Course Syllabus
Chaminade University Honolulu
3140 Waiʻalae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number: PP-7010-01-7
Course Title: Lifespan Development
Department Name: Hawaiʻi School of Professional Psychology
College/School/Division Name: College of Education and Behavioral Sciences
Term: Spring 2021
Course Credits: 03
Class Meeting Days: Mondays
Class Meeting Hours: 9:00 – 12:00 pm
Class Location: Brogan Hall 102

Instructor Name: Ricky Trammel, Ph.D.
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University Course Catalog Description and Overview
This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

Critical exploration is undertaken of the multiple contexts of lifespan development: physical, cognitive, emotional, social, and cultural. Developmental issues and major developmental theories are examined critically to understand the ways in which developmental events, clinical issues and multicultural factors shape lifespan development. Discussion draws upon theoretical and empirical literature and employs didactic and experiential learning modules to facilitate students' diverse learning styles.

Instructional Contact and Credit Hours
Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values
This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition in marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:
- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

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 ʻŌlelo Noʻeau (Hawaiʻian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies
The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawaiʻi School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawaiʻi School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:
1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.

5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice. The application of Marianist values includes applying and adapting social awareness for community service, justice, and peace.

Course Learning Outcomes
1. The student will be able to describe development within physical, cognitive, emotional, social, and cultural contexts recognizing development as an ongoing set of processes, involving both continuity and change, citing examples from empirical literature. (Competency 4, 5, 11)
2. The student will be able to analyze developmental events and clinical issues impacting individuals across the lifespan, utilizing the major developmental theories (e.g. psychodynamic, humanistic, behavioral/learning, cognitive, biological, systems, and developmental). (Competency 5, 8)
3. The student will demonstrate understanding in the ethical and legal issues related to lifespan development. (Competency 1, 11)
4. The student will demonstrate understanding in the interface between lifespan developmental issues (e.g., nature vs. nurture debate, changes in work, relationships, health, and end of life) and the multicultural contexts in which they occur (e.g. racial, ethnic, national, historical, familial, background, gender, sex roles, identity, physical ability, sexual orientation, religious/spiritual traditions, and socioeconomic factors). (Competency 4, 11)
5. The student will understand the role of development in assessment and as a treatment moderator and mediator to intervention across the lifespan. (Competency 7, 8)

Required Learning Materials

Required Textbooks
> Boyd, D., & Bee, H. (2015). *Lifespan Development.* (7th ed.). Boston: Pearson.
> Crain, W. (2011). *Theories of Development.* (6th ed.). Boston: Prentice Hall.

Required Readings
> Arean, P., Mackin, S., Vargas-Dwyer, E., Raue, P., Sirey, J., Kanellopoulos, D., & Alexopoulos, G. (2013). Treating depression in disabled, low-income elderly: A conceptual model and recommendations for care. *International Journal of Geriatric Psychiatry, 25,* 765-769.
> Callaghan, T., Rochat, P., & Corbit, J. (2012). Young children's knowledge of the representational function of pictorial symbols: Development across the preschool years in three cultures. *Journal of Cognition and Development, 13,* 320-353.
> Choi, Y., Kim, S., & Park, I. (2013). Is Asian American parenting controlling and harsh? Empirical testing of relationships between Korean American and Western Parenting. *American Journal of Psychology, 4,* 19-29.
> De Monnink, H. (2019). Photo viewing after traumatic death. *Traumatology, 25*(4), 226-234.
> Dijkstra, J., Cillessen, A., & Borch, C. (2013). Popularity and adolescent friendship networks: Selection and influence dynamics. *Developmental Psychology, 49,* 1242-1252.

Eagtly, A., & Wood, W. (2013). The nature—nurture debates: 25 years of challenges in understanding the psychology of gender. *Perspectives on Psychological Science, 8, 340-357.*

Frankenhuis, W., & Tiokhin, L. (2019). Bridging evolutionary biology and developmental psychology: Toward and enduring theoretical infrastructure. *Child Development, 89*(6), 2303-2306.

