



College of Education and Human Development
Department of Psychology • BS in Psychology

PSY 490 Senior Seminar in Psychology

Online Asynchronous (DE Flex) | Credits: 3 | Term: Fall 2026

Instructor Information

Instructor	Abby Halston, Ed.D., NCC, LMFT Associate Professor of Psychology and Chair, BS in Psychology. I am a licensed marriage and family therapist and have advised Chaminade's Psi Chi chapter since 2017. Senior Seminar is where your whole psychology degree comes together, and I am here to help you finish strong.
Email	abby.halston@chaminade.edu
Phone	808-739-4641
Office Location	Behavioral Sciences #111A
Virtual Office	Zoom (link posted on the Canvas home page)
Virtual Office Hours	Monday and Wednesday, 8:00–9:00 a.m. HST, and by appointment

Communication

Use Canvas Inbox or Chaminade email with a clear subject line (e.g., "PSY 490 – Capstone question"). I respond within 24 hours Monday–Friday. Comments left on Canvas assignments receive a reply within 48 hours. Weekly announcements outline what to work on next and remind you of milestone deadlines.

School & Department

School	College of Education and Human Development
Program	Department of Psychology – BS in Psychology
Location	Behavioral Sciences Building, Chaminade University of Honolulu
Questions?	Contact your instructor 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: PSY 101, PSY 316, and senior standing.

Course Snapshot

Modality	Online Asynchronous (DE Flex), 10 modules completed through two milestone deadlines.
Time Commitment	This is a three-credit course requiring 135 clock hours of student engagement, per the CUH Credit Hour Policy. Students will spend about 21 hours on seven applied review modules and quizzes, 25 hours researching and writing the Biopsychosocial Paper, 25 hours on the Marianist Integrative Paper, 50 hours on the Capstone Project (proposal 2, paper 40, presentation 8), 13 hours preparing for and taking the Comprehensive Examination, and 1 hour on the readiness check and Program Exit Evaluation – about 13.5 hours per week across ten modules.
Required Materials	No textbook purchase. Access to the Publication Manual of the American Psychological Association (7th ed.) and your notes and texts from previous psychology courses.
Technology	A Windows or Mac computer with a reliable internet connection, a working webcam and microphone (required for the proctored final exam), Respondus LockDown Browser (free download through Canvas), and software to record a narrated presentation.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Modules hold review lessons and quizzes, all assignments are submitted in Canvas, papers are checked by Turnitin, and grades and rubric feedback appear in Canvas Grades.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the BS in Psychology, 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 490, the student will be able to:

CLO	Outcome	Bloom's Level	Assessed By	PLO
CLO 1	Identify and explain key concepts, principles, and overarching themes across the major subfields of psychology.	Remember / Understand	Comprehensive Examination; Applied Review Quizzes	PLO 1
CLO 2	Evaluate existing psychological research and design a hypothetical study that addresses a gap in the literature, communicating it in writing and orally.	Evaluate / Create	Capstone Proposal, Paper, and Presentation	PLO 2, PLO 3
CLO 3	Analyze the dynamic interaction among biological, psychological, and social influences on a health or behavioral topic.	Analyze	Biopsychosocial Paper	PLO 4

CLO	Outcome	Bloom's Level	Assessed By	PLO
CLO 4	Appraise how the five Marianist educational values are integrated into the psychology curriculum and into the student's own development.	Evaluate	Marianist Integrative Paper	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 and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 490 is guided especially by **Educate for Adaptation and Change** and Fr. Chaminade's principle that "new times call for new methods." In the capstone you design a study that addresses a gap in current research, and in the Marianist Integrative Paper you trace how all five values have shaped your psychology education. The Biopsychosocial Paper reflects **an integral, quality education** by asking you to understand the whole person – mind, body, and community.

