



School of Education and Behavioral Sciences

PSY 602 Life Span Development

Asynchronous; Online

Credits: 3 Section: 90-3 Term: Accelerated Winter 2026

Instructor Information

Instructor: Kandis Amimoto, MSCP

Email: Kandis.amimoto@chaminade.edu

Phone: 8084404223

Office Location: BS 105C

Office Hours: By appointment

Virtual Office Hours: By appointment

Communication

The primary form of communication for this course will be through **Canvas Inbox** and **CUH email**. I encourage you to reach out with any questions, clarifications, or concerns. I typically respond to emails and messages within 24 hours. Messages sent over the weekend or holidays may take longer, but I try my best to respond as soon as possible.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences 105

Phone: (808) 735-4751

Course Description & Materials

Catalog 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.

Time Allocation

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. Students enrolled in this course are anticipated to spend:

- **1–2 hours** reviewing the course syllabus, welcome message, and assignment guidelines posted in Canvas.
- **45 hours** reading all assigned chapters of the textbook (*The Life Span: Human Development for Helping Professionals*, 5th ed.) across 15 chapters.
- **20 hours** reading supplemental articles and engaging with posted videos.
- **30 hours** participating in weekly discussions (10 modules × ~3–4 hours each for initial post, reading peers' posts, and replies).
- **35–38 hours** developing and writing the Final Project: Lifespan Case Conceptualization & Developmental Analysis (includes reviewing case studies, conducting research, drafting, revising, and finalizing an APA-formatted paper of 8-10 pages).

Required Materials

Life Span: Human Development for Helping Professionals

By Broderick, Patricia

Edition : 6TH 25

Publisher : PEARSON

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

The Canvas classroom will contain your gradebook, course assignments, exams, and resources.

Learning Outcomes

MSCP Core Program Learning Outcomes (PLOs) students will:

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.

Course Learning Outcomes (CLOs)

By the end of this course, the student will be able to:

1. Identify key concepts in human development paradigms, including biosocial, cognitive and psychosocial development across the lifespan from prenatal growth to death via Reflections, Discussions, Short Essays and Exams. (PLO 1).
2. Evaluate relevant therapeutic issues and concerns related to lifespan developmental stages, transitions or delays by incorporating empirical science via Short Essays/ Research Paper. (PLO 4).
3. Apply knowledge of diversity, power, privilege, and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs and how these contribute to transgenerational theories of growth and resilience via Reflections, Discussion, Short Essays, Research Paper, Research Presentation. (PLO 1, 3, 4)
4. Students will analyze the neurological and physiological changes occurring in early childhood and explain how these developmental processes influence learning, behavior and emotional regulation. (PLO 1, 4)

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, and integrity of creation.
5. Educate for adaptation and change.

PSY602 Life Span Development is guided by and aligns with several of the Marianist Educational Values, particularly its commitment to providing an integral, quality education and fostering service, justice, and peace. By exploring human development from a biosocial, cognitive, and psychosocial perspective, the course emphasizes the importance of understanding the whole person, aligning with the Marianist focus on educating individuals in all aspects of their development. The course also encourages students to engage with diverse perspectives through a cross-cultural lens, promoting empathy, respect, and a commitment to justice. By preparing students to apply developmental knowledge in counseling or therapy, the course supports the Marianist value of service, as it equips students to contribute to the well-being of others in a holistic and compassionate manner.

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 (Hawaiian 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

Course Activities

Discussions

Discussion Question Response: Each week, you will respond to a discussion question based on the assigned textbook chapter(s), supplemental readings, and/or posted videos. Your initial response should be **no less than 700 words** in length and demonstrate thoughtful engagement with the material. Be sure to integrate concepts from the readings, apply them to real-world or counseling contexts, and include your own perspective. Please post your response directly in Canvas (not as an attachment) so all classmates can easily read and engage with your work.

Participation Requirement - Active participation is an important part of this course and contributes to collective learning. In addition to your initial post, you are expected to write **at least two substantive peer responses each week**.

