

Life Span Development (PSY 200)
Chaminade University
Spring Evening 2015 @ Tripler Army Education Center
Wednesdays 5:30 – 9:40 p.m.

Contact Information:

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The Course:

Catalog Course Description

This course is a beginning developmental psychology course to introduce students to biosocial, cognitive, and psychosocial issues of the life span. The course focuses on growth and development beginning with conception and following the unfolding life through death/dying at the end of the life cycle.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcomes of Life Span Development and Applied Psychology. In addition, this course also addresses the program student learning outcomes of:

- 1) Scientific Method & its Application in the Field of Psychology
- 2) Cross-Cultural Psychology.

Student Learning Outcomes

Student will demonstrate an understanding of:

- Heredity and development.
- Theoretical explanations of development including the perspectives from cognitive, psychoanalytical, learning, evolutionary, and biological theories.
- Prenatal development and birth through death and dying.
- Empirical science as related to growth and development.
- Cultural diversity & life span development, through comparing & contrasting eastern with western cultures.
- Personal and professional growth in relation to life span theories.
- Ethics and professional competencies as related to developmental issues.
- How the Five Marianist Educational Values are integrated into the course.

Required Text

Berk, Laura E. (2014). Exploring lifespan development (3rd Ed.). Boston, MA: Pearson

Student Expectations throughout the course:

- **To keep up with assignments listed in syllabus and posted on website, <http://kriskern.weebly.com>**
- **Communicate any schedule changes that may affect your performance in the course**
- **Ask questions to ensure the content is being presented correctly & to your understanding**
- **Attend class, keep up with the reading & assignments**
- **Keep up in checking emails throughout the course for grade updates**

Assessments:

1. Quizzes:

- a. After each chapter there will be a 7-question quiz.
- b. Questions will be multiple choice
- c. Quizzes are taken online on <http://kriskern.weebly.com>
 - i. Students are responsible to complete the quiz prior to the next class
 - ii. Quizzes are located under each chapter tab "Lecture Slides Chapter ___"
- d. Answers will be either from the text or from the power point slides
- e. Quizzes are 7 pts. each (15 X 7 = 215 pts.)

2. Journals:

- a. Following each section of the text, there will be a ½ to one-page journal allowing the student to show their understanding of the material.
- b. There are 6 journals options, **student is expected to complete 3 journals of their choice:**
 - i. The Foundation (Ch. 1 & 2): Reactive Attachment Disorder
 - ii. Infancy (Ch. 3 & 4): Montessori vs. Traditional Education Systems
 - iii. Childhood (Ch. 5, 6, & 7): Gender Differences: Boys vs. Girls
 - iv. Adolescence (Ch. 8 & 9): Pressure & Kids
 - v. Early & Middle Adulthood (Ch. 10, 11, & 12): Psychology of Parenting
 - vi. Later Life (Ch. 13 & 14): The aging process
- c. Journal topics/questions and supporting research questions be provided on the website.
- d. APA Citation from the textbook is expected
- e. Journals are worth 40 points each (3 x 40 = 120 pts.)

3. Life Story Interview & Presentation:

- a. Student will conduct TWO Life Story interviews with an adult
 - i. The adult must differ in gender, ethnicity, cultural background or sexual orientation
- b. Expectations of the interview
 - i. In person or over the phone
 - ii. Use questions developed by class to gather information
 - iii. Provide general notes of the interview
- c. Expectations of the presentation
 - i. 10 Power Point Slides
 1. 1 Slide = Title
 2. 2 Slides = Description of the individual w/picture
 - a. Objective information (i.e. birth place, birth order, family)
 3. 6 Slides = Description of 3 Major Life events within 3 development stages (i.e. Adolescence, Early Adulthood, Middle Adulthood)
 - a. Basic description of the event (i.e. how the individual was affected emotionally or physically)
 - b. Your description/judgment of the event supported by theories reviewed in class
 - c. APA citation from the textbook is expected
- d. Rubric & Example will be provided for the Project at a later date
- e. Total points = 2 X 200 pts. (400 pts.)

4. Participation:

- a. Students are expected to attend class and notify professor of absence
- b. Three absences = One whole grade drop

5. Grading Scale:

- A = 100 – 90%
B = 89 - 80%
C = 79 - 70%
F = 69 – 0%

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.
2. Provide an Excellent Education In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.
3. Educate in Family Spirit Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.
4. Educate for Service, Justice, and Peace The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.
5. Educate for Adaptation to Change In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Students with Disabilities:

Students with Disabilities Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact 735-4845 or Dr. June Yasuhara, 739-4603, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Academic Honesty

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

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

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

Scientific Method Definitions

- The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.
- The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.
- Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.
- SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.
- The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.
- The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories. The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Course Calendar

Date	Topic	Assignment
4/8	Overview of Syllabus Chapter 1: The People and the Field	Contact Information Chapter Quizzes
4/15	Chapter 2: Prenatal Development, Pregnancy, & Birth Chapter 3: Infancy: Physical & Cognitive Development Chapter 4: Infancy: Socioemotional Development	Chapter Quizzes
4/22	Chapter 5: Childhood: Physical & Cognitive Development Chapter 6: Childhood: Socioemotional Development	Chapter Quizzes
4/29	Chapter 7: Setting for Development: Home & School	Chapter Quiz
5/6	Chapter 8: Adolescence: Physical Development Chapter 9: Adolescence: Cognitive & Socioemotional Development	Chapter Quizzes
5/13	Chapter 10: Constructing an Adult Life	Chapter Quiz
5/20	Chapter 11: Adulthood: Relationships & Roles Chapter 12: Midlife	Chapter Quizzes
5/27	Chapter 13: Later Life: Cognitive & Socioemotional Development Chapter 14: The Physical Challenges of Old Age	Chapter Quizzes 1 st Life Story Project
6/3	Chapter 15: Death & Dying	Chapter Quiz 2 nd Life Story Project
6/10	Review & Final Assignments	3 Journals

