**COURSE SYLLABUS PSY 200-02-1 Life Span Development**

**spring 2021-2022 (DUG)**

**Instructor:** Deneen Wong **Classroom:** Henry Hall 227

**Phone:** (808)739-7450 **Class Time:** 1:00–2:20pm, T/TH

**Email:**  [deneen.wong@chaminade.edu](mailto:deneen.wong@chaminade.edu)

**Office Hours:** W/F 10-12noon, Behavioral Sciences, #117

and by appointment

**Text:** Berk, L.E. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.

**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.

**Psychology Program Learning Outcomes** 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**

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.

**Attendance** Students are expected to attend all courses regularly. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Any student who stops attending a course without officially withdrawing may receive a failing grade. 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.

**Disability Access**

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 ʻIke: 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 ʻIke Coordinator at (808)739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

**Academic Honesty** Students are responsible for promoting academic honesty at Chaminade (CUH) 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, an 'F' for the course, suspension or dismissal from the University.

**Plagiarism:** Any source you use must be cited. Plagiarism is not be tolerated and may result in a failing grade.

**Title IX** CUH recognizes the inherent dignity of all individuals and promotes respect for all. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of such 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.

**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.

**SCIENTIFIC METHODS 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>

**MARIANIST EDUCATIONAL VALUES**

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

**1. Educate for Formation in Faith** As higher educational institutions, Marianist universities have kept along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice.

**2. Provide an Integral, Quality Education** The foundations of excellence in education in the Marianist universities flow from our emphasis on the dialogue between faith and reason in the service of the common good. It is quality education because of faculty, staff, administration and students collaborate in attaining knowledge of the human condition within the larger community of all creation, applying both faith and reason in their quest for human meaning. It is integral or comprehensive because we seek to “humanize” this path of knowledge in such a way that it affirms the full dignity of each member of our learning community in curricular and extra-curricular experiences in the arts and professions. An integral, quality education in the Marianist University calls each member of the community to attentive presence, to participation in genuine community, and to competent and loving service.

**3. Educate in Family Spirit** Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person and invites everyone in the university into the challenge of building community within and beyond our campus. Communal support for scholarship; friendship among faculty, staff, administration and students; active participation; and genuine presence (in the community) embodies the uniqueness of a Marianist educational experience.

**4. Educate for Service, Justice and Peace, and Integrity of Creation** 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. Marianist universities extend a special concern for those who are poor and marginalized, and promote the dignity, rights and responsibilities of all peoples.

**5. Educate for Adaptation and Change** In the midst of rapid social and technological transformation, Marianist universities adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.

Each of these characteristics is integrated, to varying degrees, in this course.

Please find a full copy of *Characteristics of Marianist Universities* here: [www.marianistuniversities.org](http://www.marianistuniversities.org)

**COURSE REQUIREMENTS** **POINTS** **GRADING**

Attendance/Participation 50 (~9%) 493-550 points A

3 Quizzes (50 pts each) 150 (~27%) 438-493 points B

Pre-Marital Interview 50 (~9%) 383-437 points C

Moral Dilemma Exercise 50 (~9%) 328-382 points D

Debate / Paper 50 (~9%)

Final Paper Project (84 pts) / Presentation (16 pts) 100 (~18%)

Final Cumulative Exam 100 (~18%)

550 (100%)

**COURSE REQUIREMENT DESCRIPTIONS**

1. Attendance/Participation: You will be able to earn up to 2 points on 25 designated days. Participation includes sharing an idea or question inspired by the textbook/ readings. \*Your sharing of ideas and questions are important and valuable to everyone. We are a community where all ideas will be heard, explored, and considered respectfully.

2. Quizzes: Quiz 1 will cover chapters 1-6 and the video Life’s Greatest Miracle, Quiz 2 will cover chapters 7-12, and Quiz 3 will cover chapters 13-16. Formats will vary and all quizzes will be completed on Canvas.

3. Pre-Marital Interview: This is an exploration of what factors to consider before marriage or a committed relationship. Details are posted in Canvas and will be outlined in class.

4. Moral Dilemma Exercise: This will be an in-class activity with a reflection paper submitted in Canvas.

3. Debate / Paper: You will sign-up at the beginning of the semester for one of three debate topics. A paper and a live debate presentation will be required. Details are posted in Canvas and will be discussed in class.

4. Final Paper Project & Presentation: This paper is a progressive project examining aspects of development over your lifespan. Periodic check-ins will occur over the semester. Details are posted in Canvas.

5. Final Exam: The final exam is cumulative, covering chapters 1-19, with a primary focus on chapters 17-19. Formats will vary and the final will be completed on Canvas.

***\*There is no make-up work for missed opportunities unless you were: (1) seriously ill with verifying documentation, (2) unavoidably detained (documentation required), or (3) prior arrangements are made for urgent matters only.***

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| **DATE** | **READINGS** | **DUE** | **ACTIVITY** |
| 1/11 T | Syllabus, Ch.1 |  | Introduction/Syllabus Review |
| 1/13 TH | Ch. 1,2,3 |  |  |
| 1/18 T |  |  |  |
| 1/20 TH |  | Personal Introction due in Canvas | Video |
| 1/25 T |  |  |  |
| 1/27 TH | Ch. 4-6 |  |  |
| 2/1 T |  |  | Debate Sign-Up |
| 2/3 TH |  |  |  |
| 2/8 T |  | QUIZ #1 Ch. 1-6, video |  |
| 2/10 TH | Ch. 7, 8 |  |  |
| 2/15 T |  |  |  |
| 2/17 TH |  |  | Debate #1: Corporal Punishment |
| 2/22 T | Ch. 9, 10 |  |  |
| 2/24 TH |  |  |  |
| 3/1 T | Ch. 11, 12 |  |  |
| 3/3 TH |  |  |  |
| 3/8 T |  |  | Moral Dilemma Exercise |
| 3/10 TH |  | QUIZ #2 Ch. 7-12 |  |
| 3/15 T | Ch. 13, 14 |  | Debate #2: Social Media |
| 3/17 TH |  |  |  |
| 3/22, 24 |  |  | ***SPRING BREAK*** |
| 3/29 T | Ch. 15, 16 |  |  |
| 3/31 TH |  | Pre-Marital Interview due in Canvas |  |
| 4/5 T |  |  |  |
| 4/7 TH |  | QUIZ #3 Ch. 13-16 |  |
| 4/12 T | Ch. 17, 18, 19 |  |  |
| 4/14 TH |  |  |  |
| 4/19 T |  |  | Debate #3: Death with Dignity |
| 4/21 TH |  |  | Presentations |
| 4/26, 28 TTH |  |  | Presentations |
| **5/4 MON** |  | FINAL Cumulative | 1:15pm - 3:15pm |