Halim, M., Ruble, D., & Tamis-LeMonda, C. (2013). Four-year-olds' beliefs about how others regard males and females. *British Journal of Developmental Psychology, 31,* 128-135.

Meinschmidt, G., & Tegethoff, M. (2015). How life before birth affects human health and what we can do about it. *European Psychologist, 20*2(2), 85-89.

Roos, S. (2013). The Kubler-Ross Model: An esteemed relic. *Gestalt Review, 17,* 312-315.

Shute, R. (2019). Schools, mindfulness, and metacogtion: A view from developmental psychology. *International Journal of School and Educational Psychology, 7,* 123-136.

Siu, T., Cheung, H., Bukowski, W., Perry, D., & Castellanos, M. (2019). Developmental progression of mental state understandings of infancy. *International Journal of Behavioral Development, 43*(4), 363-368.

Course Requirements

Attendance/Participation: (15 pts) Class attendance and participation are critical to this course since presentations and discussions constitute a major focus. As a courtesy to others, please be on time for all class meetings. Students must inform me ahead of time if they will be late or absent for a class. Chronic tardiness is unacceptable and will result in grade reduction. Students missing two or more class sessions may be required to repeat the course. If, for any reason, you are unable to attend, please contact me as soon as possible and schedule a meeting time where we can review the material missed and discuss make-up work. Absence on the day of a team presentation results in a reduced grade for the individual as determined by the professor. Prior to coming to class, complete all assigned readings for that day.

Project/Paper Field Experience/Personal Life Span Autobiography/Book Review: (35 points), 6-8 page paper, APA Style):

Students can choose from a variety of projects:

a) Field experience observation of children-adults/interviews, of developmental issues, themes, theories from live observations in the field;

b) Write a personal lifespan autobiography identifying theories of development/pertinent issues from a development standpoint of your life (using one child/adolescent theory, one adult theory, and one lifespan theory;

c) Book review of a person from a lifespan perspective, identifying major themes or theories of development in the person's life and family, significant others (using one child/adolescent theory, one adult theory, and one lifespan theory).

Conversations and observations should be conducted naturalistically (no experiments or planned activities). Participants must give informed consent prior to being interviewed. Signed consents should be maintained by the student for documentation of appropriate ethical procedure and may be requested by the professor if needed.

Exams: (100 pts) Midterm and final exams covering the first half and last half of the 2 texts.

Class Chapter Presentation: (25 points) Students will lead the class in the discussion of selected chapters either chosen by the professor and on interest of the student from the text by *Crain: Theories of Human Development. Presentations should be sufficient in length to cover the material in outline form and to lead a class discussion. This should not be a presentation that is read verbatim from a sheet of paper. This is a discussion of the material by the entire class. All students are also expected to have read the material in advance regardless of what they are personally presenting. The class discussion of a chapter should run no more than about 30 minutes. Grades will be based on the thoroughness of the presentation of the material. Presentations will begin on the third session of class depending on topic areas.*

Chapters students can choose to present:
- Early Theories – Locke & Rousseau Ch. 1
- Gesell's Maturational Theory Ch. 2
- Ethological Theories - Darwin, Bowlby, Ainsworth Ch. 3
- Piaget's Cognitive-Developmental Ch. 6
- Kohlberg's Stages of Moral Development Ch. 7
- Learning Theory – Pavlov & Skinner Ch. 8
- Bandura Social Learning Ch. 9
- Vygotsky Ch. 10
- Freud's Psychoanalytic Theory Ch. 11
- Erickson's Psychosocial Stages Ch. 12
- Chomsky's Theory of Language Development Ch. 17

Journal article presentation: (25 points) Students will choose a journal article either indicated   on the syllabus or an article of their choice and present and lead the class in a discussion of the content and research conducted in the article.

Timely Submissions: All assignments are to be turned in at the beginning of class on the date due. A 5% reduction of points will be deducted each day the assignment is late. Up to 7 days may be given to accommodate hardship as determined by the instructor.

Grading

Project/Assignment	Point Value
Attendance and Participation	15 points
Project	35 points
Midterm Exam	100 points
Final Exam	100 points
Class Chapter Presentation	25 points
Journal Article Presentation	25 points

NOTE: Students are expected to come into this class with a preliminary knowledge of at least one theoretical orientation. This class is not meant as a theory course on psychological theories of change, but rather an integration of psychology theory and supervision theories.