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 ('Āina):** '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	CLO 4
Marianist Values	Adaptation and Change	Adaptation and Change	Integral, Quality Education	All five values
PLOs	PLO 1	PLO 2, PLO 3	PLO 4	PLO 4
Native Hawaiian Values	'Āina	'Āina	Na'auao	Mana, Na'auao, 'Ohana, Aloha, 'Āina
Bloom's Level	Remember / Understand	Evaluate / Create	Analyze	Evaluate

	CLO 1	CLO 2	CLO 3	CLO 4
WSCUC Core Competencies	Quantitative reasoning (statistics items)	Critical thinking; information literacy; written and oral communication	Critical thinking; written communication	Written communication

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation. Students are expected to:

- Complete each module's review lesson and quiz within the recommended week.
- Log in at least twice a week to review announcements, deadlines, feedback, and grades.
- Post your written Student Introduction in the Module 1 Welcome and Capstone Topic Share discussion by Milestone 1 (October 19), and post in the Module 9 Capstone Presentation Gallery (reply to at least two classmates) by Milestone 2.
- Demonstrate preparation, reflection, and critical thinking in all written and recorded work.
- Meet both milestone deadlines – they are firm.

RSI – Instructor Commitments

- **Weekly communication:** a Canvas announcement each week clarifying objectives, key concepts, and upcoming milestone items.
- **Substantive engagement:** I respond to each Welcome post with feedback on your capstone topic and comment in the Presentation Gallery.
- **Timely feedback:** email within 24 hours (M–F); review quizzes are scored instantly with explanations; proposal feedback within 3 school days of submission; papers and presentations within 5 school days of the milestone date, with rubric comments in Canvas.
- **Monitoring and outreach:** I monitor Canvas progress and reach out to students who have not started milestone work two weeks before each deadline.

Assessments & Grading

PSY 490 is the program's capstone. Your papers, presentation, exam, and exit evaluation are also used (without your name) as evidence that the BS in Psychology meets its Program Learning Outcomes for WSCUC accreditation.

Assessment	CLO / PLO	Points	Due	Scoring
Applied Review Quizzes 1–4 (5 pts each)	CLO 1 / PLO 1	20	Milestone 1	Auto-graded
Capstone Project Proposal	CLO 2 / PLO 2	10	Milestone 1	Rubric • Turnitin
Biopsychosocial Paper	CLO 3 / PLO 4	100	Milestone 1	Rubric • Turnitin
Applied Review Quizzes 5–7 (5 pts each)	CLO 1 / PLO 1	15	Milestone 2	Auto-graded
Characteristics of a Marianist Education Integrative Paper	CLO 4 / PLO 4	100	Milestone 2	Rubric • Turnitin
Capstone Paper	CLO 2 / PLO 2, 3	75	Milestone 2	Rubric • Turnitin

Assessment	CLO / PLO	Points	Due	Scoring
Capstone Presentation (recorded)	CLO 2 / PLO 3	25	Milestone 2	Rubric
LockDown Browser + Webcam Readiness Check	–	0 (required)	Before exam	Auto-graded
Psychology Comprehensive Examination (71 items × 4 pts)	CLO 1 / PLO 1	284	Milestone 2	Auto-graded • LockDown Browser + webcam
Psychology Program Exit Evaluation (Google Form)	Indirect (all PLOs)	10	Milestone 2	Completion (confirmation screenshot)
Total		639		

Two Milestone Deadlines

This Flex course has only two due dates. Every item in a milestone must be submitted by that milestone's deadline. You are encouraged to submit earlier using the recommended weekly pacing in the schedule.

