



School of Applied Psychology
Undergraduate Psychology

PSY 200 Life Span Development

Online Asynchronous | Credits: 3 | Section: 90-1 | Term: Fall 2026

Instructor Information

Instructor	Taylor Lum, PsyD
	I'm excited to be your instructor for this course on Life Span Development. I have worked with individuals across the lifespan with my clinical experience and I'm especially passionate about understanding how we grow, change, and adapt across every stage of life, from birth through late adulthood. I look forward to exploring these concepts with you this term!
Email	taylor.lum@chaminade.edu
Office Location	Behavioral Science Room 105D
Virtual Office	https://chaminade.zoom.us/j/5904720955
Virtual Office Hours	By appointment

Communication

The best way to reach me is via email at 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

School	School of Applied Psychology
Location	Behavioral Sciences Building
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog 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

Course Snapshot

Modality	Online Asynchronous
Time Commitment	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). <i>Human development: A life-span view</i> . Cengage Learning.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Please get familiar with using Canvas as all assignments, documents, quizzes, and etc. will be accessed through Canvas.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], 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 [course], the student will be able to:

1. Apply a variety of theoretical approaches to the biopsychosocial aspects of human development across the lifespan from conception to death (PLO 1, 2).
2. Describe the interrelated influences of nature and nurture, including heredity, environment, culture, physiology, and social context and influence on human development (PLO 4).
3. List the conditions necessary for optimal lifespan development including ethical concerns on topics such as parenting styles, cultural differences, education, vocation, adaptation to change (PLO 1, 2, 3).
4. Locate and evaluate current research and resources related to critical issues in lifespan development, which can inform decision-making within individuals, family, communities, and larger societies (PLO 2).

General Education Learning Outcomes (GELOs)

Upon completion of the general education program, a student will be able to:

1. Articulate writing strategies, produce written texts, and engage diverse audiences, so as to participate creatively, collaboratively, and critically in their local communities.
2. Effectively develop and deliver informative and persuasive oral communications, engaging in dialogue and discussions to support the conveyance of meaning and connection with the audience.
3. Analyze, interpret, and communicate quantitative data using number sense to drive decision making.

4. Examine and evaluate diverse evidence, concepts, assumptions, and viewpoints.
5. Define, identify, locate, evaluate, synthesize, and present or demonstrate relevant information.
6. Apply Marianist values and integrate a global awareness through a project-based learning approach.

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 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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	3, 4	5	1, 5
PLOs	1, 2	4	1, 2, 3	2
Native Hawaiian Values	1	4	2, 3	2, 3
Gen Ed Outcomes(if applicable)	4	4	1, 4	4, 5

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 24-48 hours
 - Weekly graded work (discussions, assignments): within 5-7 school days of the due date
 - Major assessments/projects: within 7-10 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. If an extension is needed on assignments, please speak to instructor beforehand about the matter.
Extra Credit	There will be no extra credit assignments given for this course.
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
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, 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.

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.

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](#).

Student with Disabilities Statement

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' 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>.
 Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

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 Accessibility Services Sign up
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.	https://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/

Resource	Description	Contact / Website
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	Due Dates on Sundays at 11:59 pm
8/17	Course Introduction The Study of Human Development	Ch. 1 Quiz Discussion #1	8/23
8/24	Biological Foundations: Heredity, Prenatal Development and Birth	Ch. 2 Quiz	8/30
8/31	Tools for Exploring the World: Physical, Perceptual, and Motor Development	Ch. 3 Quiz	9/6
9/7	The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood	Ch. 4 Quiz Discussion #2	9/13
9/14	Entering the Social World: Socioemotional Development in Infancy and Early Childhood	Ch. 5 Quiz	9/20
9/21	Off to School: Cognitive and Physical Development in Middle School	Ch. 6 Quiz	9/27
9/28	Expanding Social Horizons: Socioemotional Development in Middle Childhood	Ch. 7 Quiz Discussion #3	10/4
10/5	Rites of Passage: Physical and Cognitive Development in Adolescence	Ch. 8 Quiz	10/11
10/12	Fall Wellness Break		

Wk of	Theme	Info / Activities	Due Dates on Sundays at 11:59 pm
10/19	Moving into Adult Social World: Socioemotional Development in Adolescence	Ch. 9 Quiz Child Project	10/25
10/26	Emerging and Established Adulthood: Physical, Cognitive, and Personality Development	Ch. 10 Quiz Discussion #4	11/1
11/2	Being Connected: Relationships in Emerging, Established, and Middle Adulthood	Ch. 11 Quiz	11/8
11/9	Working and Relaxing	Ch. 12 Quiz	11/15
11/16	Making it in Midlife: the Biopsychosocial Challenges of Middle Adulthood	Ch. 13 Quiz Discussion #5	11/22
11/23	The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues	Ch. 14 Quiz Adolescent/Adult Project	11/29
11/30	Social Aspects of Late Life: Psychosocial, Retirement, Relationship, and Societal Issues Dying and Bereavement	Ch. 15 & Ch. 16 Quiz	12/6