

PSY 200: LIFE SPAN DEVELOPMENT**SPRING 2017**

Chaminade University of Honolulu

BS-102 M/W/F 1:30 to 2:20 p.m.*Instructor: Ronnie Mulford, Ph.D.**Ph. 440-4206 email: rmulford@chaminade.edu**Office: BS-103**Hrs.: Tues. 11:30 a.m.-12:30 p.m./Fri. noon-1 p.m./Thurs. app't only*

CATALOG COURSE DESCRIPTION:

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

PROGRAM LINKING STATEMENT:

This course develops and assesses the skills and competencies for the core student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of: 1) The Scientific Method and its application in the field of Psychology, and 2) Cross Cultural Psychology.

BEHAVIORAL SCIENCES DIVISION STUDENT LEARNING OUTCOMES:

1. The application of the scientific method to the study of human behavior in various environmental contexts.
2. Human behavior relative to various environmental contexts.
3. Human behavior relative to adapting to various changing environmental contexts.

STUDENT LEARNING OUTCOMES:

By the completion of this course students will demonstrate an understanding of:

- * The relationship between the sub-disciplines of psychology.
 - * How the sub-disciplines of Psychology can be viewed from the perspective of the psychobiological/sociocultural model across the human life span.
 - * The key components of empirical research and how empirical research is the basis of the sub-disciplines of psychology.
 - * The information from the class lectures, materials and text in selecting and presenting specific reflective exercises, the pro/con research paper, and the related dyad debate.
 - * The role of ethics in Psychology, and how ethics integrate into the field of Psychology.
 - * Cross cultural issues and how such issues are integrated into the field of Psychology.
 - * The basic concepts and language of Life Span Development through class involvement, research and presentations, and satisfactory completion of the final examination.
 - * The processes by which Life Span development is studied, analyzed and interpreted, as reflected through class exercises and related coursework.
 - * How to integrate knowledge about behavior into one's daily life so as to enrich one's understanding of self and others, as reflected by student self-assessment and feedback.
 - * The relationship between this course as well as the sub-disciplines of a Psychology major to the five Marianist values of education.
 - * How the five Marianist values are integrated in the course concepts and content.
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REQUIRED TEXT: EXPERIENCING THE LIFESPAN, 4th Edition
Author: Janet Belsky – Worth Publishers 2016

COURSE APPROACH:

Chaminade classrooms hold individuals of different cultural and social backgrounds, learning styles, and educational interests. Therefore, a variety of teaching and learning modalities will be used, including audio-visuals, reflective exercises, group discussions, hands-on experientials, lectures, and student presentations.

The Student Will:

1. Attend all classes and contact the Instructor if unable to attend any classes. Students are responsible for missed information. **Make-up quizzes and tests are not given.**
2. Read (***not just skim***) assigned chapters and complete assignments before class in order to more fully participate in, and benefit from, class discussions and activities.
3. Adopt the mind-set of an active researcher by remaining open and objective while determining the validity and reliability of information encountered during the course.
***** The CUH library has a copy of the course text on the reserve shelf. *****
4. Complete 5 content quizzes, selected topic chapter presentation, and final exam. The Behavioral Sciences Division student learning outcomes, as well as the learner outcomes specific to this course, will be assessed through the quizzes and Final Exam.
5. Research a **pre-approved** area of debate surrounding a specific life-span related issue. Student dyads will pick a professional issue and each partner will choose a side, pro or con. Each will research a minimum of **3 published articles** that support his or her side of the issue. Each partner will generate a 2½ page minimum, 3 page maximum, double-spaced, 12 font paper with research findings that support that person's stance and that contains a minimum of 3 complete references or citations. **List all authors and show specific page numbers must be cited in the main body of research** at the end of their related citation(s). On the Works Cited page, each work cited must contain **all** the following information: **Author(s) name(s), the Title of the article or book being cited, the Publication date, Publishing Company, specific page number(s) where citations or sources appear, and the Volume or Edition, if there is one.**

APA form and style is preferred, but not required. However, even if the style you use does not require all of the above information, ***I do. Cite published works only, not website information. Websites are NOT, by nature, empirical and are not to be used in this type of research paper.*** Whatever form and style you use on the Works Cited page, list all citation information in the same sequence and the same form and style.

A final draft must be emailed as a Word document only by Wed., March 22nd. Only use .doc or .docx to email paper. Please use your Chaminade email address, if possible. After approval of the electronic copy, a hard copy will be accepted for grading. No late emailed papers will be accepted or credited, so plan accordingly.

