



## Child Development PSY-202-01-1

In-Person Lecture

Credits: 3

Section: PSY-202-01-1 Term: Spring Undergraduate

### Instructor Information

**Instructor:** Angela Mendiola

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**Phone:** (808) 620-2723

**Office Location:** Henry Hall 210

**Office Hours:** 10:30 am - 11:30 am Tuesdays and Thursdays and by appointment via zoom

### Communication

The best way to reach me outside of course hours are by email or by sending me a message on Canvas. I do not mind communicating via telephone if there is an emergency. I typically respond within 24 hours after receiving a message or email.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: BS 105

Phone: (808) 735-4751

If you have questions regarding the MSCP Program, reach out to your Instructor or the School of Education and Behavioral Sciences.

### Course Description & Materials

#### Catalog Course Description

PSY 202 Child Development examines the physical, cognitive, social and emotional development of children from conception through adolescence. Emphasis is placed on major developmental theories, research and cultural influences that shape development across stages. Students will

explore typical and atypical development, the role of family and environment, and practical applications of child development principles in educational, clinical and community settings.

Prerequisites: PSY 101

### **Time Allocation**

The success of this course depends on your active engagement with the materials, assignments and discussions. This class is designed to promote in-depth understanding of psychological theories, research methods and their application through a combination of lectures, readings, assignments and collaborative activities.

### **Required Materials**

Texts:

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

### **Recommended Items**

-Access to a Laptop or PC in order to submit required assignments via Canvas and to monitor student email.

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

Canvas is a widely used learning management system that allows instructors and students to engage with course content and class discussions, communicate and track academic progress in a digital environment. Canvas is used by colleges and universities for delivering online, hybrid and in-person courses.

## **Learning Outcomes**

### **Program Learning Outcomes (PLOs)**

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

1. Describe major theories of child development and key developmental milestones from prenatal stages through adolescence.
2. Explain the physical, cognitive, social and emotional domains of child development and how they interact across developmental stages.

3. Apply child development concepts and theories to real-world contexts
4. Demonstrate effective observation, reflection and communication skills related to child development concepts.

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

Upon completion of this course, the student will be able to:

1. Identify and describe major theories, concepts and terminology related to child development. This will be assessed by a multiple choice exam (PLO 1.)
2. Explain physical, cognitive, social and emotional development across childhood and adolescence. This will be assessed by a student presentation (PLO 2).
3. Analyze the impact of biological, cultural, environmental and social factors on child development. This will be assessed by student homework assignments (PLO 3)

### **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 will address the fifth Marianist value of educating for adaptation and change through examining culturally and ethically relevant strategies to establish and maintain clinical relationships. This course will also address the fourth Marianist value of educating students for service, justice and peace, and integrity of creation through examining evidence-based counseling techniques to support prevention and provide proper intervention.

### **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	CLO 4
<b>Marianist Values</b>	5	3, 5	5	5
<b>PLOs</b>	1	3	3	3
<b>Native Hawaiian Values</b>	5	3, 5	5	5

#### Course Activities

##### **Discussion- (27 classes x 5 points each = 135 points total)**

Class discussions will consist of students answering questions assigned by the instructor each week in small groups through the lens of a concept and presenting their findings/perspectives with the rest of the class. Class discussions may also involve answering a question related to a specific theory, cultural or ethical counseling strategy. Students are expected to contribute to class discussion by asking questions, sharing their findings or perspectives and by taking notes. **Student responses to peers should be communicated in respectful manner by either supporting, disputing or presenting questions that may encourage thought-provoking discussion.**

#### Homework

**(Assessment for CLO 3) (14 assignments x 10 points each = 140 points total)**

Homework assignments are required and contribute to each student's overall understanding of child development. Assignments may include readings, reflections, written responses and applied learning activities. Students are expected to submit assignments by the designated deadlines. Consistent completion of homework is essential for success in this course. Homework assignments will be assigned once a week. Late assignments will not be accepted unless prior arrangements have been made with the instructor.

