



**Chaminade**  
**University**  
OF HONOLULU

**Chaminade University of Honolulu**  
**Masters of Science in Counseling Psychology**  
**PSY 602 Life Span Development • Fall 2021**

**Instructor:** Blendine P. Hawkins, Ph.D., LMFT      **Room:** Henry Hall 202  
**Contact Number:** 808-739-7495      **Day/Time:** Tuesdays 5:30-9:20pm  
**Email:** blendine.hawkins@chaminade.edu      **Office:** Beh Science 118  
**Office Hours:** By appointment- please feel free to email me to set up a time to meet.

**Required Text:**

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

**Catalog Course Description**

This course is an in-depth study of the biosocial, cognitive, and psycho-social 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 inter-relate.

**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.

**Course Description**

Human Development will provide an opportunity for intensive study of the physical, cognitive, and social/emotional development of people through the entire life span. Through active participation and the use of discussions, lectures, videos, activities, and reading, students will have an opportunity to explore theoretical approaches and current issues related to human development from a multidisciplinary and cross-cultural perspective with a focus on promoting optimal development and providing developmentally appropriate counseling.

***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 application, etc.***

**MSCP Core Program Learning Outcomes (PLOs)**

1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

**Student Learning Outcomes**

Student will demonstrate an understanding of:

1. The biosocial, cognitive, and psycho-social stages of development as related to school counseling, community counseling, and marriage and family counseling. (PLO1)

2. The scientific method and research in relation to life span development within a counseling context (school, community, and marriage and family counseling). (PLO1)
3. Empirical science as related to growth and development within the context of School counseling, community counseling, and marriage and family counseling. (PLO2)
4. Cultural diversity and life span development in relation to school, community, and marriage and family counseling in relationship to development. (PLO3)
5. Personal and professional growth in relation to life span theories and the Relationship to counseling. (PLO2)
6. Ethics as related to developmental issues in the counseling context. (PLO2)
7. Demonstrate a thorough understanding of family development across the life cycle. (PLO3)
8. Demonstrate an understanding of how family development and family dynamics are relevant to the clinical work of mental health professionals. (PLO3)

## **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>

#### **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.

#### **Instructor's policies**

Assignments:

- One written assignment throughout the term may be revised or edited for a higher grade but will have to be submitted by class 9.
- Late submissions will not be accepted without 24 hours prior notification and will only 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.
- No papers will be accepted after the last week of class.
- Papers that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting (unless specified otherwise, e.g. Group Case Notes, Group Reflection papers, etc.)

Classroom expectations:

- Participating in class activities and engaging with the material.
- Respecting the diversity of cultures, opinions, viewpoints in the classroom and listening to fellow students, professors, and lecturers with respect. Disrespectful, harassing, and abusive language have no place in professional discourse.
- Not engaging in any racist, homophobic, sexist, and other disrespectful comments made to or about other people.
- Not reading other materials, books, newspapers, or using laptops for other activities. Cell phones and other electronic devices, unless used for class purposes, are expected to be turned off.

**Attendance**

**If you are inactive for two consecutive weeks, you will be given a “C” and you must retake the class. (Graduate programs policy)**

Please note that regardless of reason more than two (2) consecutive weeks of online inactivity will result in a failing grade.

**Assignments**

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assignment	Description	Points	Applicable SLO
Genogram & Paper	A genogram, originating within the Family Therapy field is a therapeutic assessment and intervention tool used to explore patterns in families and intergenerational transmissions of dynamics. For this assignment, you will construct a 3-generation Genogram and a brief reflection paper. The purpose of this assignment is to build your understanding of how to construct this visual representation of a person’s system so that you may use it within a counseling/therapy context. Directions on how to construct the Genogram and your reflection paper will be provided in class and posted on Canvas.	40pts	1,4,5,7

Timeline & Paper	A timeline is an assessment and intervention tool used in counseling and therapy to explore the culmination of the various notable events in a person's life, both of traumatic impact of resilience-building. For this assignment, you will construct your own Timeline and a brief reflection paper. The purpose of this assignment is to expand your understanding of how to construct this visual representation of a person's journey so that you may use it effectively with clients. Directions on how to construct the Timeline and your reflection paper will be provided in class and posted on Canvas.	40pts	1,4,5
Life Span Table	This is an ongoing term project and meant for you to build your understanding on the major concepts, terms, issues, and clinical considerations for each developmental stage. You will be provided with a table with specific criteria and you will add information from each stage of development and also clinical/counseling implications relevant to your track (school counseling, mental health counseling, marriage and family therapy). Additional directions will be provided in class and on Canvas.	100pts (20pts per stage)	1-8
Exam 1	Exam 1 will be 60 multiple choice questions and cover chapter 1-16. The Exam is scheduled for the end of class on Week 5.	60pts	1-4
Exam 2	Exam 2 will be 60 multiple choice questions and cover chapter 17-25. The Exam is scheduled for the end of class on Week 9.	60pts	1-4
Lifespan Research Paper & Role-play Presentation	This project will be completed in small groups of 2-3 students. You will identify a topic/concern related to lifespan development that would be relevant within a counseling context. You will conduct a review of the literature on this topic and utilizing a psycho-bio-spiritual and ecological model, you will provide a conceptualization of this topic. This paper must include diversity and cultural considerations. The research paper must be APA formatted, a minimum of 8 pages, and 10 academic references. Further specifications of this research paper will be provided on Canvas. The role-play presentation will consist of an assessment session where students will present a case specific to the topic of their paper and demonstrate how a counselor may engage a client/system at that stage of development. The presentation will include a short introduction to the case and a brief role-play between the client(s) and	80pts  20pts	1-8