The three following examples are complete cited works with all required information: The 1st example is when there is no Author for the work cited, as with a manual. The 2nd example is with one author. The 3rd example is when there is more than 1 author (list all.) Just make sure to use just one citation form and style, and stay consistent with its use:

American Psychiatric Association, Diagnostic and Statistical Manual of Mental Disorders, 4th ed., Publisher: American Psychiatric Association, 1994, p. 443.

Myers, David, *Exploring Psychology*, 9th ed., (Worth Publishers: 2013), 325.

Klein, D. F. and Wender, P. H. (1981). Mind, mood, and medicine: A guide to the new biological psychiatry. Farrar, Straus, and Giroux Publishing Company, 274-276.

<u>COURSE REQUIREMENTS:</u>	<u>POINTS</u>	<u>GRADING SYSTEM</u>
Attendance and Participation.....	60	
Chapter Topic Presentation.....	30	180 - 200 A
Chapter Quizzes (5).....	30	160 - 179 B
Pro/Con Research Paper	36	140 - 159 C
Pro/Con Dyad Debate.....	04	120 - 139 D
Final Exam.....	40	Below 140 F
TOTAL POINT VALUE	200	

BEHAVIORAL SCIENCES/ INSTRUCTOR POLICIES:

- No make-up work for a missed class will be allowed. No exceptions.
- No late papers will be accepted. If a paper is turned in late, it is given no credit.
- No extra credit or special arrangements for only one student. No exceptions.
- Cell phones and other personal technology are to be turned off and put away. If phone is needed for work or emergency, inform Instructor **prior** to class.
- Personal computer/laptop use requires **prior** permission of the Instructor.
- All class work needs to be completed within the time frame of the class, and no assignments will be accepted after the last class of the term, so plan accordingly.

CHAMINADE UNIVERSITY OF HONOLULU POLICY FOR ATTENDANCE:

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 735-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without official withdrawal may receive a failing grade. Unexcused absences equivalent to more than a week of classes may result in a grade reduction for the course. Any absences of two weeks or more must be reported by the Instructor to the Associate Provost and the Records Office. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending this course without an official withdrawal may receive a failing grade.

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this Psychology 200 class must contact **Dr. June Yasuhara** at **735-4845** 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 STATEMENT:

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 incidents 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 and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

INDIVIDUAL SAFETY STATEMENT:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- * Chaminade Counseling Center at 808 735-4845
 - * Any priest serving as a sacramental confessor or any ordained religious leader.
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DESCRIPTION OF COURSE REQUIREMENTS:

Attendance and Participation - 60 Points

Because this is an interactive, hands-on class, every absence constitutes a significant loss of data and ability to participate in class activities. There is **NO** exception for absences. Each class is worth 1½ attendance and participation points. If you arrive late or intend to leave class early, be sure to write down the time you arrived, or will be leaving, so you receive correct attendance point credit instead of being deducted the for the entire class.

Pro/Con Research Paper 36 Points (and) Related Dyad Debate 4 Points

This assignment gives students the opportunity to work collaboratively and demonstrate the ability to gather and present topic materials in a scholarly manner, and to explore and become familiar with significant issues surrounding the field of Life Span Development. ***Remember, the research must stay objective and empirical whereas the debate does not.***

Chapter Quizzes (5 quizzes at 6 Points each) 30 Points

The chapter quizzes will be based on the key terms, concepts, theorists and theories from the selected chapters to determine the general understanding of each chapter's information. The 5 chapter quizzes will serve as a study guide for the Final Exam.

Selected Chapter Topic and Presentation 30 Points

Each student will research one of the theorists and/or the theoretical concepts presented in a segment of a pre-selected Chapter (approximately 10 pages), and present key aspects of that Chapter segment in class. Instructor pre-approval is required for each student. Class presentation is required to be a **minimum 15 minutes, maximum 20 minutes in length**. *Presentations MUST be more than just lecture or powerpoint presentation. For example, you may use handouts, overheads, experientials, or video clips to demonstrate or clarify presentations and add shared interest and energy to the class.* Although you may use notes for your presentation, you may not read verbatim from your notes or from the powerpoint. I suggest using at least a 22 font for powerpoint. *(Note: Any additional exercises or experientials have a 5 minute time limit.)*

Final Exam 40 Points

The Final Exam determines the general understanding and retention of course content. **There is NO make-up or earlier or later exam time arranged, so plan accordingly.**

