychology Courses	More than three detailed, reflective examples per value showing deep integration.	Three clear, reflective examples per value.	At least two examples per value with some reflection.	Fewer than two examples per value or minimal reflection.
Depth of Reflection	Insightful, personal reflection showing profound educational impact.	Clear, personal reflection showing significant impact.	Reflection is present but lacks depth.	Minimal or no meaningful reflection.
Writing and APA Format	Exceptionally well written and organized; fully meets APA and page requirements.	Well written with minor APA errors; meets all requirements.	Writing or organization problems and noticeable APA errors.	Numerous writing and APA errors or does not meet length requirements.

Total: ____ / 100 points

Senior Seminar Capstone Project — 110 Points

Capstone Project Proposal — 10 Points

Submit a brief description of fewer than 200 words identifying the intended capstone topic and focus.

Capstone Paper — 75 Points

Prepare an 8–10-page APA-formatted research paper with a title page, abstract, at least eight pages of text, at least 15 credible sources, in-text citations, and a reference page. Introduce the topic and its relevance; critically analyze existing research; propose a hypothetical study with methodology, anticipated findings, and implications; and evaluate how the proposed study addresses gaps or limitations in the literature.

Criterion	Exemplary	Proficient	Developing	Needs Improvement
Introduction and Relevance	Compelling, exceptionally clear introduction and justification of relevance.	Clear introduction and relevance with adequate justification.	Topic and relevance are only partly clear.	Topic is poorly defined with minimal relevance.
Research and Analysis	Comprehensive research using more than 15 credible sources and sophisticated critique of methods and findings.	Thorough research using at least 15 credible sources and clear analysis.	Adequate research but superficial or incomplete analysis.	Minimal research, fewer than 15 sources, or weak analysis.
Design Proposal	Creative, detailed, feasible study showing sophisticated methodological understanding; findings and implications well articulated.	Clear, feasible design with good methodological understanding.	Basic design with missing or underdeveloped details.	Poorly conceived or missing design.
Evaluation of Research	Thorough critical evaluation with insightful links to the proposed study.	Effective evaluation with some connection to the proposed study.	Basic evaluation with limited critical depth or connection.	Minimal or no evaluation.
APA Format and Writing Quality	Flawless APA style; clear, concise, polished writing; exceeds requirements.	Minor APA errors; clear, organized writing; meets requirements.	Noticeable APA and organization problems; barely meets requirements.	Numerous errors; unclear writing; does not meet requirements.

Total: ____ / 75 points

Capstone Presentation — 25 Points

Create a 5–10-minute recorded presentation summarizing the capstone paper. The student must speak in the recording. A narrated screen share, slides with voice-over, or webcam presentation is acceptable. Submit the recording or a shareable Google Drive link in Canvas as directed.

Criterion	Exemplary	Proficient	Developing	Needs Improvement
Content Clarity and Relevance	Exceptionally clear, concise, and directly relevant; key findings highlighted effectively.	Clear and relevant; most key findings are highlighted.	Somewhat unclear or lacking focus; key findings incomplete.	Unclear, irrelevant, or disorganized.
Delivery and Engagement	Highly engaging, confident, and well paced with strong voice presence.	Mostly engaging with good pacing and minor lapses.	Uneven pacing or limited engagement.	Unengaging or poorly paced.
Visual and Audio Aids	Excellent use of visual or audio aids that strengthen key findings.	Aids are effective but could be more engaging or better aligned.	Aids are present but only partly effective.	Minimal, missing, or ineffective aids.
Presentation Skills	Excellent articulation, professional language, and demeanor.	Clear articulation and professional delivery.	Developing articulation, language, or demeanor.	Significant presentation skill problems.
Technical Quality and Time	Clear audio and visuals; fully within the required time.	Good technical quality with minor issues; generally within time.	Technical issues or timing problems detract from the presentation.	Significant technical problems or outside the required time.

Total: ____ / 25 points

Comprehensive Examination — 284 Points

Complete the 71-question Psychology Department Comprehensive Examination. Each question is worth 4 points ($71 \times 4 = 284$). Students have 120 minutes and should arrange a dedicated, uninterrupted testing period.