### Exams

Final Examination (Assessment for CLO 1) **(40 multiple-choice questions worth 4 points each = 160 points)**

The final examination will focus on chapters 1 through 13 in Child and Adolescent Development text by Woolfolk and Perry.

### Student Presentations (30 points total)

\*Students will complete an individual presentation focused on a key concept, idea or theory from a chapter in the course textbook that will be assigned by the instructor. The purpose of this assignment is to deepen understanding of child development through research, teaching and class discussion. Each presentation must be a minimum of 20 minutes in length and should clearly explain the topic, its significance and how it applies to child development. Students are encouraged to engage the class through discussion questions, visuals or examples. Students may use PowerPoint, Canva or Prezi for this assignment.

Student presentations will be graded based on the following rubric:

Category	Criteria	Points
Time Management	Presentation is between 20-30 minutes	5
Attire	The presenter is dressed appropriately. Adhering to formal standards suitable for educational settings. No slippers please.	2

Organization and Clarity	Student presentation is well-organized, detailed, and easy to follow. Ideas flow clearly from introduction to conclusion of presentation.	5
Content and Understanding	Demonstrates a clear, accurate and thorough understanding of the selected concept, idea or theory. Key terms and ideas are explained correctly and in depth.	5
Application to Child Development	Effectively connects the topic to child development with relevant examples, real world applications, or developmental implications.	5
Slide Design	At least 8 slides are used, designed clearly and effectively, with appropriate visuals and minimal text. Slides are free from grammatical and spelling errors.	3
Engagement	The presenter maintains audience attention through eye contact, clear speech, and confidence. Encourages class participation and handles questions effectively.	3
Citations	Includes appropriate citations for references and theory sources. References are in APA format.	2

## Scoring Guide

Total Possible Points: 30

Grade Conversion:

27-30: A (90 -100%)

24-26: B (80-89%)

21-23: C (70-79%)

18-20 : D (60-69%)

0-17 : F (Below 60%)

## Course Policies

### Attendance

Attendance ( **29 classes x 5 points = 145 points total**)

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be a serious medical or family emergency (death, funeral, hospital transportation/arrangements, etc.) Students must provide proof of the event in order for absence to be excused (Written and signed note from a physician, funeral program, etc.) All other reasons will not be considered excuses and the respective points for the day will not be earned.

Any student who stops attending this course or accumulates more than 4 unexcused absences will receive a failing grade due to the accelerated nature of this course.

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 officially withdrawing may receive a failing grade.

### **Late Work**

No late work will be accepted unless there is a legitimate reason related to an emergency and an arrangement has been made with the course instructor **PRIOR** to the due date of the assignment. No exceptions will be made regardless of reason once the due date and time has passed.

### **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 grade will be issued at the end of this course regardless of reason.

### **Final Grades**

Total possible points = 610

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F= 59% and below (non passing)

## **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.

## Artificial Intelligence Use

Purpose:

This policy establishes clear expectations for the use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Google Gemini, etc.) in this course. Counseling is a deeply human-centered profession that requires critical thinking, emotional intelligence, and personal reflection. These skills must be cultivated through authentic student effort, not outsourced to automated tools.

### Permitted Use of AI Tools:

In limited cases, AI tools may be used with instructor approval for purposes such as:

- Organizing APA citations or formatting references (with final citations still verified by the student)
- Grammar or spelling checks on final drafts (e.g., Grammarly)

Students must clearly indicate any AI assistance used in an assignment by including a statement such as:

“AI assistance was used for proofreading purposes only using [tool name]. All content and ideas are my own.”

### Prohibited Use of AI Tools:

The following uses are strictly prohibited and considered academic dishonesty:

- Using AI to generate answers for assignments, quizzes, or discussion board posts
- Submitting AI-generated summaries or reflections in place of your own writing
- Relying on AI to analyze case studies, apply counseling theories, or interpret client dynamics
- Using AI to create personal reflections, genograms, or conceptualizations—these require introspection and individual effort

Violations of this policy will be treated as plagiarism or misrepresentation, and referred to the university’s academic integrity office.