Milestone	Deadline	Items Due	Points
Milestone 1	Monday, October 19, 2026, 11:59 p.m. HST	Student Introduction (Welcome & Capstone Topic Share discussion); Review Quizzes 1–4; Capstone Project Proposal; Biopsychosocial Paper	130
Milestone 2	Sunday, November 29, 2026, 11:59 p.m. HST	Review Quizzes 5–7; Marianist Integrative Paper; Capstone Paper; Capstone Presentation; Readiness Check; Comprehensive Examination; Program Exit Evaluation	509

Course Policies

Late Work	No late submissions are accepted. Each milestone closes in Canvas at 11:59 p.m. HST on the deadline, and any item not submitted by then receives a zero. Please plan ahead – technology problems on the due date are not grounds for an extension, so submit early. The only exceptions are approved accommodations documented through Accessibility Services and situations the University requires instructors to accommodate.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	Because the course provides two milestone windows across the full term, grades of Incomplete are not available except as required by University policy.
Review Quizzes	Each quiz allows three attempts; your highest score is kept. Feedback with explanations appears after each attempt, so use the quizzes as practice for the Comprehensive Examination.
Turnitin	All papers are submitted through Turnitin in Canvas. You may resubmit before the milestone deadline to review your similarity report. A similarity score is a tool for the instructor, not a verdict; the instructor reviews every report in context.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Comprehensive Examination – Proctoring Requirements

- The 71-question exam is taken in Canvas using **Respondus LockDown Browser with Respondus Monitor (webcam)**. One attempt; 120-minute time limit; the exam submits automatically when time expires.
- Complete the **LockDown Browser + Webcam Readiness Check** first; the exam stays locked until the check is done.
- Before starting, you will complete a webcam check, show a photo ID, and record a brief environment check of your desk and room.
- Use a quiet, private, well-lit space. No notes, books, phones, other people, second monitors, headphones, or AI tools. Keep your face visible on camera throughout.
- Sessions are recorded and reviewed by the instructor. If a technical problem interrupts your exam, email the instructor immediately and contact the IT Help Desk (helpdesk@chaminade.edu, 808-735-4855).

Final Grades

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

Grade	Percentage	Points (of 639)
A	90% and above	575–639
B	80–89%	511–574
C	70–79%	447–510
D	60–69%	383–446
F	59% and below	382 and below

Assignment Guidelines & Rubrics

Rubrics use four performance levels. For program assessment, Exemplary = 4, Proficient = 3, Developing = 2, and Beginning = 1; the program's target is for at least 80% of students to reach Proficient (3) or higher on each criterion.

Applied Review Quizzes – 35 Points (7 × 5)

The review quizzes replace the former study guides. Each module includes a short review lesson and a 10-question auto-graded quiz built from scenarios and applied examples, not just definitions, so you practice the same thinking the Comprehensive Examination requires. Each question is tagged with its Bloom's level.

Quiz	Topics	Milestone
1. Marianist Educational Values	Five values, Fr. Chaminade, 'Ōlelo No'eau pairings, writing strong reflective examples	1
2. Evolutionary Psychology	Natural selection, fitness, mutation, adaptation, inclusive fitness, strategic interference theory, ultimate vs. proximate explanations	1
3. Statistics and Research	Correlation vs. causation, variables, sampling, central tendency, significance, hypotheses, replication, ethics and informed consent	1
4. Lifespan, Personality, Abnormal	Freud, egocentrism, stranger anxiety, cognitive dissonance, Big Five, DSM-5 definition, anxiety and depressive disorders, aging and mood	1
5. Organizational and Health	Allostatic load, conditioned immunity, Theory X, McClelland, SWOT, mechanistic model, coping, Benson, Daoist and Sun Tzu principles	2

Quiz	Topics	Milestone
6. Counseling Theory	Psychoanalytic, client-centered, humanistic, behavioral and cognitive approaches; ethics; benefits of counseling	2
7. Social and Cross-Cultural	Horney and Adler, social loafing, attribution error, groupthink, prejudice, gender and life expectancy, culture	2

Capstone Project Proposal – 10 Points (Milestone 1)

Submit a description of fewer than 200 words identifying your capstone topic, research question or hypothesis, and focus. Use the feedback to shape your Capstone Paper.

