Chaminade University

Chaminade University - Honolulu
PSY 200-02-1 Life Span Development
Spring 2021
02/02/2021-05/06/2021

Instructor:	**Kacie Cohen, LMHC, NCC**	**Time:**	**Tuesday & Thursday 1:00-2:20pm**
Phone:	**808-735-4745**	**Room:**	**Henry Hall, Room 102**
Office Hours:	**By Appointment Only**	**Email:**	**Kacie.Cohen@Chaminade.edu**
Appointment:	**Email or call for appointments**		

Textbook
Berger, K. S. (2017). *The developing person through the lifespan (10th Ed.).* New York, NY: Worth Publishers

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.

Psychology Program Learning Outcomes (PLOs)
1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Website: https://auth.chaminade.edu/idp/profile/SAML2/POST/SSO?execution=e2s1

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via Smarthinking. Smarthinking can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – Smarthinking. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access
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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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.

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.

Academic Conduct Policy
From the 2019-2020 Undergraduate Academic Catalog (p. 39): 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://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf

Credit Hour Policy
The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Assignments *See Canvas Module Tab for Weekly Schedule and Due Dates

Student will demonstrate their learning through various assignments and their performance will be assessed relative to the Student Learning Outcomes (SLO) stated above.

Assignment	Description	Points
Final Exam	Chapters 1 – Epilogue (50 questions; all multiple-choice)	100
Timeline Exercise	Create a presentation that illustrates a timeline of your personal development throughout your life in the following stages: Infant, Toddler, Preschool, School Age, Adolescent, Young Adulthood, Late Adulthood. ***See Canvas for instructions and expectations**	25
Stages of Life Activities, Questions, and Video Discussion Responses	Discussion questions and activities based on videos, chapter readings, and journal articles through the bio-psycho-social model of human development. ***See Canvas for discussion posts and requirements**	80 (8 * 10 pts each)
Life Span Development of Movie Character Analysis	1. Select a movie (see suggestion of movies in Canvas) and one character from the film to study, analyze, and identify their development using one of the life span development theories covered in our textbook, videos, and/or discussions. Presentation must include components of the character's biological, cognitive,	200

| | and social development, and factors and/or influences affecting their human development.
2. You will also identify, compare, and contrast their life and your own development through the life's stages. *Use your timeline exercise to help guild you through comparing and contrasting.

• **Final presentation:** You will present and upload to canvas a minimum 5-minute video recording of yourself presenting your PowerPoint or google slide. ***SEE Rubric for Slide Presentation and Expectations**
• **Paper:** A one-page (12 pt font, times roman, and 1 inch margins) outline handout should also be submitted on Canvas to receive full credit.
* **See Canvas for instructions and expectations** | |

All assignments will be collected at the beginning of class or submitted in Canvas by the given due date. Assignments will not be accepted after due date unless prior arrangements have been agreed upon with the instructor. *Please note that regardless of reason, two (2) consecutive weeks of inactivity will result in a failing grade.

Grading Scale
A = 90-100 % 450-500
B = 80-89 % 400-449
C = 70-79 % 350-399
D = 60-69 % 300-349
F = Below 60 % 299↓
The instructor will determine the final grade

__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 are 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.

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Research Design in Counseling
Heppner, Kivlighan, and Wampold

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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.

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Research Method in Social Relations
Kidder

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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.

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Methods In Behavioral Research; Cozby

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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

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi.   These guidelines also apply to all faculty and staff teaching in the MSCP program.

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
Additional Resources

Barnett, J. E., Baker, E. K., Elman, N. S., & Schoener, G. R. (2007). In pursuit of wellness: The self-care imperative. Professional Psychology: Research and Practice, 38(6), 603–612. https://doi.org/10.1037/0735-7028.38.6.603

Clegg, J., & Sheard, C. (2002). Challenging behaviour and insecure attachment. Journal of Intellectual Disability Research, 46(6), 503–506. https://doi.org/10.1046/j.1365-2788.2002.00420.x

DeRobertis, E. M., & Bland, A. M. (2020). Lifespan human development and "the humanistic perspective": A contribution toward inclusion. The Humanistic Psychologist, 48(1), 3–27. https://doi.org/10.1037/hum0000141

Molnar, B. E., Lees, K. E., Roper, K., Byars, N., Méndez-Peñate, L., Moulin, C., McMullen, W., Wolfe, J., & Allen, D. (2018). Enhancing Early Childhood Mental Health Primary Care Services: Evaluation of MA

Project LAUNCH. *Maternal & Child Health Journal*, *22*(10), 1502–1510. https://doi.org/10.1007/s10995-018-2548-4

Molnar, B. E., Lees, K. E., Roper, K., Byars, N., Méndez-Peñate, L., Moulin, C., McMullen, W., Wolfe, J., & Allen, D. (2018). Enhancing Early Childhood Mental Health Primary Care Services: Evaluation of MA Project LAUNCH. Maternal & Child Health Journal, 22(10), 1502–1510. https://doi.org/10.1007/s10995-018-2548-4

Posluns, K., & Gall, T. L. (2020). Dear Mental Health Practitioners, Take Care of Yourselves: a Literature Review on Self-Care. International journal for the advancement of counseling, 42(1), 1–20. https://doi.org/10.1007/s10447-019-09382-w