	counselor. Further directions will be provided in class and on Canvas.		
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Point Breakdown

Genogram & Paper	40
Timeline & Paper	40
Life Span Table	100
Exam 1	60
Exam 2	60
Lifespan Research Paper	80
Role-play Presentation	20
<u>Total Possible Points:</u>	<u>400</u>

*All assignments will be collected at the beginning of class. No assignments will be accepted after its due date unless prior arrangements have been agreed upon with the instructor.*

Grading

- A = 90% – 100%
- B = 80% - 89%
- C = 0% - 79%

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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 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.

<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 the **Kokua Ike Coordinator** at (808) 739-8305 to make an appointment 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. For more information contact

<https://chaminade.edu/student-life/counseling-center/ada-accommodations/>

### **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.

### **Tutoring Center**

Kokua Ike provides access to free one-on-one tutoring for undergraduate students, Smarthinking online tutoring and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> The center can be contacted at

[\(808\) 735-4815](tel:8087354815) or [advising@chaminade.edu](mailto:advising@chaminade.edu) The center is located at Clarence T.C. Ching Hall, Room 252, 8:30 AM–4:30 PM (Monday-Friday)

## **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

<b>Date</b>	<b>Focus</b>	<b>Assigned Readings</b>	<b>Assignment Due</b>
Week 1 10/5/21	<ul style="list-style-type: none"> <li>▪ Welcome</li> <li>▪ Review Syllabus</li> <li>▪ Start of Genogram</li> </ul>	Ch. 1-2	
Week 2 10/12/21	<ul style="list-style-type: none"> <li>▪ Introduction to Key Concepts in Brain Development</li> <li>▪ Genetics &amp; Epigenetics</li> <li>▪ Infancy</li> <li>▪ Start on Lifespan Table</li> </ul>	Ch 3-4	<ul style="list-style-type: none"> <li>• <b>Genogram &amp; Reflection paper due</b></li> <li>• <b>Determine Groups for Final Project</b></li> </ul>
Week 3 10/19/21	<ul style="list-style-type: none"> <li>▪ First two years/Toddlerhood</li> <li>▪ Start Timeline</li> </ul>	Ch 5-7	<ul style="list-style-type: none"> <li>• <b>Instructor will review Lifespan Tables (1)</b></li> <li>• <b>Report to Instructor topic for Final Project</b></li> </ul>
Week 4 10/26/21	<ul style="list-style-type: none"> <li>▪ Early Childhood</li> </ul>	Ch 8-10	<ul style="list-style-type: none"> <li>• <b>Timeline &amp; Reflection paper</b></li> </ul>
Week 5 11/2/21	<ul style="list-style-type: none"> <li>▪ Middle Childhood</li> <li>▪ Exam 1 (Ch. 1-13)</li> </ul>	Ch 11-13	<ul style="list-style-type: none"> <li>• <b>Instructor will review Lifespan Tables (2)</b></li> <li>• <b>Exam 1</b></li> </ul>
Week 6 11/9/21	<ul style="list-style-type: none"> <li>▪ Adolescence</li> </ul>	Ch 14-16	<ul style="list-style-type: none"> <li>• <b>Instructor will review Lifespan Tables (3)</b></li> </ul>
Week 7 11/16/21	<ul style="list-style-type: none"> <li>▪ Emerging Adulthood</li> </ul>	Ch 17-19	
Week 8 11/23/21	<ul style="list-style-type: none"> <li>▪ Adulthood</li> </ul>	Ch 20-22	<ul style="list-style-type: none"> <li>• <b>Instructor will review Lifespan Tables (4)</b></li> </ul>
Week 9 11/30/21	<ul style="list-style-type: none"> <li>▪ Late Adulthood</li> <li>▪ Death &amp; Dying</li> <li>▪ Exam 2 (Ch 14-25)</li> </ul>	Ch 23-25	<ul style="list-style-type: none"> <li>• <b>Instructor will review Lifespan Tables (5)</b></li> <li>• <b>Exam 2</b></li> <li>• <b>Research Paper Due Sunday 12/5</b></li> </ul>
Week 10 12/7/21	<ul style="list-style-type: none"> <li>▪ Final Presentation</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Final Presentation due in Class</b></li> </ul>