

CHAMINADE UNIVERSITY

PSY 200: Life Span Human Development

Online, Spring 2022 (January 10 – May 6, 2022)

Instructor: Dale R. Fryxell, Ph.D.

Office: Brogan Hall, Room 110

Office Hours: Thursdays 12 – 1:00, and by appointment

Telephone: 739-4678

Email: dfryxell@chaminade.edu

Text

Launchpad for Berger, K. S. (2020). The developing person through the lifespan. There is not a hard copy textbook for this course at the bookstore as we will be using an interactive ebook that is part of the Launchpad learning platform. The Launchpad website is also where other resources for the course are available and is where the chapter quizzes and Learning curve modules are located. The bookstore has access codes that should enable you to access the Launchpad site or you can purchase access directly on the MacMillan Launchpad website. See instructions for accessing the Launchpad website at the end of the syllabus. ISBN 9781319250492

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 Psychology program student learning outcomes I.) Students will identify key concepts, principles, and overarching themes in psychology; and IV.) 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.

Course Description

Life Span Development will provide an intensive study of physical, cognitive, and social/emotional development from the prenatal period through death. Through active participation and the use of on-line papers, 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.

Student Learning Outcomes

Upon completion of this course, student will be able to:

1. explain the different aspects of human development including the perspectives from cognitive, psychoanalytical, learning, evolutionary, and biological theories.
2. describe human development from pre-birth to late adulthood.
3. evaluate the role of cultural and environment on human development.

Assessment

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

1. Learning Curve Points (255 points possible)	=	255 points
2. Chapter Quiz Points (125 points possible)	=	125 points
3. Child Project (1 @ 50 points possible)	=	100 points
4. Adolescent or Adult Project (1 @ 50 points possible)	=	<u>100</u> <u>points</u>
Total Points		= 580 points

*There are no graded discussions for this class but there is a "Discussion and Open Forum" space which you can find by clicking on "Discussions" on the menu over on the left hand side of this page. Feel free to post questions, thoughts, or ideas to the class in this forum.

1. **Learning Curve** - The Launchpad website includes Learning Curve modules for each chapters. Each Learning Curve module is worth a maximum of 5 points. At the end of the term, I will transfer your Learning Curve points to the Canvas grade book.
2. **Chapter Quizzes** - The Launchpad website also includes quizzes for each chapter. Each quiz is worth a maximum of 5 points. At the end of the term, I will transfer your quiz points to the Canvas grade book.
3. **Child Project** (1 @ 100 points)

A. When you have chosen a child for your study and you are securing the parents' consent, explain that you are doing this research for a course in life-span development, that the child's name will not be used in the report, and that the main purpose of the report is to help you see the relationship between textbook knowledge of child development and real children.

B. Before you begin the study, read/review the text chapters that apply to the age group to which your subject belongs.

C. Collect the information for your paper by using SOME OR ALL of the following research methods:

(a) Naturalistic observation. Ask the parents when the child is likely to be awake and active, and observe the child for an hour during this time. You should try to be as unobtrusive as possible during your observation.

(b) Informal interaction. Interact with the child for at least half an hour. Your goal is to observe the child's personality and abilities in a relaxed setting. The particular activities you engage in will depend on the child's age and character. Most children enjoy playing games, reading books, drawing, and talking. Asking a younger child to show you his or her room and favorite toys is a good way to break the ice; asking an older child to show you the neighborhood can provide insights.

(c) Interviewing parents and other adults responsible for the child's care. Keep these interviews loose and open-ended. Your goals are to learn: (1) the child's history, especially any illnesses, stresses, or problems that might affect development; (2) the child's daily routine, including play patterns; (3) current problems that might affect the child; (4) a description of the child's character and personality, including special strengths and weaknesses. You are just as interested in the parents' attitudes as in the facts, so it might make sense to concentrate on conversing during the interview, and then to write down all you have learned as soon as the interview has been completed.

(d) Testing the child. Assess the child's perceptual, motor, language, and intellectual abilities by using specific test items you have planned in advance. The actual items you use will depend on the age of the child. For instance, you would test object permanence in an infant between 6 and 24 months old; you would test conservation in a child between 3 and 9 years old; and logical thinking in an adolescent. Likewise, testing language abilities might involve babbling with an infant, counting words per sentence with a preschooler, and asking a school-age child to tell a story.

D. When writing the report, do not simply transcribe your findings from the various techniques you used.

(a) Begin by reporting relevant background information, including the child's sex, age and sex of siblings, economic and ethnic background of the family, and the educational and marital status of the parents.

(b) Describe the child's physical, cognitive, emotional, and social development, citing at least 10 (underline these in the body of your paper) supporting theories and concepts from the textbook or your research to substantiate any conclusions you have reached.

The final paper should be 3 to 4 pages, double-spaced with one inch margins. Please use a 12 point font.