## 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

Date	Theme	Info	Due
<b>Week 1:</b> <b>1/13/26</b>	-Review course syllabus, -Discussion Question	-Read Ch. 1	Homework assignment due on 1/15/2026
<b>1/15/26</b>	-Discussion Question		
<b>Week 2:</b> <b>1/20/26</b>	-Discussion Question -Student Presentation	-Read Ch. 2	Homework assignment due on 1/22/26
<b>1/22/26</b>	-Discussion question -Student Presentation		
<b>Week 3:</b> <b>1/27/26</b>	-Discussion Question -Student Presentation	-Read Chapter 3	Homework assignment due on 1/29/26
<b>1/29/26</b>	-Discussion Question -Student Presentation		
<b>Week 4:</b> <b>2/3/26</b>	-Discussion question -Student Presentation	-Read Chapter 4	Homework assignment due on 2/5/26
<b>2/5/26</b>	-Discussion Question -Student Presentation		
<b>Week 5:</b> <b>2/10/26</b>	-Discussion Question	-Read Chapter 5	

<p><b>2/12/26</b></p>	<p>-Student Presentation -Discussion Question -Student Presentation</p>		<p>Homework assignment due on 2/12/26</p>
<p><b>Week 6:</b> <b>2/17/26</b>  <b>2/19/26</b></p>	<p>-Discussion Question -Student Presentation  -Discussion Question -Student Presentation</p>	<p>-Read Ch. 6</p>	<p>Homework Assignment due on 2/19/26</p>
<p><b>Week 7:</b> <b>2/24/26</b>  <b>2/26/26</b></p>	<p>-Discussion Question -Student Presentation  -Discussion Question -Student Presentation</p>	<p>-Read Ch. 7</p>	<p>Homework Assignment due on 2/26/26</p>
<p><b>Week 8</b> <b>3/3/26</b>  <b>3/5/26</b></p>	<p>-Discussion Question  -Discussion Question</p>	<p>Read Ch. 8  <b><i>No-in person classes-Please submit answers to DQ on Canvas</i></b></p>	<p>HW due on Canvas</p>
<p><b>Week 9</b> <b>3/10/26</b>  <b>3/12/26</b></p>	<p>-Discussion Question -Student Presentation  -Discussion Question -Student Presentation</p>	<p>Read Ch. 9</p>	<p>Homework assignment due on 3/14/26 on Canvas by 11:59 pm</p>

<b>Week 10:</b> <b>3/17/26</b>  <b>3/19/26</b>	Spring Break - NO INSTRUCTION		No HW assignments due
<b>Week 11:</b> <b>3/24/26</b>  <b>3/26/26</b>	-Discussion Question -Student Presentation on Ch. 9  -no school on 3/26- Prince Kuhio Day Discussion Question due on canvas on 3/26	-Review and continue Ch. 9	Homework assignment due on 3/28/26 on Canvas
<b>Week 12:</b> <b>3/31/26</b>  <b>4/2/26</b>	-Discussion Question -Student Presentation on Chapter 10  -Discussion Question -Student Presentation on Chapter 10	Read Ch.10	Homework assignment due on 4/2/26
<b>13:</b> <b>4/7/26</b>  <b>4/9/26</b>	-Discussion Question - Student Presentation on Chapter 11  -Discussion Question -Student Presentation on Chapter 11	Read Ch. 13	Homework assignment due on 4/9/26
<b>Week 14:</b> <b>4/14/26</b>  <b>4/16/26</b>	-Discussion Question -Student Presentation on Chapter 12		Homework Assignment

	-Discussion Question -Student Presentation on Chapter 12		due on 4/16/26
<b>Week 15:</b>  <b>4/21/26</b>  <b>4/26/26</b>	-Discussion Question -Student Presentation on Chapter 13  -Discussion Question -Student Presentation on Chapter 14	-Receive study guide from instructor	Homework Assignment due on 4/26/26
<b>Week 16:</b>  <b>4/28/26</b>  <b>4/30/26</b>	-Make-up Presentations  -Review Final exam on Tuesday		Final exam on Thursday, 4/30
<b>Week 17:</b>	End of Semester		