***EXTRA CREDIT OPPORTUNITIES:**

Collage – Value, up to 4 points. A personal collage is about 18" x 18" if a cardboard surface. Video or powerpoint collage presentations should be about 4 minutes long. The collage can have pictures, words, images, attached items (buttons, ribbons, memorabilia, etc.). The theme is about yourself and your lifespan so far – Your likes, dislikes, dreams, goals, your past, present, or future, bff's, etc. ***You must sign up in advance to present.***

Service Learning – Value, 10 points. 10 points of extra credit may be earned for performing 10 hours of service learning through Chaminade's Service Learning Program. ***Due to possible liability factors, your waiver and registration with the Service Learning Office is required.*** (Community service performed over the hours credited to another class will be eligible for credit, but no double-counting of hours.) A 2 page write-up of your service learning experience is required that clearly and sequentially addresses these 5 questions: 1) What did you do for service learning, and where? 2) How did your service learning experience tie to the information, ideas and contents learned in this class? 3) What did you gain academically from what you did for service learning? 4) What did you gain personally from what you did for service learning? 5) What did the community gain from what you did for service learning?

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 and develop theories, and this helps professional 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; an **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 or 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 theory.

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

AN EDUCATION IN THE MARIANIST TRADITION IS MARKED BY 5 PRINCIPLES:

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, provides 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.

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.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense of “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.

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.

Educate for Adaptation and 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 met.

* The above is 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 and activities.

COURSE ACTIVITIES SCHEDULE

WEEK 1	Course Introduction and Requirements/Icebreakers/Intro Concept Quiz <u>Chapter 1</u> : The People and the Field <u>Intro to Chapter 2</u> : Prenatal Development, Pregnancy, and Birth		
WEEK 2	<u>Complete Chapter 2</u> & Chapter Presentation Selections (<i>email selections</i>)		
WEEK 3	<u>Chapter 3</u> : Infancy: Physical and Cognitive Development <i>Presenter:</i> pages 74 – 83 Mon., Jan. 30 th <i>Presenter:</i> pages 84 – 92 Mon., Jan. 30 th <i>Presenter:</i> pages 93 – 102 Wed., Feb. 1 st Ch. video and pro/con research topic planning time Wed., Feb. 1 st Ch. 1, 2, 3 wrap up by Instructor and Quiz #1 key terms Fri., Feb. 3 rd		
WEEK 4	QUIZ #1 – Chapters 1, 2, 3 - <u>Mon., Feb. 6th</u> (NO make-up quiz) <u>Chapter 4</u> : Infancy: Socioemotional Development – Intro by Instructor <i>Presenter:</i> pages 112 – 121 Wed., Feb. 8 th <i>Presenter:</i> pages 121 – 130 Wed., Feb. 8 th Ch. 4 wrap up by Instructor <u>Chapter 5</u> : Childhood: Physical and Cognitive Development <i>Presenter:</i> pages 136 – 145 Fri., Feb. 10 th <i>Presenter:</i> pages 146 – 155 Fri., Feb. 10 th Review Quiz #1 and Mean, Median, Mode Fri., Feb. 10 th		
WEEK 5	<i>Presenter:</i> pages 155 – 164 Mon., Feb. 13 th Chapter 5 wrap up by Instructor Mon., Feb. 13 th <u>Chapter 6</u> : Childhood: Socioemotional Development <i>Presenter:</i> pages 170 – 180 Mon., Feb. 13 th <i>Presenter:</i> pages 180 – 189 Wed., Feb. 15 th Ch. 6 wrap up by Instructor Wed., Feb. 15 th <u>Chapter 7</u> : Childhood: Settings for Development - Home and School <i>Presenter:</i> pages 200 – 209 Fri., Feb. 17 th <i>Presenter:</i> pages 209 – 218 Fri., Feb. 17 th Ch. 7 wrap up by Instructor and Quiz #2 key terms Fri., Feb. 17 th		
WEEK 6	Mon., Feb. 20th – HOLIDAY: <i>President's Day</i> QUIZ #2 – Chapters 4, 5, 6 - <u>Wed., Feb. 22nd</u> (NO make-up quiz) Video: The Purple Family <u>Chapter 8</u> : Adolescence: Physical Development <i>Presenter:</i> pages 232 – 241 Fri., Feb. 24 th <i>Presenter:</i> pages 241 – 250 Fri., Feb. 24 th Ch. 8 wrap up and Review Quiz #2 Fri., Feb. 24 th		

