



School of Education and Behavioral Sciences
Psychology

PSY200 Life Span Development

FLEX Online Asynchronous

Credits: 3 Term: FLEX Spring Accelerated 4/13 – 6/22/2026

Instructor Information



Instructor: Dale Fryxell, PhD

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Office Location: Brogan Hall, Room 111

Office Hours: by appointment

Virtual Office: Google Meets - meet.google.com/xqo-apfm-qqm
(PIN: 768 802 883#)

Virtual Office Hours: by appointment or 3:00 – 4:30 PM, Tuesdays

Communication

At any time during the term if you have any questions you can contact me through either email (dfryxell@chaminade.edu) or phone (808-739-4678). My goal is always to respond to all emails and phone messages within 48 hours (Monday to Friday).

Canvas Technical Assistance

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, Room 110

Phone: (808) 739 - 4652

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

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

Text: Achieve for Berger, K. S. (2020). The developing person through the lifespan. There is not a hard copy textbook for this course at the bookstore as we will be using an interactive ebook that is part of the Achieve learning platform. The Achieve website is also where other resources for the course are available and is where the chapter quizzes and Learning curve modules are located. You can purchase access directly on the MacMillan Achieve website.

To access the Achieve website:

Go to <https://achieve.macmillanlearning.com/courses/6subj9> and follow the instructions for

purchasing access to the course. If you are using Achieve for the first time, register as a new user. We strongly recommend that you use your school email address because many instructors have strict rules about using private email addresses. Once you have signed in, we can enroll you in your Achieve course. OR If you are a returning user to Achieve, sign in using your email address and password. Once you're in, bookmark the home page for next time and enjoy!

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 PSY200, 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 focuses on the Marianist value of educating for adaptation and change by helping students understand what makes people think, feel, and behave the way that they do. This understanding not only helps us to understand other people but also ourselves.

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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2		
PLOs	1	4	2
Native Hawaiian Values	1	4	2
Gen Ed Learning Outcomes (if applicable)	NA	NA	NA

Course Activities

Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

1. Complete the Course Completion Schedule (20 pts) = 20 points
2. Learning Curve Points (255 points possible) = 255 points
3. Chapter Quiz Points (125 points possible) = 125 points
4. Child Project or Adolescent or Adult Project (1 @ 100) = 100 points
5. Class Discussions (4 @ 25) = 100 points
6. Milestone Activities = 25 points

Total Points = 625 points

IMPORTANT: Avoid using AI to complete assignments for this class. Assignments should reflect your personal voice, thoughts, and insights. The use of AI will negatively impact your grade.

Discussions

Four class discussion questions are posted within the modules. It is expected that each student's posts for each discussion will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writingthoughtful-discussion-responses/>)

- 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.

Homework

Course Completion Schedule – The first thing that you should do when you start this course is to complete this plan which you can find in Module 1

Learning Curve - The Achieve website includes Learning Curve modules for each chapters. Each Learning Curve module is worth a maximum of 5 points. At the end of the term, I will transfer your Learning Curve points to the Canvas grade book.

Quizzes

The Achieve website also includes quizzes for each chapter. Each quiz is worth a maximum of 5 points. At the end of the term, I will transfer your quiz points to the Canvas grade book.

Final Project

Child Project or Adolescent/Adult Project (1 @ 100 points) You can select either the Child Project or the Adolescent/Adult Project based on your interest in either age group.

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, 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.

The final paper should be 5 pages, double-spaced with one inch margins. Please use a 12 point font.

Adolescent/Adult Project

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, 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. The final paper should be 5 pages, double-spaced with one inch margins. Please use a 12 point font.

Course Policies

Attendance

Flex 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.

Milestones 1 & 2 and Late Work

This course is utilizing a Flex model, meaning there is a firm deadline for the two Milestone assignments. The Milestone 1 assignment is due by 11:59 pm on the 14th day of the course (it is included in Module 1). If this assignment is late, you may be dropped from the class. The Milestone 2 Assignment is due by Sunday of the 6th week of the term at midnight (The Milestone 2 Activity is identified in Module 4). Failure to complete the Milestone 2 activity by the due date may result in failing the course. All other assignments can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

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. Instructor and Student Communication/Questions for this course can be emailed to the instructor at dfryxell@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time can take place up to 2 days.

Email Guidelines

- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Discussion Communication Guidelines

- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Final Grades

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

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's work which may include; class participation, quizzes, tests, term papers, reports and the final examination.

They are interpreted as follows:

A (90 – 100%) Outstanding scholarship and an unusual degree of intellectual initiative

B (80 – 89%) Superior work done in a consistent and intellectual manner

C (70 – 79%) Average grade indicating a competent grasp of subject matter

D (60 – 69%) Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F (59% and below) Failed to grasp the minimum subject matter; no credit given

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.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life. For further information, please refer to the Chaminade Catalog.