



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PSY 200-02-1/PSY 200-03-1

Course Title: Life Span Development

Department Name: Psychology

College/School/Division Name: School of Education & Behavioral Sciences

Term: Spring 2020

Course Credits: 3

Class Meeting Days: TTh

Class Meeting Hours: 10am-11:20am/1PM-2:30pm

Class Location: Henry Hall, Room 107

Instructor Name: Blendine P. Hawkins, Ph.D., LMFT

Email: blendine.hawkins@chaminade.edu

Phone: 808.739.7495

Office Location: Behavioral Science Building, Room 118

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

My goal is that each assignment is essential, meaningful, and a very important part of the course. I hope the assignments enhance, not detract, from your learning.

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: 25 Classes @ 2 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, and group debates, that students are expected to participate in to receive full points.	50pts 40pts	1-8
Labs	There are 3 labs. The labs are designed to complement and illustrate significant concepts within the chapters; you will work in groups to complete short research activities. Labs will require deliverables (e.g. experiment reports, short presentations). You will present your findings for each Lab for the class. If you are not present on the day the lab is due, you can only earn half the points. Each Lab deliverable will be worth 30 points.	90 pts	2,4,6,7
Quiz 1	Covering chapters 1-6	40 pts	1-7
Quiz 2	Covering chapters 7-10	40 pts	
Quiz 3	Covering chapters 11-14	40 pts	
Final Exam	The final is cumulative, chapters 1-19	100 pts	1-7
Lifespan Journal	Throughout the term, there will be 6 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 (5+ pages), where you summarize the important themes in your lifespan and connect it with the Marianist values. (Note the 6 journal entries will not be collected, but the summary reflection will be)	100 pts	1-8

Grading		Grading Scale	
Attendance & Participation	90	A = 90-100 %	450-500
Labs	90	B = 80-89 %	400-449
Quizzes (3)	120	C = 70-79 %	350-399
Final Exam	100	D = 60-69 %	300-349
Lifespan Journal	100	F = Below 60 %	299↓
<u>Total Points</u>	500		
		The instructor will determine the final grade for all students based on this Grading Scale.	

Class Policies:

- Unexcused absences of an equivalent of more than 3 classes will incur a grade reduction. No make-up work will be allowed for a missed class.
- If you are having side conversations, distracting your peers, using technology excessively and not related to the course content, or not participating in class activities and discussions, you will not receive full points for 'Attendance & Participation'.

- Please contact me BEFORE an assignment is due if you know you will be late in submitting. Late submissions will be accepted only until 7 days after the due date but 10 percent of the total possible points will be deducted for each class day it is late. Grading rubrics will be made available for the paper assignment.
 - All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation
 - No examinations will be administered after its scheduled dates (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
 - 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 my minimum length requirement 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.**

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Citations and Reference

Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:

References	
Book	Berger, P. L & Luckmann, T. (1966). <i>The social construction of reality</i> . London, UK: Harmondsworth Penguin.
Journal	Goldsmith, D., & Baxter, L. A. (1996). Constituting relationships in talk: A taxonomy of speech events in social and personal relationships. <i>Human Communication Research</i> , 23, 87-114.
Chapter in an Edited Book	Hardy, K. V. (2008). Race, reality, and relationships: Implications for the re- visioning of family therapy. In M. McGoldrick & K. V. Hardy, (Eds.). <i>Revisioning family therapy: Race, culture, and gender in clinical practice</i> (pp. 76-84). New York, NY: The Guilford Press

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.

- Example of how to cite a direct quote: “Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 7th edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

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.

Plagiarism: “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.
4. Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made 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. Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with

quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

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.

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 in 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.

Disability Access

Sample statement: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Marianist Educational Values

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

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.

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 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.