Criterion	Exemplary (5 pts)	Proficient (4 pts)	Developing (3 pts)	Beginning (1 pts)
Topic and Research Question <i>PLO 2 • Create</i>	Clearly defined psychology topic with a focused, researchable question or hypothesis and a one-sentence rationale for why it matters.	Clear topic and research question; rationale is present but brief.	Topic is identified, but the question is broad, vague, or not researchable.	Topic or question is missing or unrelated to psychology.
Focus, Feasibility, and Fit <i>PLO 2 • Evaluate</i>	Names the population and likely variables or design, is feasible for a hypothetical study, and stays under 200 words.	Mostly focused and feasible; minor gaps in population or variables; under 200 words.	Scope is too broad or unclear; limited sense of how it could be studied.	Not feasible, off-topic, or well over 200 words.
Total: 10 points	Missing or not submitted = 0			

Biopsychosocial Paper – 100 Points (Milestone 1)

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, and conclusion, plus a 500–700-word personal reflection. Use at least four credible sources. Follow APA style and include a title page and reference page.

Criterion	Exemplary (20 pts)	Proficient (17 pts)	Developing (14 pts)	Beginning (10 pts)
Research Depth and Relevance <i>PLO 4 • Analyze</i>	More than four credible, mostly peer-reviewed sources, each used to support a specific claim; sources address biological, psychological, and social domains.	Four credible sources used appropriately; all three domains are supported by evidence.	Fewer than four credible sources, or sources are used unevenly (one domain unsupported).	Minimal, non-credible, or irrelevant sources.
Quality of Report Writing <i>PLO 3 • Understand</i>	Introduction, literature review, and conclusion are fully developed; logical flow; 2,000–2,500-word report and 500–700-word reflection.	All required sections present and adequately developed; meets length requirements.	A section is thin or organization is inconsistent; slightly under length.	Missing required sections or substantially under length.

Criterion	Exemplary (20 pts)	Proficient (17 pts)	Developing (14 pts)	Beginning (10 pts)
Synthesis and Analysis of Mind–Body–Social Interaction <i>PLO 4 • Analyze</i>	Explains specific mechanisms linking the domains (e.g., stress → cortisol → immune function → social withdrawal), shows two-way influences, and weighs conflicting evidence.	Clearly explains how at least two domains interact, supported by research.	Describes each domain separately with little explanation of how they interact.	Little or no analysis; summary only.
Personal Reflection <i>PLO 4 • Evaluate</i>	Insightful reflection that ties the research to personal, professional, or community application and identifies a new perspective or action.	Clear personal reflection connected to the research.	Surface-level reflection with limited connection to the research.	Minimal or missing reflection.
APA Format and Presentation <i>PLO 3 • Apply</i>	APA 7 title page, in-text citations, headings, and reference list with no more than one or two minor errors.	Minor APA errors that do not affect clarity.	Noticeable APA errors (citations or references inconsistent).	Numerous APA errors, or citations/references missing.
Total: 100 points	Missing or not submitted = 0			

Characteristics of a Marianist Education Integrative Paper – 100 Points (Milestone 2)

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; at least three specific examples from psychology courses for each value; reflective analysis; and a conclusion describing the influence of the Marianist educational tradition on your university experience. The title page and reference page do not count toward the eight-page minimum.

Criterion	Exemplary (25 pts)	Proficient (21 pts)	Developing (17 pts)	Beginning (12 pts)
Understanding of Marianist Values <i>PLO 4 • Understand</i>	Explains all five values accurately and in the student's own words, extending beyond the syllabus (history, Fr. Chaminade, Native Hawaiian connections).	Explains all five values accurately with adequate description.	Basic or partly inaccurate explanation of one or more values.	Values are missing, inaccurate, or copied from the syllabus.
Integration with Psychology Courses <i>PLO 4 • Analyze</i>	Three or more specific examples per value, each naming the course and concept (e.g., PSY 424 – DSM-5 case analysis) and showing deep integration.	Three clear examples per value naming the course and concept.	Two examples per value, or examples are general (course named but no concept).	Fewer than two examples per value.

