



College of Education and Human Development
School of Applied Psychology · EdD in Educational Psychology

EDPSY 700: Psychological Foundations of Human Growth and Development

Online Asynchronous | Credits: 3 | Section: 700 | Term: Fall 2026 (10 weeks, October 5 – December 13, 2026)

Instructor Information

Instructor	Abby Halston, Ed.D., NCC, LMFT Dr. Halston is an Associate Professor of Psychology and Associate Director of the EdD in Educational Psychology program at Chaminade. She is a licensed marriage and family therapist and AAMFT Approved Supervisor, and she chairs EdD dissertations. Her teaching and clinical work integrate Marianist values, Native Hawaiian cultural responsiveness, and trauma-informed, culturally grounded practice, including prior work with the Hawai'i Department of Education's School-Based Behavioral Health program.
Email	abby.halston@chaminade.edu
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Office Location	Behavioral Sciences #111A
Virtual Office	Zoom (a meeting link is sent when you schedule)
Virtual Office Hours	By appointment; email to schedule a time that works for you

Communication

Email abby.halston@chaminade.edu with questions or concerns rather than using Canvas comments. I respond within **24–48 hours, Monday through Friday**. I post a Canvas announcement every Monday with the week's focus, reminders, and updates. Your questions matter, and I'm glad to meet by Zoom any time a conversation would help more than an email.

School & Department

School	School of Applied Psychology, College of Education and Human Development
Location	Behavioral Sciences Building. See the College website .
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

This course provides an in-depth exploration of the psychological principles and theories underlying human growth and development across the lifespan, from early childhood through adolescence, adulthood, and later life. Students examine major theories of learning, including adult learning and andragogy, and theories of personality development. The course emphasizes how biological, cognitive, socio-emotional, and environmental factors interact to shape learning, behavior, and mental health. It addresses how crisis, trauma, disability, and addictive behavior affect development at each life stage. Students engage with contemporary research and evidence-based practices to design strategies that facilitate healthy development and life transitions for children, adolescents, adults, and families in counseling, school, and community settings. The course integrates culturally responsive approaches that recognize how culture, family, community, and place shape development, including

Native Hawaiian and Pacific Islander perspectives. It aligns with the Marianist values of service, justice, and peace, preparing students to become effective mental health practitioners and consultants.

Co-requisites/Pre-Requisites: None

Course Snapshot

Modality	Online Asynchronous. 10 weeks, fully online in Canvas, no required live sessions. Each course week runs Monday 12:00 a.m. through Sunday 11:59 p.m. HST.
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend approximately 40 hours on weekly readings and module content (4 hours per week), 20 hours on weekly discussions (2 hours per week), 6 hours on the Lifespan Timeline Reflection, 48 hours on four major assignments (12 hours each for the Theory Critique Matrix, Place-Based Support Plan, Developmental Case Formulation, and Evidence-Based Practice Brief), 3 hours maintaining the DFP Source Log, and 18 hours on the Final Project (proposal, toolkit, and narrated presentation). This averages about 13.5 hours per week.
Required Materials	No textbook. All 40 required readings are peer-reviewed journal articles, available through the Sullivan Family Library and linked in each Canvas module (full list at the end of this syllabus). <i>Publication Manual of the American Psychological Association</i> (7th ed.) Paul-Elder Critical Thinking Framework and DFP Source Log template (both in the Canvas Start Here module)
Recommended Items	A free reference manager such as Zotero to organize your DFP Source Log
Technology	A computer with a current web browser and reliable internet; software that saves Word (.docx) or PDF files; a webcam and microphone for the narrated presentation (Week 10).
Canvas	This course is delivered through Canvas (chaminade.instructure.com). All modules are open from the first day of class so you can plan ahead; each weekly module contains an overview page, article links, the discussion, and assignment instructions. All work is submitted in Canvas, rubrics are attached to each assignment, and grades and feedback appear in Canvas Grades. Log in at least three times per week.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the EdD in Educational Psychology, the student will be able to:

1. Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in PK-12 students, utilizing evidence-based practices and culturally responsive approaches.
2. Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of PK-12 students and deliver effective mental health services in educational settings.
3. Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of PK-12 students.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings.

Course Learning Outcomes (CLOs)

Upon completion of EDPSY 700, the student will be able to:

1. Critically analyze theories of human development, learning, and personality across the lifespan, including adult learning and andragogy (PLO 1).
2. Apply knowledge of biological, cognitive, socio-emotional, and environmental influences on lifespan development to mental health counseling interventions and educational practices (PLO 3).
3. Evaluate evidence-based strategies for addressing the developmental effects of crisis, trauma, disability, and addictive behavior across the lifespan (PLO 3).
4. Design culturally responsive approaches to assessing and supporting developmental needs across the lifespan that incorporate cultural, family, community, and place-based influences, including Native Hawaiian and Pacific Islander perspectives (PLO 2).
5. Develop consultation strategies with families, educators, and interdisciplinary teams to support individuals and systems through developmental transitions across the lifespan (PLO 4).