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 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 1/14/20	Welcome Review Course Syllabus Perspectives on human development	Syllabus Chapter 1	
Week 1: Thursday 1/16/20	No Class- Instructor at Training		
Week 2: Tuesday 1/21/20	<i>Genetic & Environmental Foundations</i> TedTalk: Moshe Szyf, Epigenetics Lifespan Journal #1: Genogram & Timeline	Chapter 2	
Week 2: Thursday 1/23/20	<i>Prenatal Development and the Newborn Baby</i> Video clip: Surviving Year One Closer Look: SIDS	Chapter 3	In-class assignment Lifespan Journal #1
Week 3: Tuesday 1/28/20	<i>Physical Development in Infancy and Toddlerhood</i> Debate 1 on CIO/BF	Chapters 4	In-class debate
Week 3: Thursday 1/30/20	<i>Cognitive Development in Infancy and Toddlerhood</i> Video clip: What makes me? The Brain.	Chapters 5	
Week 4: Tuesday 2/4/20	<i>Emotional and Social Development in Infancy and Toddlerhood</i>	Chapter 6	
Week 4: Thursday 2/6/20	Finish up Infancy & Toddlerhood Closer Look: Attachment		
Week 5: Tuesday 2/11/20	Quiz 1 (Chapters 1-6)		
Week 5: Thursday 2/13/20	<i>Physical and Cognitive Development in Early Childhood</i>	Chapter 7	
Week 6: Tuesday 2/18/20	<i>Emotional and Social Development in Early Childhood</i> Lifespan Journal #2: Personal Narrative	Chapter 8	In-class assignment Lifespan Journal #2
Week 6: Thursday 2/20/20	Lab 1: Naturalistic Observation of Play		
Week 7: Tuesday 2/25/20	<i>Physical and Cognitive Development in Middle Childhood</i> Lifespan Journal #3: Academic Journey	Chapter 9	In-class assignment Lifespan Journal #3
Week 7: Thursday 2/27/20	<i>Emotional and Social Development in Middle Childhood</i>	Chapter 10	Report on Lab 1
Week 8: Tuesday 3/3/20	Quiz 2 (Chapters 7-10)		
Week 8: Thursday 3/5/20	<i>Physical and Cognitive Development in Adolescence</i> Lab 2: Research cultural coming-of-age practices	Chapter 11	
Week 9: Tuesday 3/10/20	<i>Emotional and Social Development in Adolescence</i> Closer Look: Teen Pregnancy	Chapter 12	
Week 9: Thursday	<i>Physical and Cognitive Development in Early Adulthood</i>	Chapter 13	Report on Lab 2

3/12/20	Lifespan Journal #4: Ecological map and your intersecting identities		In-class assignment Lifespan Journal #4
Week 10 Tuesday 3/17/20	<i>Emotional and Social Development in Early Adulthood</i> Closer Look: Mental Illness (Video clip: Why did I go mad?)	Chapter 14	
Week 10: Thursday 3/19/20	Quiz 3 (Chapters 11-14)		
WEEK 11- SPRING BREAK	SPRING BREAK		
Week 12: Tuesday 3/31/20	<i>Physical and Cognitive Development in Middle Adulthood</i> <i>Emotional and Social Development in Middle Adulthood</i> Lab 3: Life-stage interview	Chapter 15 Chapter 16	
Week 12: Thursday 4/2/20	<i>Physical and Cognitive Development in Late Adulthood</i> Lifespan Journal #5: Projecting forward, health and happiness	Chapter 17	In-class assignment Lifespan Journal #5
Week 13: Tuesday 4/7/20	Debate marriage <i>Emotional and Social Development in Late Adulthood</i>	Chapter 18	In-class debate
Week 13: Thursday 4/9/20	<i>Death, Dying, and Bereavement</i> Lifespan Journal #6: Obituary	Chapter 19	Report on Lab 3 In-class assignment Lifespan Journal #6
Week 14	No Class- Instructor at Conference		
Week 15: Tuesday 4/21/20	Present your Final Lab in class		Lifespan Journal DUE Tuesday 4/21 at 5pm
Week 15: Thursday 4/23/20	Present your Final Lab in class Review for Final Examination		
Week 15: Tuesday 4/28/20	Jeopardy game		In-class activity
Week 15: Tuesday 4/30/20	Review course content		
	Final Examination PSY 200-02-1: MONDAY 5/4, 8:30AM-10:30AM PSY 200-03-1: TUESDAY 5/4, 1:15PM-3:15PM		