

Chaminade University
PSY 200 Life Span Development • SPR19
January 14, 2019 to May 9, 2019

Instructor:	Blendine P. Hawkins, Ph.D., LMFT	Room:	Henry Hall, Rm 107
Contact Number:	808-739-7495	Day/Time:	Tues/Thurs 10-11:20am
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Office Hours:	By appointment- please feel free to email me to set up a time to meet.		

Textbooks:

Berk, L. E. (2010). Exploring lifespan development. Pearson Publishing.

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 and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Student Learning Outcomes

Student will demonstrate an understanding of:

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

Assessment

Assignments:

Attendance & Participation
Final Examination
Mid-Term Examination
MyVirtualChild Project (10x10pts)
Lifespan Journal
Total Possible Points

Points:

120 points
100 points
100 points
100 points
180 points
600 points

Grading Scale

A = 540 – 600 (90%-100%)
B = 480 – 539 (80%-89%)
C = 420 – 479 (70%-79%)
D = 360 – 419 (60%-69%)
F = 359 and below (59% ↓)

Course Assessments:

Assessment	Description	Points	Applicable SLO
Attendance & Participation	Each student is expected to attend classes. Absences will only be excused if student notifies instructor and/or produces documentation with reason for absence. Attendance: 30 Classes @ 3 points each. Active engagement includes participation in group discussions and activities, not being distracted, not having side conversation, or using excessive technology not related to class materials. There will be in-class activities, discussions, mini-presentations, short reflection papers, group debates, and experiments that students are expected to participate in to receive full points.	90pts 30pts	1-11
MyVirtualChild Project	For this project you will be raising a virtual child, as you raise your child you will be making decisions which will impact the growth and development of your child. At 10 unique sections during the 18 years, you will encounter a set of decisional and discussion questions. You will need to answer these questions to receive credit (10 points for each of the 10 sections of questions).	100 pts	1-10
Midterm	The midterm is cumulative, week 1 to week 5	100 pts	1, 2, 3, 4, 9
Final	The final is cumulative, week 1 to week 9	100 pts	5, 6, 7, 8, 9, 10
Lifespan Journal	Throughout the term, there will be written assignments that will require you to reflect on a topic and apply development concepts that we cover in class. Additionally, specific topics will require you to access and reference relevant literature as it relates to developmental psychology. You have a choice of using your laptop or keeping a physical notebook for this assignment- please bring either to class. At the end of the term, you will construct a final reflection (3-5 pages), where you summarize the important themes in your lifespan.	180 pts	2, 3, 6, 8

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

- No late assignments will be accepted unless a special arrangement was made 48 hours prior to the due date or test date. Late submissions will be accepted within 7 days of the due date (except past the last week of class) and a 5 percent late deduction per day will be incurred for each class day it is late.
- You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). Documentation may be necessary.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation.

- No examinations will be administered after its due date has passed (please refer to the course calendar below).
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.
- Papers or submissions that do not meet minimum length requirements will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.

YOU MUST DO THE READING TO DO WELL IN THE COURSE.

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 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

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 a course without 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 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.

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 Statement

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 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| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

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 of 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>

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.