- Substantive responses go beyond “I agree” or “Great post.” They should add **new ideas, questions, applications, or examples** that move the discussion forward.
- Responses should engage with course concepts and connect to the discussion prompt.
- Quality matters as much as quantity: thoughtful engagement strengthens our learning community.

To earn full participation credit:

- Post your initial discussion response by the due date.
- Reply to at least **two peers with substantive comments** each week.
- Use professional, respectful, and supportive communication at all times.

Following are guidelines for weekly discussion grades:

▪ Excellent = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is well written. Grade of 10 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion. At least one (1) question was written for your peers to respond to.

▪ Above Average = The posting and comments lack at least one of the above qualities but is above average in quality. Grade of 8 indicates that the comments make reasonable contributions to our understanding of the issue being discussed. At least one (1) question was written for your peers to respond to.

- Average = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 5. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand. No question was submitted for your peers to respond to.
- Minimal = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 3 here indicate that the comments may provide some social presence to a collegial atmosphere. No question was submitted for your peers to respond to.
- Unacceptable = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided. No question was submitted for your peers to respond to.

Assignments

In your final paper, you will complete a case conceptualization and developmental analysis using the case studies provided. You will write an intake for each case (presenting problem, background, cultural/contextual factors, and strengths) and then analyze the client's development through both theoretical and neurobiological lenses. You will apply multiple developmental theories (e.g., Erikson, Piaget, attachment, ecological, lifespan perspectives) and integrate knowledge about neurological and physiological changes at each stage. Finally, you will identify risk and protective factors and propose counseling strategies that are tailored to the client's developmental stage. This final project allows you to demonstrate your ability to connect theory, research, and applied practice while highlighting your skills in analyzing development across the entire human lifespan.

Intake Write-Up

For each case (4), extract details into a structured intake:

- Presenting Problem (client's main concerns/symptoms)
- Background Information (family history, relevant experiences, contextual details)
- Cultural/Contextual Factors (identity, values, cultural influences, environment)
- Client Strengths

Developmental & Neurological Analysis

- Apply at least 2 developmental theories per case.
- For each client, include both:
 - Developmental theory analysis: Discuss how each theory can help us understand the client's situation. (e.g., Erikson, Piaget, attachment, ecological).

- Neurological/physiological analysis: Highlight brain or physiological processes that are relevant to the stage. (e.g. brain maturation in early childhood, adolescent reward system sensitivity, brain pruning, adult stress response, cognitive decline in aging).
- Explain how these processes interact to shape the client's current functioning.

Risk and Resilience Factors

- Identify risk and protective factors for each client.
- Discuss what increases vulnerability and what buffers resilience for each client.

Counseling Implications

- Propose developmentally appropriate, brain-informed interventions for each case supported by research and best practices.

Integration & Reflection

- Reflect on what this project taught you about lifespan development and counseling.
- Reflect on how this project influenced your understanding of the counselor's role in addressing both the mind and brain.
- Identify which life stage you feel most confident supporting, and which you want to learn more about.

Requirements

- Length: 8-10 pages (not including title page or references).
- Format: Typed, double-spaced, 12 font, times new roman.
- Style: APA 7th edition format
- Sources: Minimum of 6 scholarly sources

Case 1: Ella (Early Childhood, 4 years old)

Ella is a lively and imaginative 4-year-old who loves to draw, make up stories, and play pretend games with her stuffed animals. Her preschool teacher, however, has expressed concern about her difficulty managing frustration. When another child takes a toy or interrupts her play, Ella often screams, throws the toy, or collapses into tears. These tantrums can last 20–30 minutes, making classroom routines difficult. At home, her parents describe similar struggles at bedtime. Ella resists going to bed, cries, and sometimes refuses to stay in her room unless a parent sits with her.

