



School of Education and Behavioral Sciences  
Psychology

## PSY 200 Life Span Development

Online: Asynchronous

Credits: #3    Section: #90-1 Term: Spring 2026

### Instructor Information



**Instructor: Taylor Lum, PsyD**

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**Office Location: Behavioral Sciences Room 116**

**Office Hours: By appointment via Zoom**

### Communication

The best way to reach me is via email at [taylor.lum@chaminade.edu](mailto:taylor.lum@chaminade.edu). I check messages regularly Monday through Friday and aim to respond within 24–48 hours during the workweek. Messages received on weekends or holidays may receive a response the next business day. Please email if you have any questions or concerns regarding our class. Appointments are available virtually.

Netiquette Expectations: All communication with instructors or peers should reflect professionalism, respect, and empathy. Please:

- Use inclusive and respectful language.
- Avoid slang, sarcasm, or all caps (which can be interpreted as shouting).
- Think before you post; assume good intent, and respond thoughtfully.
- Keep messages on-topic in discussions or forums.

### School & Department Information

**School of Education and Behavioral Sciences**

**Website: <https://chaminade.edu/education-behavioral-sciences/>**

**Phone: (808) 739-4652**

## Course Description & Materials

### Catalog Course Description

This course is a beginning developmental psychology course to introduce students to biosocial, cognitive, and psychosocial issues of the life span. The course focuses on growth and development beginning with conception and following the unfolding life through death/dying at the end of the life cycle Prerequisites: PSY 100

### Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the duration of this course, students will spend 25 hours reading and studying the textbook chapters, 25 hours reviewing the chapter presentation PowerPoints, 25 hours taking the chapter quizzes, 25 hours completing the course activities, 15 hours writing the final paper, and 6 hours participating in discussions. There will be an additional 14 hours of work required beyond what is listed here (i.e., reviewing materials, conducting individual research).

### Required Materials

Kail, R.V. & Cavanaugh, J.C. (2023). *Human development: A life-span view*. Cengage Learning.

### Recommended Items

Basic computer skills are needed for this course.

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

This course will be using the Canvas learning management system. Canvas is a web-based Learning Management System (LMS) used by educational institutions to facilitate course delivery, management, and communication. It allows instructors to create, organize, and manage course materials, assignments, grades, quizzes, and discussions. Canvas offers a user-friendly interface that supports multimedia content, integrated tools (like video conferencing and analytics), and a mobile app for easy access. It also features collaborative learning options, such as group assignments and peer reviews. Canvas enhances both teaching and learning experiences through its flexibility, integration capabilities, and accessibility.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the psychology program, the student will be able to:

1. identify key concepts, principles, and overarching themes in psychology.

2. exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. exhibit effective writing and oral communication skills within the context of the field of psychology.
4. exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences

### **Course Learning Outcomes (CLOs)**

Upon completion of PSY 200 the student will be able to:

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

### **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.

This course reflects the Marianist value of educating for adaptation and change by helping students understand why people think, feel, and behave the way they do across the lifespan. By learning how development shapes human behavior, we gain insight into others and deepen our understanding of ourselves, preparing us to respond more thoughtfully and adaptively in a changing world.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘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

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
<b>Marianist Vaues</b>	2		
<b>PLOs</b>	1	4	2
<b>Native Hawaiian Values</b>	1	4	2
<b>Gen Ed Learning Outcomes (if applicable)</b>	N/A	N/A	N/A

## Course Activities

### Discussions

Five class discussion question will be posted (see dates in the calendar at the end of the syllabus). Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate’s posts. (25 points for each post includes completion of discussion question and class participation with responding to at least 3 peers’ posts; Total = 100 points)

It is expected that each student’s posts for each week will be approximately one page in length. Post your discussion response directly to Canvas. **Do not post as an attachment.** This will make it easier for everyone to see your response. Here are guidelines when writing your discussion response:

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions

require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.

- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

## Quizzes

There will be weekly quizzes to demonstrate your understanding of the textbook material and topics. It will consist of both multiple choice and true and false questions. Quizzes will be available on Mondays at 9 am and must be completed before Sundays at 11:59 pm. You will have 40 minutes to complete each quiz. (30 points each; Total = 480 points)

## Projects

Child Project: (100 points)

- A. When you have chosen a child for your study and you are securing the parents' consent, explain that you are doing this research for a course in life-span development, that the child's name will not be used in the report (use a pseudonym), and that the main purpose of the report is to help you see the relationship between textbook knowledge of child development and real children.
- B. Before you begin the study, read/review the text chapters that apply to the age group to which your subject belongs.
- C. Collect the information for your paper by using SOME OR ALL of the following research methods:
  - a. Naturalistic observation. Ask the parents when the child is likely to be awake and active, and observe the child for an hour during this time. You should try to be as unobtrusive as possible during your observation.
  - b. Informal interaction. Interact with the child for at least half an hour. Your goal is to observe the child's personality and abilities in a relaxed setting. The particular

activities you engage in will depend on the child's age and character. Most children enjoy playing games, reading books, drawing, and talking. Asking a younger child to show you his or her room and favorite toys is a good way to break the ice; asking an older child to show you the neighborhood can provide insights.

- c. Interviewing parents and other adults responsible for the child's care. Keep these interviews loose and open-ended. Your goals are to learn: (1) the child's history, especially any illnesses, stresses, or problems that might affect development; (2) the child's daily routine, including play patterns; (3) current problems that might affect the child; (4) a description of the child's character and personality, including special strengths and weaknesses. You are just as interested in the parents' attitudes as in the facts, so it might make sense to concentrate on conversing during the interview, and then to write down all you have learned as soon as the interview has been completed.
  - d. Testing the child. Assess the child's perceptual, motor, language, and intellectual abilities by using specific test items you have planned in advance. The actual items you use will depend on the age of the child. For instance, you would test object permanence in an infant between 6 and 24 months old; you would test conservation in a child between 3 and 9 years old; and logical thinking in an adolescent. Likewise, testing language abilities might involve babbling with an infant, counting words per sentence with a preschooler, and asking a school-age child to tell a story.
- D. When writing the report, do not simply transcribe your findings from the various techniques you used.
- a. Begin by reporting relevant background information, including the child's sex, age and sex of siblings, economic and ethnic background of the family, and the educational and marital status of the parents.
  - b. Describe the child's physical, cognitive, emotional, and social development, citing at least 10 (underline these in the body of your paper) supporting theories and concepts from the textbook or your research to substantiate any conclusions you have reached.
  - c. The final paper should be 5 pages, double-spaced with one inch margins. Please use a 12 point font and APA format.

#### Adolescent/Adult Project: (100 points)

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

- B. Before you begin the study, read/review the chapters that apply to the age group to which the subject belongs. You may use ANY or ALL of the following research methods:
- a. Naturalistic observation. Accompany the person to school, work, or to some social setting. Try to be as unobtrusive as possible; maintain some distance from the person and those with whom the person interacts.
  - b. Informal interaction. Interact with the person for at least half an hour. Some possible topics for discussion: What are the subject's favorite (and least favorite) activities? What experiences from the subject's past have been most influential to the subject's present life? What have been the influences of family, friends, and mentors in the subject's choice of employment and satisfaction with work? What other factors have been important (education, personal preference, financial needs, temperament, and so on)? How does the subject balance work responsibilities and family life? Questions about current events can elicit information about values and character. Note the subject's attitudes and responses: Does the subject seem shy or open, easygoing or difficult to get along with, have a sense of humor about him- or herself? Does the subject accept responsibility for his or her life and actions, or blame others? Does the subject seem satisfied or dissatisfied with his or her personal life, family, choice of employment, etc.?
  - c. Interview. Conduct an interview with your subject and, if possible, with a relative or a friend of the subject. Keep these interviews loose and open-ended. Your goals are to learn: (1) the person's history, especially any past illnesses, stresses, or problems that might affect development; (2) the person's daily routine, including patterns of school, work, and recreation; (3) current problems that might affect the person; (4) temperament, character, and personality, including special strengths and weaknesses.
  - d. Testing the person (optional). You can learn about your subject's thinking by designing or using a test suitable for eliciting the type of information in which you are interested (e.g. moral reasoning, dialectical thinking, attitudes, and interests).
- C. When writing the report, do not simply transcribe your findings from the various techniques you used.
- a. Begin by reporting relevant background information, including your subject's age and sex of siblings, children or grandchildren if any, economic and ethnic background of the family, and the educational and marital status of the parents.
  - b. Describe your subject's physical, cognitive, emotional, and social development, citing at least 10 supporting theories and concepts (underline these in the body of your paper) from your research to substantiate any conclusions you have reached
  - c. The final paper should be 5 pages, double-spaced with one inch margins. Please use a 12 point font and APA format.