Criterion	Exemplary (25 pts)	Proficient (21 pts)	Developing (17 pts)	Beginning (12 pts)
Depth of Reflection <i>PLO 4 • Evaluate</i>	Evaluates how each value shaped the student's growth as a learner, person, and future professional; identifies a value to keep developing.	Clear personal reflection showing meaningful impact.	Reflection is present but descriptive rather than evaluative.	Minimal or no reflection.
Writing, Organization, and APA Format <i>PLO 3 • Apply</i>	Minimum eight pages (excluding title and references); introduction, a section per value, and conclusion; polished APA 7.	Meets length and section requirements with minor APA errors.	Under length or missing a section; noticeable APA errors.	Well under length; numerous writing and APA errors.
Total: 100 points	Missing or not submitted = 0			

Capstone Paper – 75 Points (Milestone 2)

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 (15 pts)	Proficient (13 pts)	Developing (11 pts)	Beginning (8 pts)
Introduction and Relevance <i>PLO 2 • Understand</i>	Compelling introduction with a clearly stated research question or hypothesis and a strong justification of relevance.	Clear introduction and research question with adequate justification.	Topic and relevance are only partly clear; research question is vague.	Topic poorly defined; research question missing.
Research and Analysis <i>PLO 2 • Analyze</i>	More than 15 credible sources; literature review critiques methods and findings and compares studies.	At least 15 credible sources with clear analysis of findings.	Adequate sources but analysis is mostly summary.	Fewer than 15 credible sources or weak analysis.
Design Proposal <i>PLO 2 • Create</i>	All design elements specified and justified: hypothesis, participants and sampling, variables and measures, procedure, ethics/IRB considerations, analysis plan, anticipated findings and implications.	Clear, feasible design; one or two elements briefly addressed.	Basic design with three or more elements missing or underdeveloped.	Poorly conceived or missing design.

Criterion	Exemplary (15 pts)	Proficient (13 pts)	Developing (11 pts)	Beginning (8 pts)
Evaluation of Research <i>PLO 2 • Evaluate</i>	Identifies specific gaps or limitations in the literature and explains exactly how the proposed study addresses them.	Evaluates limitations with a clear connection to the proposed study.	Basic evaluation with limited connection to the proposed study.	Minimal or no evaluation.
APA Quality and Writing <i>PLO 3 • Apply</i>	Title page, abstract, 8–10 pages of text, headings, citations, and references in polished APA 7; clear, concise writing.	Minor APA or writing errors; meets all requirements.	Noticeable APA and organization problems; barely meets requirements.	Numerous errors; does not meet length or format requirements.
Total: 75 points	Missing or not submitted = 0			

Capstone Presentation – 25 Points (Milestone 2)

Create a 5–10 minute recorded presentation summarizing your capstone paper. You must speak in the recording. A narrated screen share, slides with voice-over, or webcam presentation is acceptable. Submit the recording or a shareable link in Canvas, and post it to the Module 9 Presentation Gallery.

Criterion	Exemplary (5 pts)	Proficient (4 pts)	Developing (3 pts)	Beginning (2 pts)
Content Clarity and Relevance <i>PLO 3 • Understand</i>	Research question, key findings, proposed design, and implications are explained clearly and concisely.	Clear and relevant; most key points are highlighted.	Somewhat unclear or unfocused; key points incomplete.	Unclear, irrelevant, or disorganized.
Delivery and Engagement <i>PLO 3 • Apply</i>	Speaks to (not reads from) the slides; confident, well paced, strong vocal presence throughout.	Mostly engaging with good pacing and minor lapses.	Uneven pacing or reads slides for much of the recording.	Unengaging, poorly paced, or student voice largely absent.
Visual and Audio Aids <i>PLO 3 • Create</i>	Uncluttered slides with visuals (tables, figures, diagrams) that strengthen key findings; APA citations on slides.	Aids are effective but could be more engaging or better aligned.	Aids present but text-heavy or only partly effective.	Minimal, missing, or ineffective aids.
Presentation Skills <i>PLO 3 • Apply</i>	Excellent articulation, professional language, and a logical opening–body–closing structure.	Clear articulation and professional delivery.	Developing articulation, language, or structure.	Significant presentation-skill problems.
Technical Quality and Time Management <i>PLO 3 • Apply</i>	Clear audio and visuals; 5–10 minutes; link or file opens without permission requests.	Good technical quality with minor issues; generally within time.	Technical or timing problems detract from the presentation.	Significant technical problems or well outside the time limit.
Total: 25 points	Missing or not submitted = 0			