WEEK 7	<u>Chapter 9: Adolescence: Cognitive and Socioemotional Development</u>	
	<i>Presenter:</i>	<i>pages 260 – 269 Mon., Feb. 27th</i>
	<i>Presenter:</i>	<i>pages 270 – 278 Mon., Feb. 27th</i>
	<i>Presenter:</i>	<i>pages 279 – 287 Wed., Mar. 1st</i>
	Ch. 9 wrap up by Instructor and Quiz #3 key terms	
	Video: Still Killing Us Softly (media effect on women)	
WEEK 8	QUIZ #3 – Chapters 7, 8, 9 – <u>Mon., March 6th</u> (NO make-up quiz)	
	<u>Chapter 10: Early & Middle Adulthood: Constructing an Adult Life</u>	
	Video: Tough Guise (media effect on men)	
	<i>Presenter:</i>	<i>pages 294 – 302 Mon., Mar. 6th</i>
	<i>Presenter:</i>	<i>pages 302 – 311 Wed., Mar. 8th</i>
	<i>Presenter:</i>	<i>pages 312 – 321 Wed., Mar. 8th</i>
WEEK 9	<u>Chapter 11: Early & Middle Adulthood: Relationships and Roles</u>	
	<i>Presenter:</i>	<i>pages 328 – 337 Fri., Mar. 10th</i>
	<i>Presenter:</i>	<i>pages 337 – 346 Mon., Mar. 13th</i>
	Ch. 11 wrap up by Instructor and class activity	
	<u>Chapter 12: Early & Middle Adulthood: Midlife</u>	
	<i>Presenter:</i>	<i>pages 358 – 367 Wed., Mar. 15th</i>
WEEK 10	NO CLASSES – SPRING BREAK – March 20th thru March 24th	
	Email research papers by Wed. evening, March 22nd by .doc or .docx	
WEEK 11	Mon., March 27th – HOLIDAY: <i>Prince Kuhio Day</i>	
	Career Fair & 3 sign-off sheets (<i>In place of Wed., March 29th class</i>)	
	Career Fair class synopses	
	Life Portrait activity and Quiz #4 key terms	
WEEK 12	QUIZ #4 – Chapters 10, 11, 12 – <u>Mon., April 3rd</u> (NO make-up quiz)	
	<u>Chapter 13: Later Life: Cognitive and Socioemotional Development</u>	
	<i>Presenter:</i>	<i>pages 390 – 399 Mon., April 3rd</i>
	<i>Presenter:</i>	<i>pages 399 – 408 Wed., April 5th</i>
	Ch. 13 wrap up by Instructor and review Quiz #4	
	<u>Chapter 14: The Physical Challenges of Old Age</u>	
WEEK 13	<i>Presenter:</i>	<i>pages 418 – 427 Wed., April 5th</i>
	<i>Presenter:</i>	<i>pages 428 – 437 Fri., April 7th</i>
	Chapter 14 wrap up by Instructor	
	Class Activity: Obituary or Tombstone	

WEEK 14 **QUIZ #5 – Chapters 13, 14, 15 – Mon., April 17th (NO make-up quiz)**
 Pro/Con Dyad Debates - *Mon., April 17th, Wed., April 19th, Fri., April 21st*
 Review Quiz #5 and drop 5 items from Final Exam *Wed., April 19th*

WEEK 15 **College Presentations Number is limited, be sure to sign up early.**

Monday, April 24th

Presenter – _____ *Presenter* – _____

Presenter – _____ *Presenter* – _____

Wednesday, April 26th

Presenter – _____ *Presenter* – _____

Presenter – _____ *Presenter* – _____

Research Paper synopses

Fri., April 28th

WEEK 16 **College Presentations Number is limited, be sure to sign up early.**
Monday, May 1st
Presenter – _____ *Presenter* – _____
Presenter – _____ *Presenter* – _____
Class Activity: “Bringing it all together” *Wed., May 3rd*
Brief review for Final Exam; Instructor Evaluations *Fri., May 5th*

Room: BS 102

There are **NO** make up, early or late exams given, so be sure to plan your time accordingly. There are **NO** exceptions to this policy. You cannot take the exam once the first student leaves the room, and no electronics of any kind are allowed during the exam. These standards assure a fair and equitable test, and that the integrity of the test is not compromised.

NOTE: SYLLABUS MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS
