



Chaminade University - Honolulu
PSY 602 Life Span Development Counseling
Winter 2024: 1/8/24 - 3/18/24

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Texts: Broderick, P. C. & Blewitt, P. (2020). *The Life Span: Human Development for Helping Professionals* (Fifth Ed.). Pearson Education, inc.

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>

Catalog Course Description

This course is an in-depth study of the biosocial, cognitive, and psychosocial 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 interrelate.

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.

*****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 applications, etc.***

Course Description This course will explore the biosocial, cognitive and psychosocial issues of the life span, beginning with prenatal stages and conclude with death and dying. We will examine how our cultural views set the stage for our biases, opinions and values and compare these concepts with issues and concerns of diverse cultures. We will explore our personal growth and development in relation to our family and culture and become aware of how these concepts set the stage for how we see development through life. This online course will focus on typical life stages of growth with an emphasis on how these developmental issues will affect our counseling framework.

MSCP Core Program Learning Outcomes (PLOs)

1. Identify core-counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) Counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Student Learning Outcomes

1. Student will identify the theories, principles, concepts, techniques, stages and facts in the field of Life Span Development via Weekly Discussion Posts, 5 Journal Topics and 5 Quizzes and a Final Quiz. **(PLO 1)**
2. Student will facilitate the counseling process through Weekly Discussions Posts. **(PLO 3)**
3. Student will incorporate empirical science as related to growth and development within the context of counseling via Research Paper **(PLO 4)**
4. Student will demonstrate cultural diversity and life span development in relation to counseling via Weekly Discussion Posts, 5 Journal Topics, and Research Paper **(PLO 1, 3)**
5. Student will demonstrate personal and professional growth in relation to life span theories and the relationship to counseling via Research Presentation **(PLO 1, 3)**

Assessment

<u>Course Requirements</u>	<u>Points</u>	<u>Grading</u>
Weekly Discussion Posts (8 @ 10 points each)	80	A= 432 - 480 Pts
Journal Topics (5 @ 20 points each)	100	B= 383 - 431 Pts
Quizzes (5 @ 20 points each)	100	
Research Paper	100	
<u>Final Quiz</u>	<u>100</u>	
Total	480	

Course Requirement Descriptions

1. Weekly Discussion Posts: Students will respond to a weekly discussion topic presented on Canvas in the Discussion section. Each initial reply is worth 5 points and at least one reply to a classmate's post is worth 5 points for a total of 10 points per weekly discussion post. (Total 80 points).
2. Journal Topic Papers: The week following each stage of the life span students will turn in a minimum 1-page, double-spaced, reflection paper based on at least one journal topic located at the end of the chapters assigned for the week. Pay particular attention to the topics that may relate to your own experiences and how it can relate to therapy. Also discuss any emotional reactions and ethical view points if applicable. Journal topic papers are due the Sunday evening before midnight of the week indicated in the syllabus schedule (20 points each, 100 points total).
3. Quizzes: Quiz formats will vary. All quizzes will be taking on the canvas website and will be due by the end of the week (Sunday evening before midnight) of the week indicated in your syllabus schedule (20 points each, 100 points total).
4. Research Paper: You will choose a stage of the life span and create your own research question in relation to development and counseling. More detail and formatting for your research paper will be found in the "files" section on canvas. We will be utilizing APA format. Research paper will be due on the Sunday evening before midnight of the last week of class (100 points total).
5. Final Quiz: The final quiz is a cumulative assessment of the textbook and any resources used in class and will be broken up into 2 parts (50 points each part, 100 points total).

****There is no make-up work for missed opportunities. Late work is not accepted.***

Attendance

If you miss more than one class, you must retake the class. (Graduate programs policy)

Please note that regardless of the reason, more than one (1) missed class will result in a failing grade.

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.

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.

Credit Hour Policy Calculation

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 38 hours in class, 5 hours writing journal papers, 20 hours writing and revising the research paper, and 32 hours of studying for quizzes. There will be an additional 40 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 4 hours per week.

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

<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](tel:8087398305) 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. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting accommodations. For more information contact <https://chaminade.edu/student-life/ada-accommodations/>

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. If you have been the victim of sexual misconduct, 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, I must report the matter to the Title IX Coordinator.

Counseling Services

Chaminade Counseling Center Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information

regarding the counseling center can be found at Counseling Center – FAQs – Chaminade University of Honolulu.

The counseling center can be contacted at counselingcenter@chaminade.edu and **808-735-4845**.

Tutoring Center Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> They can be contacted at **808-739-8305**.

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

This course schedule is tentative and can be adjusted according to class needs.

Week	Activity	Due	Readings to be done BEFORE CLASS
1 1/8/24 - 1/14/24	Introductions Syllabus Review Weekly Discussion Post: River of Life Introduction		
2 1/15/24 - 1/21/24	Weekly Discussion Post for Ch. 1&2		Ch. 1: Organizing Themes in Development Ch. 2: Genetics, Epigenetics, and the Brain
3 1/22/24 - 1/28/24	Weekly Discussion Post for Ch. 3-5	Journal Topic 1 (Ch. 1-5) Quiz 1	Ch. 3: Cognitive Development in the Early Years Ch. 4: Emotional and Social Development in the Early Years Ch. 5: The Emerging Self and Socialization in the Early Years
4 1/29/24 - 2/4/24	Weekly Discussion Post for Ch. 6-8	Journal Topic 2 (Ch. 6-8) Quiz 2	Ch. 6: Realms of Cognition in the Middle Childhood Ch. 7: Self and Moral Development: Middle Childhood Through Early Adolescence Ch. 8: Gender and Peer Relationships: Middle Childhood Through Early Adolescence
5 2/5/24 - 2/11/24	Weekly Discussion Post for Ch. 9&10	Journal Topic 3 (Ch. 9 &10) Quiz 3	Ch. 9: Physical, Cognitive and Identity Development in Adolescence Ch. 10: The Social World of Adolescence

6 2/12/24 - 2/18/24	Weekly Discussion Post for Ch. 11 & 12	Journal Topic 4 (Ch. 11 & 12)	Ch. 11: Physical and Cognitive Development in Young Adulthood Ch. 12: Socioemotional and Vocational Development in Young Adulthood
7 2/19/24 - 2/25/24	Weekly Discussion Post for Ch. 13	Quiz 4	Ch. 13: Middle Adulthood: Cognitive, Personality and Social Development
8 2/26/24 - 3/3/24	Weekly Discussion Post for Ch. 14 & 15	Journal Topic 5 (Ch. 14 & 15)	Ch. 14: Living Well: Stress, Coping, and Life Satisfaction in Adulthood Ch. 15: Gains and Losses in Late Adulthood
9 3/4/24 - 3/9/24		Quiz 5	
10 3/10/24 - 3/16/24		Research Paper Final Quiz pt. 1 & 2	