Comprehensive Examination – 284 Points (Milestone 2)

Complete the 71-question Psychology Department Comprehensive Examination. Each question is worth four points. You have 120 minutes in one sitting using LockDown Browser with webcam monitoring (see Proctoring Requirements).

Psychology Program Exit Evaluation – 10 Points (Milestone 2)

Complete the anonymous CUH Psychology Program Exit Evaluation (Google Form) through the link in Canvas, then upload a screenshot of the form's confirmation page ("Your response has been recorded") to the Canvas assignment for the 10 points. The screenshot shows only that you finished, not your answers, so your responses stay anonymous and help improve the program.

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.

In PSY 490: AI tools may not be used to write any part of your papers, reflection, or presentation script, or during the Comprehensive Examination. Keep your drafts and Google Docs or Word version history; I may ask to see them.

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. On-campus Confidential Resources are also available.

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.

Students 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. Students with approved testing accommodations (e.g., extended time) should notify the instructor before the exam window so LockDown Browser settings can be adjusted. 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

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)	Individualized support in English, math, nursing, sciences, and social sciences, plus goal setting and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Sullivan Family Library	Research databases and scholarly literature. Librarian Lynette Teruya assists with literature searches.	lynette.teruya@chaminade.edu • 808-739-4680
Career Services	Job search strategy coaching, resume reviews, interview coaching, and career resources.	chaminade.edu/career-services
Canvas & IT Support	Canvas Support Hotline and IT Help Desk for Canvas, LockDown Browser, and webcam issues.	1-833-209-6111 • helpdesk@chaminade.edu • 808-735-4855
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/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Course Schedule & Recommended Pacing

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. Weekly pacing is recommended; only the two milestone dates are deadlines.

Module	Theme	Activities	Submit
1	Welcome; capstone and Marianist values	Syllabus review; written Student Introduction (Welcome and Capstone Topic Share); Marianist values review lesson	Student Introduction; Review Quiz 1; Capstone Proposal
2	Evolutionary psychology	Review lesson; begin Biopsychosocial research	Review Quiz 2
3	Statistics and research	Review lesson; Biopsychosocial draft	Review Quiz 3
4	Lifespan, personality, and abnormal psychology	Review lesson; finish Biopsychosocial Paper	Review Quiz 4; Biopsychosocial Paper

Module	Theme	Activities	Submit
5	Milestone 1 checkpoint	Check Turnitin report; confirm your Student Introduction and all Milestone 1 items are submitted	Milestone 1 closes Monday, October 19, 2026, 11:59 p.m. HST
6	Organizational and health psychology	Review lesson; capstone literature review	Review Quiz 5
7	Counseling theory	Review lesson; Marianist Integrative Paper	Review Quiz 6; Marianist Paper
8	Social and cross-cultural psychology	Review lesson; capstone design proposal	Review Quiz 7
9	Capstone paper and presentation	Record presentation; Presentation Gallery discussion	Capstone Paper; Capstone Presentation
10	Exam and exit evaluation	Readiness Check; Comprehensive Examination (LockDown Browser + webcam); Exit Evaluation	Milestone 2 closes Sunday, November 29, 2026, 11:59 p.m. HST

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 them 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.