Tentative Course Schedule

Date	Topic & Class Activity	Readings	Assignments Due
Week 1 Tuesday, 1/15/19	Welcome Review Course Syllabus	Syllabus	
Week 1 Thursday, 1/17/19	<i>Theory and Research in Human Development</i> Video: Child Development Theorists	Chapters 1	
Week 2 Tuesday, 1/22/19	<i>Genetic & Environmental Foundations</i>	Chapter 2	
Week 2 Thursday, 1/24/19	TedTalk: Moshe Szyf, Epigenetics Lifespan Journal #1: Genogram & Timeline		MyVirtualLife Assignment: Create Your Virtual Child DUE Friday 1/25 at 5pm
Week 3 Tuesday, 1/29/19	<i>Prenatal Development and the Newborn Baby</i> Video clip: Surviving Year One Closer Look: SIDS	Chapter 3	
Week 3 Thursday, 1/31/19	Lab: Debate on CIO/BF Video: Secret Life of Babies		MyVirtualLife Assignment: Ages 0-2 DUE Friday 2/1 at 5pm
Week 4 Tuesday, 2/5/19	<i>Physical Development in Infancy and Toddlerhood</i> <i>Cognitive Development in Infancy and Toddlerhood</i>	Chapters 4, 5	
Week 4 Thursday, 2/7/19	<i>Emotional and Social Development in Infancy and Toddlerhood</i> Closer Look: Attachment	Chapter 6	
Week 5 Tuesday, 2/12/19	Video clip: What makes me? The Brain.		
Week 5 Thursday, 2/14/19	<i>Physical and Cognitive Development in Early Childhood</i>	Chapter 7	MyVirtualLife Assignment: Ages 3-5 DUE Friday 2/15 at 5pm
Week 6 Tuesday, 2/19/19	<i>Emotional and Social Development in Early Childhood</i> Lifespan Journal #2: Personal Narrative	Chapter 8	
Week 6 Thursday, 2/21/19	Lab: Mini Presentations in Groups - research how self-concept & self-esteem develops in early childhood		
Week 7 Tuesday, 2/26/19	<i>Physical and Cognitive Development in Middle Childhood</i> <i>Emotional and Social Development in Middle Childhood</i>	Chapter 9, 10	
Week 7 Thursday, 2/28/19	Lab: The causes and impact of bullying Lifespan Journal #3: Academic Journey		MyVirtualLife Assignment: Ages 6-11 DUE Friday 3/1 at 5pm
Week 8 Tuesday, 3/5/19	<i>Physical and Cognitive Development in Adolescence</i> <i>Emotional and Social Development in Adolescence</i>	Chapter 11, 12	
Week 8	Closer Look: Teen Pregnancy		MyVirtualLife

Thursday, 3/7/19	Exam Review		Assignment: Ages 12-18 DUE Friday 3/8 at 5pm
Week 9 Tuesday, 3/12/19	Mid-Term Exam (Chapters 1 – 12)		
Week 9 Thursday, 3/14/19	Mid-Term Examination (make-up day)		MyVirtualLife Assignment: Create Your Virtual Life DUE Friday 3/15 at 5pm
Week 10 Tuesday, 3/19/19	<i>Physical and Cognitive Development in Early Adulthood</i> <i>Emotional and Social Development in Early Adulthood</i>	Chapter 13, 14	
Week 10 Thursday, 3/21/19	Closer Look: Mental Illness (Video clip: Why did I go mad?) Lifespan Journal #4: Ecological map and your intersecting identities		MyVirtualLife Assignment: Emerging Adulthood DUE Friday 3/22 at 5pm
Week 11	NO CLASS – SPRING BREAK		
Week 12 Tuesday, 4/2/19	<i>Physical and Cognitive Development in Middle Adulthood</i> <i>Emotional and Social Development in Middle Adulthood</i>	Chapter 15, 16	
Week 12 Thursday, 4/4/19	Lab: Research and debate marriage		MyVirtualLife Assignment: Young Adulthood <i>and</i> MyVirtualLife Assignment: Middle Adulthood BOTH DUE Friday 4/5 at 5pm
Week 13 Tuesday, 4/9/19	<i>Physical and Cognitive Development in Late Adulthood</i> <i>Emotional and Social Development in Late Adulthood</i>	Chapter 17, 18	
Week 13 Thursday, 4/11/19	Lifespan Journal #5: Projecting forward, health and happiness Lab: Late-life health care		MyVirtualLife Assignment: Late Adulthood DUE Friday 4/12 at 5pm
Week 14 Tuesday, 4/16/19	<i>Death, Dying, and Bereavement</i>	Chapter 19	
Week 14 Thursday, 4/18/19	Lifespan Journal #6: Obituary		
Week 15 Tuesday, 4/23/19	Group Lab (4 per group): Construct questions, conduct and record an interview with an older adult		
Week 15 Thursday, 4/25/19			
Week 16 Tuesday, 4/30/19	Present your Final Lab in class		Lifespan Journal DUE Tuesday 4/30 at 5pm
Week 16 Thursday, 5/2/19	Review for Final Examination		
Week 17	Final Examination		