



Chaminade University - Honolulu
PSY 602 Life Span Development Counseling
Fall 2026: 10/7/26 - 12/9/26

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Texts: Broderick, P. C. & Blewitt, P. (2024). *The Life Span: Human Development for Helping Professionals* (6th Ed.). Pearson.

ACA 2014 Code of Ethics

Section C Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g. Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Catalog Course Description

This course is an in-depth study of the biosocial, cognitive, and psychosocial aspects of development across the span of life beginning with prenatal growth and ending with death. The life-span perspective will focus on relevant counseling issues and concerns, discussing how development and counseling interrelate.

*****It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, etc.***

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.

MSCP Core Program Learning Outcomes (PLOs) students will:

- 1. Professional Counselor Identity and Ethical Practice:**
Graduates will coolly ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
- 2. Counseling Knowledge and Clinical Skill:**
Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
- 3. Service to the Whole Person and Community Well-Being:**
Graduates will apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
- 4. Specialized Practice Area Competence:**
Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

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

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
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.

Assessment

<u>Course Requirements</u>	<u>Points</u>
Case Study Presentation	50 (13%)
Quizzes (7 @ 5 points each)	35 (9%)
Reflection Papers (7 @ 10 points each)	70 (19%)
Participation (7 @ 10 points each)	70 (19%)
Final Paper Presentation	50 (13%)
<u>Final Research Paper</u>	<u>100 (27%)</u>
Total	375 (100%)

Grading

A= 338 - 375 Pts

B= 300 - 337 Pts

Course Requirement Descriptions

1. *Case Study Presentation*: Students will be assigned a stage of the lifespan and will present a case study that demonstrates the relevant developmental principles for that stage. The presenting student will then lead the class in formulating and discussing how to approach the client (50 points).
2. *Quizzes*: At the beginning of class students will take a short quiz on the textbook materials (5 points each, 35 points total).
3. *Reflection Papers*: The week following each stage of the life span students will turn in a minimum 1-page, double-spaced, reflection paper based on what you learned, observed, agreed with, disagreed with, etc. Pay particular attention to the topics that may relate to your own experiences and how it can relate to therapy. Also discuss any emotional reactions and ethical view points if applicable (10 points each, 70 points total).
4. *Participation*: You will receive points for participating in the activities in class on the days that there are activities (10 points each, 70 points total)
5. *Final Research Presentation*: Your presentation will be an introduction to your research question and what you have discovered in the literature regarding evidence-based developmental counseling approaches. A grading rubric for your presentation will be distributed in week 2 (50 points total).
6. *Final Research Paper*: You will choose a stage of the life span and create your own research question in relation to development and counseling. More detail and formatting for your research paper will be distributed in week 2. We will be utilizing APA format. Research paper will be due on the Sunday evening before midnight of the last week of class (100 points total).

****There is no make-up work for missed opportunities. Late work is not accepted.***

Attendance

If you miss more than one class, you must retake the class. (Graduate programs policy) Please note that regardless of the reason, more than one (1) missed class will result in a failing grade.

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College.

Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Credit Hour Policy Calculation

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 expected to spend about 38 hours in class, 5 hours writing journal papers, 20 hours writing and revising the research paper, and 32 hours of studying for quizzes. There will be an additional 40 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 4 hours per week.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and

will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Students With Disabilities - Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Counseling Services

Chaminade Counseling Center Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information regarding the counseling center can be found at Counseling Center – FAQs – Chaminade University of Honolulu.

The counseling center can be contacted at counselingcenter@chaminade.edu and **808-735-4845**.

Tutoring Center Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> They can be contacted at **808-739-8305**.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Tentative Course Schedule

This course schedule is tentative and can be adjusted according to class needs.

Week	Activity	Assignment(s) due (Date)	Readings to be done BEFORE CLASS
1 10/7/26	Introductions Syllabus Review River of Life Activity		
2 10/14/26	Case Study Presentation for Ch. 1&2 Quiz #1		Ch. 1: Organizing Themes in Development Ch. 2: Genetics, Epigenetics, and the Brain
3 10/21/26	Case Study Presentation for Ch. 3-5 Quiz #2	Reflection Paper #1 (10/20/26)	Ch. 3: Cognitive Development in the Early Years Ch. 4: Emotional and Social Development in the Early Years Ch. 5: The Emerging Self and Socialization in the Early Years
4 10/28/26	Case Study Presentation for Ch. 6-8 Quiz #3	Reflection Paper #2 (10/27/26)	Ch. 6: Realms of Cognition in the Middle Childhood Ch. 7: Self and Moral Development: Middle Childhood Through Early Adolescence Ch. 8: Gender and Peer Relationships: Middle Childhood Through Early Adolescence
5 11/4/26	Case Study Presentation for Ch. 9&10 Quiz #4	Reflection Paper #3 (11/3/26)	Ch. 9: Physical, Cognitive and Identity Development in Adolescence Ch. 10: The Social World of Adolescence
6 11/11/26	VETERAN'S DAY	NO CLASS	

7 11/18/26	Case Study Presentation for Ch. 11 & 12 Quiz #5	Reflection Paper #4 (11/17/26)	Ch. 11: Physical and Cognitive Development in Young Adulthood Ch. 12: Socioemotional and Vocational Development in Young Adulthood
8 11/25/26	Case Study Presentation for Ch. 13 Quiz #6	Reflection Paper #5 (11/24/26)	Ch. 13: Middle Adulthood: Cognitive, Personality and Social Development
9 12/2/26	Case Study Presentation for Ch. 14 & 15 Quiz #7	Reflection Paper #6 (12/1/26)	Ch. 14: Living Well: Stress, Coping, and Life Satisfaction in Adulthood Ch. 15: Gains and Losses in Late Adulthood
10 12/9/26	Final Paper Presentations	Reflection Paper #7 (12/8/26) Final Research Paper (12/13/26)	