



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP7010-01-7

Course Title: Lifespan Development

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Spring 2024

Course Credits: 03

Class Meeting Days: Wednesdays

Class Meeting Hours: 9:00 am – 12:00pm

Class Location: Behavioral Sciences 101

Instructor Name: Dennis P. Itoga, Psy.D., M.Ed.

Email: dennis.itoga@chaminade.edu

Phone: 808.739.4613

Office Location: Brogan Hall - Room 116

Office Hours: Tuesdays (9:00 am – 11:00 am) & Thursdays (9:00am- 11:00am). Email to schedule.

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 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:

- 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 'Ōlelo No'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i 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 Hawai'i 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 Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.

2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will analyze and distinguish the 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 as measured by their Personal Lifespan Autobiography Paper (Competency 4, 5).
2. Students will compare and contrast multiple 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) as measured in their group presentations (Competency 5, 8).
3. Students will critically review the interface between lifespan developmental issues (e.g. nature vs. nurture debate, changes in work, relationships, health, and end of life) and the diverse 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) as measured by group presentations and article discussions (Competency 4, 11).
4. Students will apply the role of development in class vignette discussions (Competency 8).

Required Learning Materials

Dixon-Saxon, S. V., Coker, J. K., Cannon, K. B., Roller, K. M., & Coker, J. K. (2022). *Lifespan development: Cultural and contextual applications for the helping professions*. Springer Publishing Company.

Required Readings

- Airenti, G. (2019). The place of development in the history of psychology and cognitive science. *Frontiers in Psychology, 10*, 895. <https://doi.org/10.3389/fpsyg.2019.00895>
- Arnett, J. J. (2021). Emerging adulthood. In R. Biswas-Diener & E. Diener (Eds.), *Noba textbook series: Psychology*. DEF publishers. <http://noba.to/3vtfyajs>
- Babakr, Z. H., Mohamedamin, P., & Kakamad, K. (2019). Piaget's cognitive developmental theory: Critical Review. *Education Quarterly Reviews, 2*(3), 517–524.

- Clarke, J. I. (2013). Four phases of aging: Beyond Erikson's integrity versus despair. *National Council on Family Relations*.
- Hanfstingl, B., Benke, G., & Zhang, Y. (2019). Comparing variation theory with piaget's theory of cognitive development: More similarities than differences? *Educational Action Research*, 27(4), 511-526. <https://doi.org/10.1080/09650792.2018.1564687>
- Harlow, E. (2021). Attachment theory: Developments, debates and recent applications in social work, social care, and education. *Journal of Social Work Practice*, 35(1), 79-91. <https://doi.org/10.1080/02650533.2019.1700493>
- Jensen, L. A. (2021). The cultural psychology of religiosity, spirituality, and secularism in adolescence. *Adolescent Research Review* 6, 277–288. <https://doi.org/10.1007/s40894-020-00143-0>
- Marshall, J. (2008). Wittgenstein, freud, dreaming and education: Psychoanalytic explanation as 'une façon de parler.' *Educational Philosophy and Theory*, 40(5), 606-620. <https://doi.org/10.1111/j.1469-5812.2008.00449.x>
- Mathes, E. (2019). An evolutionary perspective on kohlberg's theory of moral development. *Current Psychology*, 2021(40), 3908-3921. <https://doi.org/10.1007/s12144-019-00348-0>
- Mitchell, B. A., & Wister, A. V. (2015). Midlife challenge or welcome departure? Cultural and family-related expectations of empty nest transitions. *The International Journal of Aging and Human Development*, 81(4), 260–280.
- Nelson, L. (2021). Identifying determinants of individual peacefulness: A psychological foundation for peace education. *Peace and Conflict: Journal of Peace Psychology*, 27(2), 109-119. <https://dx.doi.org/10.1037/pac0000517>
- Newton, N. J., & Baltys, I. H. (2014). Parent status and generativity within the context of race. *International Journal on Aging and Human Development*, 78(2), 171–195. <http://dx.doi.org/10.2190/AG.78.2.e>
- Suyemoto, K. L., Trimble, J. E., Cokley, K. O., Neville, H. A., Mattar, S., & Speights, S. L. (2019). APA Guidelines on race and ethnicity in psychology. American Psychological Association. <https://www.apa.org/about/policy/guidelines-race-ethnicity.pdf>
- Timm, J., Block, H., Boanca, G., & Acquaye, H. (2022). An exploratory study on the relationship between completion of erikson's fourth stage and assurance of salvation. *Journal of Spirituality in Mental Health*, 24(1), 53-73. <https://doi.org/10.1080/19349637.2020.1798326>
- Van Wagenen, A., Driskell, J., & Bradford, J. (2013). "I'm still raring to go": Successful aging among lesbian, gay, bisexual, and transgender older adults. *Journal of Aging Studies*, 27, 1–14.
- Yildirim, H., Isik, K., Gulcek, E., & Aylaz, R. (2020). *International Journal of Caring Sciences*, 13(2), 1365-1371.