4. **Adolescent or Adult Project** (1 @ 100 points)

A. When you have chosen an adolescent or adult for your study, explain that you are doing this research for a course in life-span development psychology, that the person's name will not be used in the report, and that the main purpose of this study is to help you see how textbook knowledge applies to real life.

B. Before you begin the study, read/review the chapters that apply to the age group to which the subject belongs. You may use ANY or ALL of the following research methods:

(a) Naturalistic observation. Accompany the person to school, work, or to some social setting. Try to be as unobtrusive as possible; maintain some distance from the person and those with whom the person interacts.

(b) Informal interaction. Interact with the person for at least half an hour. Some possible topics for discussion: What are the subject's favorite (and least favorite) activities? What experiences from the subject's past have been most influential to the subject's present life? What have been the influences of family, friends, and mentors in the subject's choice of employment and satisfaction with work? What other factors have been important (education, personal preference, financial needs, temperament, and so on)? How does the subject balance work responsibilities and family life? Questions about current events can elicit information about values and character. Note the subject's attitudes and responses: Does the subject seem shy or open, easygoing or difficult to get along with, have a sense of humor about him- or herself? Does the subject accept responsibility for his or her life and actions, or blame others? Does the subject seem satisfied or dissatisfied with his or her personal life, family, choice of employment, etc.?

(c) Interview. Conduct an interview with your subject and, if possible, with a relative or a friend of the subject. Keep these interviews loose and open-ended. Your goals are to learn: (1) the person's history, especially any past illnesses, stresses, or problems that might affect development; (2) the person's daily routine, including patterns of school, work, and recreation; (3) current problems that might affect the person; (4) temperament, character, and personality, including special strengths and weaknesses.

(d) Testing the person (optional). You can learn about your subject's thinking by designing or using a test suitable for eliciting the type of information in which you are interested (e.g. moral reasoning, dialectical thinking, attitudes, and interests).

C. When writing the report, do not simply transcribe your findings from the various techniques you used.

(a) Begin by reporting relevant background information, including your subject's age and sex of siblings, children or grandchildren if any, economic and ethnic background of the family, and the educational and marital status of the parents.

(b) Describe your subject's physical, cognitive, emotional, and social development, citing at least 10 supporting theories and concepts (underline these in the body of your paper) from your research to substantiate any conclusions you have reached. The final paper should be 3 to 4 pages, double-spaced with one inch margins. Please use a 12 point font.

Grading

Grades will be based on the quality of work and will be assigned based on a straight percentage using the following chart:

A = 90 – 100 %

B = 80 – 89 %

C = 70 – 79%

D = 60 – 69 %

F = 59 % and below

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. 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 ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo No’eau 1430) Education is the standing torch of wisdom

Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students \(Links to an external site.\)](#)
- [Live chat with Canvas Support for students \(Links to an external site.\)](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started \(Links to an external site.\)](#)
- [Online tutorials \(Links to an external site.\)](#): 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/> ([Links to an external site.](#))) 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 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 ‘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 Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

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 make arrangements to 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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 the 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

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> (Links to an external site.)

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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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 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> (Links to an external site.)

Course Calendar

Important: For each chapter you should read the chapter and review the other Launchpad chapter resources, complete the Learning Curve modules, and take the chapter quiz. The work for each week, including the Launchpad quizzes and Learning Curve modules, are due by Sunday night at midnight of the week that it is assigned on the calendar below.

#1 – January 10	Course Introduction
#2 – January 17	Chapter 1: The Science of Human Development
#3 – January 24	Chapter 2: Theories of Development
#4 – January 31	Chapter 3: Heredity and Environment
#5 – February 7	Chapter 4: Prenatal Development and Birth
#6 – February 14	Chapters 5 - 7: The First Two Years
#7 – February 21	Chapters 8 - 10: Early Childhood
#8 – February 28	Chapters 11 - 13: Middle Childhood
#9 – March 7	Complete and submit Child Project by March 13
#10 – March 14	Chapters 14 - 16 Adolescence
March 21	Spring Break
#11 – March 28	Chapters 17 - 19 Emerging Adulthood
#12 – April 4	Chapters 20 - 22 Adulthood
#13 - April 11	Chapters 23 - 25 Late Adulthood
#14 – April 18	Work on Adolescent or Adult Project
#15 - April 25	Complete and Submit Adolescent or Adult Project by April 29

The LaunchPad course is open for registration starting on January 10th. Once you have registered an account, you can redeem an access code or purchase access (or use trial access for 14 days).

You will need to use the same LaunchPad account for the duration of the course because your grades are linked to your registered email address. Please use the "Forgot Password" link on the Sign In page if you run into trouble.

To enroll, please go to <https://www.macmillanhighered.com/launchpad/bergerls11e/18836697> (Links to an external site.)

Looking forward to seeing you in class!

Dale Fryxell
dfryxell@chaminade.edu

For assistance, please visit: <https://macmillan.force.com/macmillanlearning>