Psychology Program Assessment Survey — 10 Points

Complete the Psychology Program Assessment Survey through the link provided in Canvas. This is a required program-level assessment.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This accelerated asynchronous course requires consistent, meaningful engagement with content and the instructor each module. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, research, and writing activities within designated module timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Maintain academic engagement and notify the instructor promptly when circumstances interfere with progress.
- Demonstrate professional communication — use Chaminade email, clear subject lines, and respectful language in all correspondence.
- Meet established deadlines to remain on track with the accelerated module sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- Weekly Communication: Module overviews and announcements clarifying objectives, key concepts, and assignment expectations.
- Timely Feedback: Substantive feedback on all graded work. Email inquiries: within 24 hours (M–F). Assignment feedback: within 2–3 business days of the due date. Major assessments: within 7 school days of the due date.
- Monitoring & Outreach: Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Because of the flexibility of the Flex online course design, all assignments are accepted through the last day of the course — no late penalty applies. That said, staying on top of the accelerated weekly sequence is essential. If you are falling behind or have a concern, reach out to Dr. Halston as early as possible.
Milestone #1	Milestone One must be completed within the first seven days of the course. Failure to complete Milestone One by this deadline will result in disenrollment from the course in accordance with Flex attendance policy. This is a non-negotiable registration requirement — please complete it as soon as the course opens.
Incomplete Grade	Because students have the full term to complete this accelerated course, grades of Incomplete are not available for PSY 490.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Points	Description
A	575–639	Outstanding scholarship and unusual intellectual initiative.
B	511–574	Superior work completed consistently and thoughtfully.
C	447–510	Competent grasp of the subject matter.
D	383–446	Lowest passing level; may not satisfy prerequisite requirements.
F	382 and below	Insufficient mastery; no credit awarded.

Total possible points = 639 points

10-Module Accelerated Course Schedule

Specific due dates for all assignments are posted in Canvas. Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Module	Topic and Focus	Assignments Due
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1	Welcome; Course Orientation; Marianist Educational Values	Milestone One; Capstone Project Proposal; Marianist Educational Values Study Guide
2	Biopsychosocial Paper Requirements; Evolutionary Psychology	Evolutionary Psychology Study Guide
3	Statistics and Research; Biopsychosocial Paper Work	Statistics and Research Study Guide
4	Life Span Development, Personality, and Abnormal Psychology; Biopsychosocial Paper Work	Life Span Development, Personality, and Abnormal Psychology Study Guide
5	Biopsychosocial Paper — Final Submission	Biopsychosocial Paper
6	Organizational and Health Psychology; Capstone Requirements Review	Organizational Psychology and Health Psychology Study Guide
7	Counseling Theory; Marianist Integrative Paper Work	Counseling Theory Study Guide; Characteristics of a Marianist Education Integrative Paper
8	Social and Cross-Cultural Psychology; Capstone Work	Social Psychology and Cross-Cultural Psychology Study Guide
9	Capstone Submission; Exam Preparation	Capstone Paper; Capstone Presentation
10	Program Survey; Comprehensive Examination	Psychology Program Assessment Survey; Comprehensive Examination

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 University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams, or other academic tasks — defined as use that substitutes for or substantially replaces a student's own analysis, reasoning, or written expression — without explicit instructor approval is considered academic misconduct and will be handled according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material, the instructor may require additional or alternative evidence. A student's refusal or inability to provide such evidence may be considered in evaluating

whether the work meets course requirements. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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, 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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form at cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator or the U.S. Department of Education's Office for Civil Rights. The University's Nondiscrimination Policy and Grievance Procedures can be found at: chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

Student with Disabilities Statement

Kōkua 'Ike Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (as amended), and the principles of the Association on Higher Education and Disability.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible. Appointments are available through Stellic at chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome. Learn more at chaminade.edu/ada-accommodations. Students are responsible for notifying Kōkua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations

Tutoring & Academic Coaching (Kōkua 'Ike)	Free one-on-one tutoring and writing support. TutorMe available through Canvas.	tutoring@chaminade.edu 808-739-8305
Career Services	Job search coaching, resume reviews, interview coaching, and career resources.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence.	chaminade.edu/titleix/resources-and-support/
Sullivan Family Library	Research databases, scholarly literature, and library support for all courses.	Lyneee Teruya, Librarian lyneee.teruya@chaminade.edu 808-739-4680
Purdue OWL	Writing, paper organization, and APA 7th edition citation guidance.	owl.purdue.edu/owl/purdue_owl.html
Chaminade IT Help Desk	Technical assistance for Canvas and course technology.	helpdesk@chaminade.edu 808-735-4855 Canvas Hotline: 1-833-209-6111

Appendix A: Scientific Method Definitions

The methods of science are tools used to obtain knowledge about phenomena. The scientific method is a set of assumptions and rules for collecting and evaluating data in a systematic way that reduces bias. Data allow ideas to be tested empirically rather than accepted solely on personal belief.

Term	Definition
Science	A controlled mode of inquiry used to develop objective, effective, and credible knowledge.
Scientific Method	A systematic process for collecting and evaluating evidence while limiting false conclusions.
Theory	A broad, interconnected set of propositions explaining how some part of the world operates.
Hypothesis	A specific, testable proposition that may be derived from theory or initial observation.
Falsifiability	Scientific theories cannot be conclusively proved; evidence may support or fail to support them, and they must remain open to potential disconfirmation.
Replication	Repeating research to determine whether findings are reliable and reproducible.
Goals of Scientific Research	To describe behavior, predict behavior, determine causes, and understand or explain behavior.

Sources: Heppner, Kivlighan, and Wampold, Research Design in Counseling; Kidder, Research Methods in Social Relations; Cozby, Methods in Behavioral Research; AllPsych, research methods and replication resource.