



Chaminade University - Honolulu
PSY 602 Life Span and Development
Fall 2019

Instructor: Quinn Hashimoto **Time:** Thursday 5:30 - 9:30 PM
Phone: (808)384-4298 **Room:** Behavioral Science Bldg. Rm. 101
Office Hours: by appointment **Email:** quinn.hashimoto@chaminade.edu

Texts: Berger, K. S. (2017). *The developing person through the life span* (10th ed.). New York, NY: Worth Publishers

ACA 2014 Code of Ethics

Section C Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Catalog Course Description

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.

*****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 applications, etc.***

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.

Student Learning Outcomes

Students will demonstrate an understanding of:

1. The biosocial, cognitive, and psychosocial stages of development as related to counseling (school, mental health, and marriage and family);
2. Lifespan development and research on life span counseling;
3. Empirical science as related to growth and development within the context of counseling (school, mental health, and marriage and family);
4. Cultural diversity and life span development in relation to counseling (school, mental health, and marriage and family);
5. The scientific method and the referral process in relation to development and the relationship to counseling;
6. Personal and professional growth in relation to life span theories and the relationship to counseling, and;
7. Ethics as related to developmental issues in the counseling perspective.

Assessment

<u>Course Requirements</u>	<u>Points</u>	<u>Grading</u>
Reflection Papers (5 @ 25 points each)	125	A= 450 - 500 Pts
Quizzes (5 @ 25 points each)	125	B= 400 - 445 Pts
Research Paper	100	
Research Presentation	50	
<u>Final Quiz</u>	<u>100</u>	
Total	500	

Course Requirement Descriptions

1. Reflection Papers: You will come to class prepared with a printed copy of your reflection on the designated textbook chapters. In smaller groups, you will have the opportunity to read and respond to your peers' ideas, insights, and observations. You are free to select any topic from the chapter readings and apply your counseling perspective to the content. These papers should be at least one page, double-spaced, 12-point font, Times New Roman, one-inch margins. If you miss class but submit your paper via email before noon on class day so it can also be shared with your peers, you may earn 75% of the points.
2. Quizzes: Quiz formats will vary.
3. Research Paper: You will choose a stage of the life span and create your own research question in relation to development and counseling. More detail and formatting for your research paper will be distributed in week 2. We will be utilizing APA format.
4. Research Presentation: Your presentation will be an introduction to your research question and what you have discovered in the literature regarding evidence-based developmental counseling approaches. A grading rubric for your presentation will be distributed in week 2.
5. Final Quiz: The final quiz is a cumulative assessment of the textbook and any resources used in class.

****There is no make-up work for missed opportunities. Late work is not accepted.***

Attendance

If you miss more than one class, you must retake the class. (Graduate programs policy)

Please note that regardless of the reason, more than one (1) missed class will result in a failing grade.

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

Research Method In Social
Relations

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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

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.

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, 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, I must report the matter to the Title IX Coordinator. **Should you want to report to a confidential source you may contact the following:**

- **Personal Counseling Center: 808-735-4845**

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

This course schedule is tentative and can be adjusted according to class needs.

Week	Activity	Due	Readings to be done BEFORE CLASS
1 10/10	Introductions Syllabus Review Timeline Activity		Ch. 1-4 The Beginnings
2 10/17			Ch. 5-7 First Two Years
3 10/24	Guest Speaker: Ashley Wolfe, MHA Small Group Discussions Quiz 1 (Ch. 1-7)	Reflection Paper 1 (Ch. 5-7)	Ch. 8-10 Early Childhood
4 10/31	Small Group Discussions Quiz 2 (Ch. 8-10)	Reflection Paper 2 (Ch. 8-10)	Ch. 11-13 Middle Childhood
5 11/7	Small Group Discussion Quiz 3 (Ch. 11-13)	Reflection Paper 3 (Ch. 11-13) Upload research articles to Canvas	Ch. 14-16 Adolescence Ch. 17-19 Emerging Adulthood
6 11/14	Guest Speaker: Jessica Ando, LMFT. Small Group Discussions Quiz 4 (Ch. 14-19)	Reflection Paper 4 (Ch. 14-19)	Ch. 20-22 Adulthood
7 11/21		Research Presentations	Ch. 23-25 Late Adulthood
8 11/28	THANKSGIVING DAY! NO CLASS		
9 12/7	Guest Speaker: Dr. Joseph Eppink, Ph.D. Quiz 5 (Ch. 20-25) Final Review	Research Paper Reflection Paper 5 (Ch. 20-25)	Epilogue: Death and Dying
10 12/14	Final Quiz (cumulative)		