



COURSE SYLLABUS – PSY 202-01-1 Child Development Spring Semester 2025

Chaminade
University
OF HONOLULU

Instructor: Kacie Cohen, LMHC, NCC

Location: Behavioral Science Building, 102 Lecture

Phone: (808)735-4745

Class Days: 1/6/2025 – 5/2/2025

Time: 11:30 AM - 12:50 PM

Email: Kacie.Cohen@chaminade.edu

Office Hours: By Appointment Only

Required Text: Woolfolk Hoy, A. E., & Perry, N. (2015). *Child and adolescent development* (2nd ed). Columbus, OH: Pearson/Merrill

Additional Course Reading Materials: Located at the bottom of syllabi

Catalog Course Description

Psychological implications of human growth and behavior from infancy to adolescence, stressing affective and cognitive development.

Program Linking Statement

This course develops and assesses the skills and competencies for the psychology program student learning outcomes. 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of education the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

The course develops and assesses the skills and competencies for the General Education Core Requirement of 1) Critical thinking and 2) Information Literacy.

Psychology Program Learning Outcomes (PLO)

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:

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

1. Apply a variety of theoretical approaches to the study of children. This will be assessed by Chapter Learning Assignments, class activities, Life Span Development Character Analysis Presentation, and Child Development Life Project Presentation.
2. Describe developmental aspects of growth including physical, cognitive, cultural, social, emotional, language, and moral development. This will be assessed by Chapter Learning Assignments, class activities, Life Span Development Character Analysis Presentation, and Child Development Life Project Presentation.
3. List the conditions necessary for optimal child development including ethical concerns on topics such as resiliency, effects of television, early intervention, parenting styles, child abuse. This will be assessed by Chapter Learning Assignments, class activities, Life Span Development Character Analysis Presentation, and Child Development Life Project Presentation.
4. Locate current information and research related to child development to be able to apply the scientific method to the study of child development. This will be assessed by Chapter Learning Assignments and class activities.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Grading Scale

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = Below 60 %

The instructor will determine the final grade

***All assignments will be collected at the beginning of class or submitted in Canvas by the given due date. Assignments will not be accepted after due date unless prior arrangements have been agreed upon with the instructor. *Please note that regardless of reason, two (2) consecutive weeks of inactivity will result in a failing grade.**

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4745). 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 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. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42): 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://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

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 'Ike: 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 'Ike Coordinator at (808)739-8305 for further information (ada@chaminade.edu).

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.

The instructor, who must make a report with recommendations to the Dean of the Academic Division, first reviews questions of academic dishonesty in a particular class. 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.

Title IX

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. 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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 40 hours of classroom instruction, 16 hours reading material, 1 hour observation of child for development life project, 2.5 hours to complete PowerPoint presentation and outline, 40 hours to complete chapter assignments, review child development videos, and complete movie character analysis, 15 hours researching and writing your discussion responses, 7.5 hours responding to your peers, and approximately 4.25+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

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

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>

Course Assignments *See Canvas Module Tab for Weekly Schedule and Due Dates

Student will demonstrate their learning through various assignments and their performance will be assessed relative to the Student Learning Outcomes (SLO) stated above.

Assignment	Description	Points
Child Development Observation Project and PowerPoint Presentation	<p>Child Development Life Project and Presentation</p> <p>You will conduct a minimum 1 hour or more observation of a child from one of the following age categories: first two years, early childhood, middle childhood, or adolescence.</p> <p>Observe the behaviors of the child and take detailed notes on what you witness. The observation should occur in a setting where the child feels comfortable and secure, such as a park, beach, playground, or home. Pay attention to interactions between the child and parents/caregivers. Make note of the parenting style demonstrated through these interactions. Refer to key parenting style theories covered in this course, such as Baumrind's model of authoritative, authoritarian, and permissive styles.</p> <p>In your analysis, describe the parenting style you observed and relate it to the child's behaviors, personality, decision-making, and relationships. Compile your observational notes, analysis, and reflections, making connections to developmental theories from the course.</p> <p>Once you have gathered the information necessary for this project, you will present a PowerPoint presentation of your findings and results. You will include 3 peer reviewed journal articles to support your information presented. Include references at the end of your PowerPoint.</p> <p>*See Canvas for instructions and expectations</p>	100 pts (50 each)
Timeline Exercise	<p>Create a presentation that illustrates a timeline of your personal development throughout your life in the following stages: Infant, Toddler, Preschool, School Age, and Adolescent</p> <p>*See Canvas for instructions and expectations</p>	50 pts

Class Activities & Attendance	Weekly class activities are designed to align with course objectives and chapter learning outcomes. *Please note that late work will not be accepted if you are absent and unable to complete the activity during class.	150 (15 weeks *10 points)
Stages of Life Participation Activities, Questions, and Video Discussion Responses	Discussion questions and activities based on videos, chapter readings, and journal articles through the bio-psycho-social model of human development. *See Canvas for discussion posts and requirements	150 (15* 10 pts each)
Life Span Development of Movie Character Analysis Paper and Presentation	<p>Analyze a movie character's development using a chosen life span development theory, compare it with your own development, and present findings via PowerPoint or Google Slides in class on the selected date.</p> <p><u>1. Movie Selection:</u> You will select a movie from the provided list or choose one of your personal favorites. Ensure that the movie will portray a character that provides information to meet the assignment's requirements.</p> <p><u>2. Character Selection:</u> Pick one character from the selected movie for in-depth analysis. *Ensure that the character's development portrayed in the movie offers sufficient information to meet the assignment's requirements.</p> <p><u>3. Development Theory:</u> Start by explaining how the character changed over time, pointing out important moments that show how they grew. Then, explore how this change matches the ideas of a child development expert. You may use examples from the following. (textbook, videos, discussions) Theories to consider: Bandura, Vygotsky, Erikson, Montessori, and Piaget</p> <p><u>Requirements to include:</u></p> <ol style="list-style-type: none"> 1. Biological Development: Physical changes, health factors, etc. 2. Cognitive Development: Intellectual growth, thought processes, etc. 3. Social Development: Relationships, interactions, societal influences, etc. 4. Factors/Influences: Identify and discuss external 	100 pts

	<p>influences affecting the character's development.</p> <p>5. Comparison with Personal Development: Utilize the timeline exercise to compare and contrast the character's life stages with your own, and discuss similarities, differences, and insights gained from this comparative analysis.</p> <p>6. Reference Page: Include a reference page citing sources used for the assignment, including the textbook, videos, discussions, and any additional references.</p> <p>4. Final Presentation: Deliver a presentation in class, sharing your findings from the PowerPoint/Google Slides.</p> <p>*SEE Rubric for Slide Presentation and Expectations</p> <ul style="list-style-type: none"> • Paper: A one-page (12 pt font, times roman, and 1 inch margins) outline handout should also be submitted on Canvas to receive full credit. <p>* See Canvas for instructions and expectations</p>	
--	---	--