



Chaminade
University

School of Applied Psychology

Department of Psychology

PSY 101 General Psychology

MWF 1:30pm-2:20pm | Credits: 3 | Section: 101-02-1 | Term: Fall 2026

Instructor Information

Instructor	Sheena Galutira
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Phone	808-739-8557
Office Location	Behavioral Science Building 106
Office Hours	Tuesdays 11am to 2pm or by appointment
Virtual Office	https://calendar.app.google/UYFhNAW1fPWjxrXa9
Virtual Office Hours	Tuesdays 11am to 2pm or by appointment

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 weekdays.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-8340
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

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.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Behavioral Science Building 102
Meeting Days/Times	MWF 1:30pm to 2:20pm
Time Commitment	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	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). <i>[Briefly note how Canvas supplements the in-person course]</i>

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of psychology courses, the student will be able to:

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

Course Learning Outcomes (CLOs)

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

1. Explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human cognition and behavior (PLO 1).
2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3).
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).

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
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

	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 Outcomes(if applicable)	1, 2	1, 2	1, 2

Attendance & In-Class Participation

Attendance Policy

Please inform the instructor if you will be late, absent, or need to leave class early. Informing the instructor ahead of time can help with any necessary accommodations for assignments.

Quick Reference — Absence Thresholds:

Excused Absence	e.g., illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	e.g., any absence not pre-approved or documented
Warning Threshold	e.g., More than 2 unexcused absences — instructor may notify student
Grade Penalty	e.g., More than 4 unexcused absences — final grade lowered by one letter
Course Failure	e.g., More than 6 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Please inform the instructor

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

There will be discussions and in-class activities throughout the week. Students will receive class participation points for participating in discussions, completing and submitting in-class assignments. 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. Please be respectful and do not personally attack your peers. Healthy discussion and debate are welcome and encouraged. We do not have to agree with one another, and 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.

Course Activities

In-Class Activities	In-class discussions
Homework / Assignments	Papers and class participation
Quizzes / Exams	Multiple-choice midterm and final exams
Projects	Capstone presentation and paper

Assignments, Presentations, and Papers	Description	Points

Class Participation	Each week students will participate in discussions and in-class assignments. To receive credit for class participation, students must attend class and complete the assigned work for the day.	65 points (13 * 5 pts each)
Capstone Project Topic	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. Resources: How to write a strong hypothesis: https://www.scribbr.com/methodology/hypothesis/ Research questions, hypotheses and objectives: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2912019/	10 pts
Capstone Project Paper	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. 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	75 points

	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 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. 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. APA formatting tutorial: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx <i>Assignment Characteristics for Capstone Project Paper and Presentation:</i> Pedagogical Method - Experiential learning: Students will identify an area of interest and/or need, develop a research question or hypothesis to gain a deeper understanding of their topic, and an action plan on appropriate next steps to address their inquiry-based project. X Factor Element – Finding Happiness: Students will develop a deeper understanding on a psychological issue that they are interested in. They will discover the feeling of empowerment as they develop their skills of inquiry and how increasing knowledge expands their perspective of the world around them. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to more career pathways). Student Ideas – Long-Term Project: This capstone project is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this capstone paper and presentation.	
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 summary of the capstone project paper.	20 points

	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

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 from your earned grade for the assignment. Presentations cannot be made up.
Make-Up Work	Contact instructor. Make-up work will be determined based on attendance and late work policy.
Extra Credit	None or TBD
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

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

<u>Assignment</u>	<u>Points</u>
Class Participation	65 (13 * 5 points each)
Capstone Topic	10
Capstone Presentation	20
Capstone Paper	75
Midterm Exam	100
Final Exam	200
Total Points = 470	

Grade	Range
A	90% and above
B	80–89%
C	70–79%

Grade	Range
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, 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 in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and 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 dealt with 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 — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. 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, 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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), 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, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *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](#).

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 and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

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)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	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. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week	Focus & Learning Objectives	Readings	Due
Week 1	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	Class Participation 1
Week 2	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	Class Participation 2
Week 3	Chapter 8 Memory Key Concepts: encoding, storage, retrieval, & effortful processing	Chapter 8	Class Participation 3
Week 4	9/7 Labor Day No Class Chapter 10 Motivation and Emotion Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, & Maslow's hierarchy of needs	Chapter 10	Class Participation 4
Week 5	Chapter 3 Consciousness and the Two-Track Mind Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, & addiction	Chapter 3	Class Participation 5
Week 6	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	Class Participation 6
Week 7	Chapter 2 The Biology of Behavior Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, & limbic system	Chapter 2	Class Participation 7

Week	Focus & Learning Objectives	Readings	Due
Week 8	Midterm Review Midterm Exam		Midterm Exam Capstone Topic Due
Week 9	10/12 Indigenous People's Day No Class Fall Wellness Week		
Week 10	Chapter 4 Developing Through the Life Span Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, & Kohlberg	Chapter 4	Class Participation 8
Week 11	Chapter 5 Gender and Sexuality Key Concepts: sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, & sexual orientation	Chapter 5	Class Participation 9
Week 12	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	Class Participation 10
Week 13	11/11 Veteran's Day No Class Chapter 13 Personality Key Concepts: psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory	Chapter 13	Class Participation 11
Week 14	Chapter 14 Psychological Disorders Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia	Chapter 14	Class Participation 12
Week 15	11/26-11/27 Thanksgiving Holiday No Class Chapter 15 Therapy Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, & biomedical therapies	Chapter 15	Class Participation 13

Week	Focus & Learning Objectives	Readings	Due
Week 16	Capstone Project Presentation		Capstone Project Presentation
Week 17	Final Exam Week		Final Exam