## Course Policies

### Attendance

Students are expected to asynchronously attend and submit course work in classes they are registered in. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### Late Work

Assignments are due on the dates specified in the course schedule. There is an automatic 2-points per calendar day deduction for late work, unless prior arrangements have been made with the instructor.

### 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.

### Grades of Incomplete

No incomplete grades will be given for this class.

## Writing Policy

All assignments for this course should be completed in APA format.

## Use of Generative Artificial Intelligence (Gen AI)

Students may use Generative AI tools, such as ChatGPT, to support their learning and creativity. These tools can be helpful for brainstorming, refining ideas, and strengthening understanding. To ensure responsible and ethical use, students must follow the guidelines below:

- Any material created with AI must be clearly identified and credited.
- AI tools may not be used to complete assignments or projects in place of the student's own work. Students must make meaningful contributions and revisions to anything generated by AI.
- All submitted work must reflect the student's own thinking and understanding. Using AI-generated content without proper credit is a form of plagiarism and is not allowed.
- Students must explain when and how AI tools were used. This includes naming the tool and describing its role in the assignment.

## Final Grades

Final grades are submitted to [Self-Service](#):

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

## 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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Wk of	Focus	Assignments Due	Due Dates on Sundays at 11:59 pm
1/12	Course Introduction The Study of Human Development	Ch. 1 Quiz Discussion #1	1/18
1/19	Biological Foundations: Heredity, Prenatal Development and Birth	Ch. 2 Quiz	1/25
1/26	Tools for Exploring the World: Physical, Perceptual, and Motor Development	Ch. 3 Quiz	2/1
2/2	The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood	Ch. 4 Quiz Discussion #2	2/8
2/9	Entering the Social World: Socioemotional Development in Infancy and Early Childhood	Ch. 5 Quiz	2/15
2/16	Off to School: Cognitive and Physical Development in Middle School	Ch. 6 Quiz	2/22
2/23	Expanding Social Horizons: Socioemotional Development in Middle Childhood	Ch. 7 Quiz Discussion #3	3/1
3/2	Rites of Passage: Physical and Cognitive Development in Adolescence	Ch. 8 Quiz	3/8
3/9	Moving into Adult Social World: Socioemotional Development in Adolescence	Ch. 9 Quiz Child Project	3/15
3/16	Spring Break	No Classes	
3/23	Emerging and Established Adulthood: Physical, Cognitive, and Personality Development	Ch. 10 Quiz Discussion #4	3/29
3/30	Being Connected: Relationships in Emerging, Established, and Middle Adulthood	Ch. 11 Quiz	4/5
4/6	Working and Relaxing	Ch. 12 Quiz	4/12
4/13	Making it in Midlife: the Biopsychosocial Challenges of Middle Adulthood	Ch. 13 Quiz Discussion #5	4/19

<b>4/20</b>	The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues	Ch. 14 Quiz Adolescent/Adult Project	4/26
<b>4/27</b>	Social Aspects of Late Life: Psychosocial, Retirement, Relationship, and Societal Issues Dying and Bereavement	Ch. 15 & Ch. 16 Quiz	5/3