Ella's parents describe her as very bright and curious, but "strong-willed." They sometimes disagree on discipline — her father prefers firm consequences, while her mother tends to soothe Ella when she is upset. Ella lives with both parents and her younger brother, who is 18 months old. Since his birth, Ella has shown more clingy behavior and has had more frequent meltdowns. The family is bilingual (English and Spanish), and both parents are committed to raising their children with a sense of pride in their cultural background.

Case 2: Jordan (Adolescence, 15 years old)

Jordan, age 15, has always been known as a creative and thoughtful teenager with a strong interest in art and design. Teachers once praised Jordan for academic diligence, but in the past year, grades have dropped and homework is often incomplete. Jordan's parents have noticed increased time spent online and late-night hours on social media, which often leads to conflict over screen time. At home, Jordan tends to be quiet and withdrawn, though parents describe frequent arguments about independence, curfews, and school responsibilities.

Jordan has recently formed a new peer group that includes classmates who are known to skip school and experiment with vaping. Jordan's parents worry about this influence, although they acknowledge that Jordan still maintains a close relationship with an older cousin who has acted as a mentor and positive role model. At school, Jordan is described as creative but distracted, often doodling or sketching during class. Socially, Jordan reports feeling "in-between," sometimes struggling with identity as a biracial teenager (African American and White), especially when navigating different peer groups.

Case 3: Maria (Young Adulthood, 32 years old)

Maria is a 32-year-old woman who describes herself as anxious, restless, and unsure of her direction in life. She reports difficulty sleeping, frequent tension headaches, and ongoing conflict with her partner of six years. Maria says, "I feel stuck — like I should be further along in my career and life by now." She has worked as a middle school teacher since graduating from college but increasingly feels burned out, questioning whether education is her true calling.

Maria is the oldest of three siblings. When her parents divorced during her childhood, she often took on caregiving responsibilities for her younger brothers. She recalls this period as stressful but says it made her "responsible and strong." As the first in her family to attend college, Maria feels pressure to succeed, not just for herself but for her family. She identifies as Latina and says her family values loyalty and sacrifice — beliefs that sometimes clash with her desire for independence and personal fulfillment. While Maria describes tension with her partner and mother, she also emphasizes the support she receives from close friends and the joy she finds in creative writing, which she uses as an outlet for stress.

Case 4: Samuel (Late Adulthood, 78 years old)

Samuel is a 78-year-old widower who moved into an assisted living facility last year after struggling to manage his home on his own. Since the move, he reports feeling lonely at times and missing the independence of living in his own house. He describes fatigue and occasional worry about his health, noting that he no longer has the same energy he once did. Despite these challenges, Samuel attends a weekly book club at the facility, enjoys telling stories about his life to younger residents, and finds meaning in regular phone calls and visits from his grandchildren.

Samuel worked in a factory for more than 40 years before retiring. He describes himself as proud of his strong work ethic and values of self-reliance. His two adult children live in other states and visit when they can, but he sometimes feels “left out” of their daily lives. Samuel says that, although he struggles with loss, he feels a sense of gratitude for what he has experienced and wants to pass along lessons learned to the next generation.

This assignment assesses students’ ability to:

- **Identify key concepts in human development** (biosocial, cognitive, and psychosocial) across the lifespan by applying multiple developmental theories to each case (CLO 1)
- **Evaluate therapeutic issues and developmental concerns** by identifying risk and protective factors and proposing developmentally appropriate, evidence-based counseling interventions (CLO 2)
- **Apply knowledge of diversity, culture, and contextual factors**, including identity, values, and systemic influences, as they relate to development, resilience, and counseling practice (CLO 3)
- **Analyze neurological and physiological processes** relevant to each developmental stage and explain how brain development influences behavior, learning, and emotional regulation (CLO 4)

Course Policies

Attendance

Active participation and weekly engagement are essential for your success in this course. Attendance will be tracked through participation in discussions, assignments, and other course activities. Please let your instructor know in advance if you will be inactive in Canvas for longer than 7 days due to health and safety concerns.

