

COURSE: PSY 602 Life Span Development

TERM: Fall 2017, Thursday, 5:30p.m.

TEXTS: *The Developing Person through the Life Span, 10th edition, by Berger*

INSTRUCTOR: Mitzi Simonelli, Ph.D.

Phone: 926-0883 (Home)

OFFICE HOURS: By Appointment; Thurs. 9:15p.m.; Sat. 4:20 p.m.

**TO TALK TO ME PLEASE CALL: 808-926-0883

SYLLABUS TO CHANGE WITH NOTICE. SESSIONS INCLUDE A COMBINATION OF LECTURE/DISCUSSION, SMALL GROUPS, VIDEOS, IN-CLASS WRITINGS, EXPERIMENTAL WORK AND QUESTIONS/ANSWERS.

CATALOG COURSE DESCRIPTION – PSY 602 LIFE SPAN DEVELOPMENT

This course is an in-depth study of the biosocial, cognitive, and psychosocial aspects of development across the span of life, beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling interrelate.

PROGRAM LINKING STATEMENT

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of human growth and development. In addition, this course also addresses the MSCP core program student learning outcomes of 1) professional issues and ethics, 2) research and evaluation and 3) social and cultural foundations.

COURSE DESCRIPTION

This course will explore the biosocial, cognitive and psychosocial issues of the life span, beginning with prenatal stages and conclude with death and dying. We will examine how our cultural views set the stage for our biases, opinions and values and compare these concepts with issues and concerns of diverse cultures. We will explore our personal growth and development in relation to our family and culture and become aware of how these concepts set the stage for how we see development through life. This course will focus on typical life stages of growth with an emphasis on how these developmental issues will affect our counseling framework.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

STUDENT LEARNING OUTCOMES

At the end of this course, the student will demonstrate an understanding of:

- The biosocial, cognitive, and psychosocial stages of development as related to school counseling, community counseling and marriage and family therapy
- Lifespan development and research on life span counseling
- Empirical science as related to growth and development within the context of counseling marriage and family therapy
- Cultural diversity and life span development in relation to school, community, and marriage and family therapy
- The scientific method and the referral process in relation to development and the relationship to counseling
- Personal and professional growth in relation to life span theories and the relationship to counseling
- Ethics as related to developmental issues in the counseling perspective

ASSESSMENT OF STUDENT LEARNER COMES FROM

- In class writings/participation
- Quiz
- Paper
- Project
- Final

EXPECTATIONS

- Attend class on time and participate in discussions. Missing 2 classes requires you to repeat the course.
- Prepare your readings so you can help others (by your participation).
- Think critically, question yourself, the readings and the course. Question the instructor and others.
- Hopefully-learning and enjoyment from participation with text, other learners and instructor.

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 **Dr. June Yasuhara, 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.

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 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.

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.

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

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>

Title IX

Chaminade University of Honolulu (CUH) 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 a 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 confidential source you may contact the following:

-Chaminade Counseling Center| **808-735-4845**

-Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

MSCP Life Span 602

***All sessions include aspects of diversity, ethics, scientific method, and research**

My syllabus gives the date and the chapters you are to have read for that day.

| | | | <u>TOPICS</u> |
|------|----|---|--------------------|
| Oct. | 5 | Introduction to Course Ch. 1, 3-4 Pre-test (Assign Ch. 2 small groups for Oct. 12) | Beginnings |
| | 12 | Complete CH. 1, 3-4 Ch. 5-7 (Small groups Ch.2) | First Two Years |
| | 19 | Ch. 8-10 Childhood Books discussion | Early Childhood |
| | 26 | Ch. 11-13 Presentations Ch. 11-13 | Middle Childhood |
| Nov. | 2 | Ch. 14-16 | Adolescence |
| | 9 | Ch. 17-19 Presentations Ch. 17-19 (Small Groups) | Emerging Adulthood |
| | 16 | Ch. 20-22 | Adulthood |
| | 23 | <u>Thanksgiving alternate assignment</u> Assignment due Dec. 7 | Late Adulthood |
| | 30 | Ch. 23-25 Discussed Late Adulthood | Late Adulthood |
| Dec. | 7 | Epilogue Visitation paper Final writing (text) Evaluation of course Post-test | Death/Dying |

ASSIGNMENTS –NO LATE ASSIGNMENTS ACCEPTED FOR ANY REASON

NO CELLPHONE USE IN CLASS

1. In-class writings: Reflective writing in class, not graded.
2. Oct. 26: Ch. 11-13 Middle Childhood. Small group presentations. Cover page Part IV, of text- if it had a number it would be p. 289. Read this introduction and select any aspect of this page to create a presentation in relation to the developing child in middle childhood. You will 1) create a question from this page that you would like to investigate-discuss what interests you, why might you be interested in the concept and how you could create a way to work with a child (or children) of this age space and /or 2) create a way you could work with a parent (or parents) of this age child and what you would specifically want to accomplish and how might you go about accomplishing this. Your small group presentation will be 20 mins. in length. You will utilize 1

outside resource; your paper will be typed, single-spaced and double-spaced between paragraphs. You will list the resource on the last page of your assignment (no separate bibliography required). Your paper will be 1 ½- 2 pages in length. You may not read your presentation

3. Nov. 9: Emerging Adulthood Presentation, Ch. 17-19. You will select a topic from these chapters (ages 18-25 years) and relate your topic to page 489 under applications #1. Discuss what you feel you learned from the experience, why you felt it was important, and how would you relate to a child of yours (same age) being involved in the same type of activity. Could your learning have come about in a different (possible less risky) way.
 4. Nov. 23: Thanksgiving alternate assignment-due Dec. 7. Explained in class prior to assignment due date.
 5. Nov. 30 Ch. 23-25 Late Adulthood. You will select a film/DVD that relates to late adulthood; watch the film, explain and discuss why you selected this material, how did it relate to the text/ or your personal life experience, what did you learn from this assignment and how do you believe the material will assist you in your upcoming field of MSCP. You typed, single-spaced paper will be 1 ½ - 2 pages in length and you will discuss the material in small groups.
 6. Dec. 7 Epilogue assignment: Death/Dying Visitation and paper: You may select any facet of the Epilogue, visit the place in person, discuss why you selected this aspect of death/dying, what did you learn/gain from doing this work, and how will the assignment assist you in your MSCP work. This assignment will include a “visual” that you will utilize in your small group discussion. Length of this epilogue paper will be 1- 1 ½ single-spaced typed pages, double-spaced in between paragraphs.
 7. Final writing (in class) Dec. 7. Over textbook.
- **All papers demonstrate examples of an understanding of ethics, diversity, scientific method, and research.

GRADING

93 – 100 A
85 - 92 B

GRADE CRITERIA

- Knowledge
- Creativity
- Writing Ability
- Critical thinking

GRADE BREAKDOWN

| | |
|---|-----|
| Middle Childhood presentation | 15 |
| Emerging Adulthood presentation | 15 |
| Thanksgiving assignment | 25 |
| Adolescence | 25 |
| Final writing due | 10 |
| On Time attendance, participation | 10 |
| In-class writings, personal learning, | |
| Ability to demonstrate you have read and critically thought about this course. | 100 |

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.

Title IX

Chaminade University of Honolulu (CUH) 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 a 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 confidential source you may contact the following:

-Chaminade Counseling Center| **808-735-4845**

-Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.