Course Requirements

Attendance and Participation. Regular attendance and active participation in class discussions are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Quizzes. Students will be required to complete a quiz at the start of class following the required reading assignments. The quizzes will start the 4th week of the semester and will occur every two weeks during the first 15 minutes of class. Any students late or absent will receive no points for the quiz that day. Missed quizzes cannot be made up. Students will be able to eliminate the worst score received within the semester.

Group Presentation. Students will be choosing one (1) developmental model to present to the class. Students will choose to present on a model approved by the instructor. Students will be provided an outline and/or rubric prior to the assignment due date.

Article Discussion. Students will lead a discussion on an article either indicated in the syllabus or an article of their choice approved by the instructor. Rubric will be provided prior to the assignment due date.

Personal Lifespan Autobiography. Students will write a personal lifespan autobiography identifying theories of development/pertinent issues from a developmental standpoint of your life (using one child/adolescent theory, one adult theory, and one lifespan theory. The paper will be 6-8 pages in length and written in APA style. A more detailed grading rubric will be provided upon explaining the assignment in class.

Final Exam. Students will have a final exam on the last day of the semester.

Grading

Project/Assignments	Point Value
Attendance and Participation	10
Quizzes (every other week)	20
Group Presentation	20
Article Discussion	10
Personal Lifespan Autobiography (Final assignment)	20
Final Exam	20
Total	100

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 'Ike 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.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it

is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

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.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

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. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics/Agenda	Readings Due (to be completed before attending class)	Assignments Due
1	1/10	Review of Syllabus Chapter 1 – Lifespan in Context Self-Reflection	Syllabus	Review Book Chapters for (1)Group Presentation and (2) Article Discussion
2	1/17	NO CLASS	NO CLASS	
3	1/24	Chapter 2 – Roots of Lifespan Development Theories	<ul style="list-style-type: none"> • Chapter 1-2 • Marshall, J. (2008) • Airenti, G. (2019) 	* Article Discussion #1 * Article Discussion #2
4	1/31	Chapter 3 – Cultural & Contextual Development Models Sign up for Group Presentations & Article 3 Presentation Quiz #1	<ul style="list-style-type: none"> • Chapter 3 • Critical Review of Piaget: Babakr, Z. H., et al. (2019) • Nelson, L. (2021) 	*Article Discussion #3 *Article Discussion #4
5	2/7	Chapter 4 - Cultural and Contextual Factors of Infancy Through Early Childhood	<ul style="list-style-type: none"> • Chapter 4 • Clarke, J. I. (2013) • Harlow, E. (2021) 	*Article Discussion #5 *Article Discussion #6
6	2/14	Chapter 5 - Developmental Theories of Infancy Through Early Childhood Quiz #2	<ul style="list-style-type: none"> • Chapter 5 • Mathes, E. (2019) 	Presentation # 1
7	2/21	Chapter 6 - Cultural and Contextual Factors of Middle Childhood Through Adolescence	<ul style="list-style-type: none"> • Chapter 6 • Jensen, L. A. (2021) 	*Article Discussion #7
8	2/28	Chapter 7 - Developmental Theories of Middle Childhood Through Adolescence Quiz #3 Practice/Review of Chapters 1-7	<ul style="list-style-type: none"> • Chapter 7 • Hanfstingl, B. (2019) (Review Chapters 1-7)	Presentation #2
9	3/6	Chapter 8 - Cultural and Contextual	<ul style="list-style-type: none"> • Chapter 8 	*Article Discussion

		Factors of Emerging Adulthood Through Early Adulthood	<ul style="list-style-type: none"> • Suyemoto, K. L. (2019) 	#8
10	3/13	Chapter 9 - Developmental Theories of Emerging Adulthood Through Early Adulthood Quiz # 4	<ul style="list-style-type: none"> • Chapter 9 • Timm, J. (2022) • Arnett, J. J. (2021) 	Presentation #3
11	3/20	Chapter 10 - Cultural and Contextual Factors of Middle Adulthood	<ul style="list-style-type: none"> • Chapter 10 • Mitchell, B. A., & Wister, A. V. (2015) • Yidrim, H. (2020) 	*Article Discussion #9 *Article Discussion #10
12	3/27	Chapter 11 - Developmental Theories of Middle Adulthood Quiz # 5	<ul style="list-style-type: none"> • Chapter 11 • Newton, N. J., & Baltys, I. H. (2014) 	Presentation #4
13	4/3	Chapter 12 - Cultural and Contextual Factors of Late Adulthood Through End of Life **Sign Up for 1:1 Meeting with Instructor	<ul style="list-style-type: none"> • Chapter 12 • Van Wagenen, et al. (2013) 	*Article Discussion #11
14	4/10	Chapter 13 - Developmental Theories of Late Adulthood Through End of Life Quiz # 6 (Last Day of Student Presentations)	<ul style="list-style-type: none"> • Chapter 13 	Presentation #5
15	4/17	Personal Lifespan Autobiography Due 1:1 Meeting with Instructor	Review of Chapters 8-13	Meet with Instructor at designated times
16	4/24	FINAL EXAM	FINAL EXAM	FINAL EXAM