Grading Scale
Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)   A- = 3.67 (90-92)
B+ = 3.33 (88-89)   B = 3.00 (83-87)   B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given   F = 0.00 ($\leq$ 69); Failed - No credit given

Course Policies
Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

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 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 Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

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, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported 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 Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. 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.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: 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 HSPP Program Catalog, 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 Program

Catalog, 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 and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (https://studentaffairs.chaminade.edu/).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Week	Date	Topics	Readings	Assignments Due
1	1/11	Basic Concepts; Journal Article	Syllabus Boyd & Bee, ch. 1	
2	1/18	MLK Holiday – No Class		
3	1/25	• Theories of Development • Prenatal Development and Birth • Journal Article: Meinschmidt, G., & Tegethoff, M. (2015).	Boyd & Bee, ch. 2 & 3	Student Presentation of Chapter
4	2/1	• Physical Development in Infancy • Cognitive Development in Infancy • Crain Ch. Presentation • Journal Article: Siu, T., Cheung, H., Bukowski, W., Perry, D., & Castellanos, M. (2019).	Boyd & Bee, ch. 4 & 5	Student Presentation of Chapter
5	2/8	• Social & Personality Development in Infancy • Crain Ch. Presentation • Journal Article: Callaghan, T., Rochat, P., & Corbit, J. (2012).	Boyd & Bee, ch. 6	Student Presentation of Chapter
6	2/15	• Physical & Cognitive Development in Early Childhood • Social and Personality Development in Early Childhood • Journal Article: Choi, Y., Kim, S., & Park, I. (2013).	Boyd & Bee, ch. 7 & 8	Student Presentation of Chapter
7	2/22	• Physical & Cognitive Development in Middle Childhood • Social and Personality Development in Middle Childhood • Crain Ch. Presentation - • Journal Article: Halim, M., Ruble, D., &	Boyd & Bee, ch. 9 & 10	Midterm Exam Student Presentation of Chapter

8		Tamis-LeMonda, C. (2013).		
8	3/1	• Physical & Cognitive Development in Adolescence • Social and Personality Development in Adolescence • Crain Ch. Presentation - • Journal Article: Dijkstra, J., Cillessen, A., & Borch, C. (2013).	Boyd & Bee, ch. 11 & 12	Student Presentation of Chapter
9	3/8	• Physical & Cognitive Development in Early Adulthood • Social and Personality Development in Early Adulthood • Journal Article: Eagtly, A., & Wood, W. (2013).	Boyd & Bee, ch. 13	Student Presentation of Chapter
10	3/15	• Physical & Cognitive Development in Middle Adulthood • Social and Personality Development in Middle Adulthood • Crain Ch. Presentation • Journal Article: Frankenhuis, W., & Tiokhin, L. (2019).	Boyd & Bee, ch. 14	Student Presentation of Chapter
11	3/22	• Physical & Cognitive Development in Late Adulthood • Crain Ch. Presentation • Journal Article: Shute, R. (2019).	Boyd & Bee, ch. 15	Student Presentation of Chapter
12	3/29	• Social and Personality Development in Late Adulthood • Crain Ch. Presentation • Journal Article: Arean, P., Mackin, S., Vargas-Dwyer, E., Raue, P., Sirey, J., Kanellopoulos, D., & Alexopoulos, G. (2013).	Boyd & Bee, ch. 16	Student Presentation of Chapter
13	4/5	• Crain Ch. Presentation • Journal Article: Roos, S. (2013).	Boyd & Bee, ch. 17 & 18	Project Due Student Presentation of Chapter
14	4/12	• Death, Dying, and Bereavement • Crain Ch. Presentation • Journal Article:	Boyd & Bee, ch. 19	Student Presentation of Chapter
15	4/19	• De Monnink, H. (2019). Photo viewing after traumatic death. *Traumatology, 25*(4), 226-234.		Student Presentation of Chapter
16	4/26	Final Exam		Final Exam