Late Work

No late work will be accepted including discussion posts and replies.

Extra Credit

No extra credit will be offered in this course.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Final Grades

Final grades are submitted to Self-Service.

Assessment:

Initial Discussion Response (CLO 1, 2, 3, 4) 100 points (10 @ 10pts each)

Peer Discussion Responses (CLO 1, 2, 3, 4) 180 points (18 @ 10pts each)

Final Project (CLO 1, 2, 3, 4) 100 points

Total Possible Points: 380

90–100% = A (342–380 points)

80–89% = B (304–341 points)

266 pts and below is a non-passing score.

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on

Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule

Date	Class Activity	Readings Due:	Assignments Due in Canvas:
Week 1	<ul style="list-style-type: none"> • Welcome • Review Syllabus • Chapter 1: Organizing Themes in Development 	Chapter 1 and additional material in the week's module.	<ul style="list-style-type: none"> • Student Introduction in Canvas • Discussion Response for Chapter 1
Week 2	<ul style="list-style-type: none"> • Chapter 2: Genetics, Epigenetics, and the Brain 	Chapter 2 and additional material in the week's module.	<ul style="list-style-type: none"> • Discussion Participation for Chapter 1 (2 replies) • Discussion Response for Chapter 2
Week 3	<ul style="list-style-type: none"> • Chapter 3: Cognitive Development in the Early Years • Chapter 4: Emotional and Social Development in the Early Years • Chapter 5: The Emerging Self and Socialization in the Early Years 	Chapter 3, 4, 5, and additional material in the week's module.	<ul style="list-style-type: none"> • Discussion Participation for Chapter 2 • Discussion Response for Chapter 3-5
Week 4	<ul style="list-style-type: none"> • Chapter 6: Realms of Cognition in Middle Childhood • Chapter 7: Self and Moral Development: Middle Childhood Through Early Adolescence 	Chapters 6, 7, 8, and additional material in the week's module.	<ul style="list-style-type: none"> • Discussion Participation for Chapter 3-5 • Discussion Responses for Chapters 6-8

	<ul style="list-style-type: none"> Chapter 8: Sex, Gender, and Peer Relationships: Middle Childhood Through Early Adolescence 		
Week 5	<ul style="list-style-type: none"> Chapter 9: Physical, Cognitive, and Identity Development in Adolescence Chapter 10: The Social World of Adolescence 	Chapters 9, 10, and additional material in the week's module.	<ul style="list-style-type: none"> Discussion Participation for Chapters 6-8 Discussion Responses for Chapters 9 & 10
Week 6	<ul style="list-style-type: none"> Chapter 11: Physical and Cognitive Development in Young Adulthood Chapter 12: Socioemotional and Vocational Development in Young Adulthood 	Chapters 11, 12, and additional material in the week's module.	<ul style="list-style-type: none"> Discussion Participation for Chapters 9 & 10 Discussion Responses for Chapters 11 & 12
Week 7	<ul style="list-style-type: none"> Chapter 13: Middle Adulthood: Cognitive, Personality, and Social Development 	Chapter 13 and additional material in the week's module.	<ul style="list-style-type: none"> Discussion Participation for Chapters 11 & 12 Discussion Responses for Chapter 13
Week 8	<ul style="list-style-type: none"> Chapter 14: Living Well: Stress, Coping, and Life Satisfaction in Adulthood 	Chapter 14 and additional material in the week's module.	<ul style="list-style-type: none"> Discussion Participation for Chapter 13 Discussion Responses for Chapter 14
Week 9	<ul style="list-style-type: none"> Chapter 15: Gains 	Chapter 15 and	<ul style="list-style-type: none"> Discussion

	and Losses in Late Adulthood	additional material in the week's module.	Participation for Chapter 14 <ul style="list-style-type: none">• Discussion Responses for Chapters 15
Week 10	<ul style="list-style-type: none">• Final Project Due		<ul style="list-style-type: none">• Final discussion response• Discussion Participation for Chapters 15