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. Educate 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.

EDPSY 700 offers an **integral, quality education** by asking you to see each person as a whole and changing being, from infancy through later life (CLOs 1 and 2). Evaluating responses to crisis, trauma, disability, and addiction prepares you to **serve those most affected by adversity and to advocate for just, accessible systems of care** (CLO 3). Designing culturally responsive, place-based approaches calls on you to **adapt** your methods to the cultures, families, and communities you serve, including Native Hawaiian and Pacific Islander communities (CLO 4). Consulting with families, educators, and interdisciplinary teams embodies the collaborative **family spirit** at the heart of Marianist education (CLO 5).

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 ('Āina):** '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	CLO 5
Marianist Values	2	2	4	5	3
PLOs	1	3	3	2	4
Native Hawaiian Values	Na'auao	Na'auao	Aloha	'Āina	'Ohana

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Primary Assessments	Timeline Reflection; Theory Critique Matrix	Case Formulation	Evidence-Based Practice Brief	Timeline Reflection; Place-Based Plan	Transition Consultation Toolkit

Building Toward Your DFP Portfolio and Dissertation

EDPSY 700 is one of the places where your **DFP Portfolio** and your dissertation begin to take shape. Your DFP Portfolio is the culmination of all your DFP and EdD coursework. You submit it at Gate 4. Once your DFP Portfolio is approved, you move into the dissertation phase (EPSY 900), where you develop Chapters 1–3 and complete your **Dissertation Proposal Defense** with your Dissertation Committee.

The DFP Pathway

Use this table to decide which work to save for your DFP Portfolio. (The official CLO-to-PLO alignment above supports program assessment; this table shows where each assignment works best as DFP Portfolio evidence.)

Assignment	Best DFP Portfolio Use	Why It Works as Evidence
Weekly Discussions	Section 1 (Journals 2 and 3)	Prompts ask how you read an article and where a framework fit or failed in context.
Lifespan Timeline Reflection	Section 1 (framing statement)	The assumption about "normal" development you name is an early marker of your mindset shift.
Theory Critique Matrix	PLO 3	Uses Paul-Elder standards to critically evaluate competing theories and their evidence.
Place-Based Support Plan	PLO 1	Shows cultural humility, Pacific-context application, and culturally responsive assessment.
Developmental Case Formulation	PLO 1	A clinical case artifact. Choose the child or adolescent vignette if you plan to use it.
Evidence-Based Practice Brief	PLO 2 or PLO 3	A literature synthesis that weighs strength of evidence; strong Chapter 2 practice.
Final Project Toolkit	PLO 4 + Section 3	A consultation plan for a complex system, plus your first draft research question.
DFP Source Log	Section 3.4	The start of your 15–20-source annotated bibliography.

Save as you go

Keep the final version of each assignment **and** the instructor feedback in a DFP Portfolio folder. At Gate 4 you will write curatorial notes explaining *how* each artifact shows a PLO, not just that you completed it.

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 (at least three times per week) to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses by Thursday and engage thoughtfully with peers by Sunday.
- 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.

Consistent with graduate program policy, missing more than one (1) week of required course activity, regardless of reason, will result in a grade no higher than "C," and the course must be retaken. Please let me know before the week begins if an emergency will keep you from participating.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** A Monday announcement and a weekly overview page clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.
- **Timely Feedback:** Clear grading criteria (rubrics in Canvas) and substantive feedback on all graded work, including notes on how each major assignment could serve as DFP Portfolio evidence.
 - Email inquiries: response within 24–48 hours, Monday through Friday (see Communication above)
 - Weekly graded work (discussions): within 5 school days of the due date
 - Major assessments/projects: within 7 school days of the due date (Final Project Proposal: within 5 school days)
- **Monitoring & Outreach:** Active monitoring of Canvas engagement, with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities, Assignments & Grading

Every assignment builds toward the Final Project and toward your DFP Portfolio. Every assignment and discussion is graded with a rubric attached in Canvas, and your points are calculated directly from the rubric ratings, so review each rubric before you begin. All written work follows APA 7 style.

Threads that run through the course

The Place-Based Support Plan, Developmental Case Formulation, and Evidence-Based Practice Brief each end with a **Dissertation Connection** paragraph (150–250 words, not counted toward page length): what the assignment taught you about a topic you might study, one question it raised that research has not answered well, and whether it moved you toward or away from a possible dissertation topic.

All term, keep a **DFP Source Log** of peer-reviewed sources connected to your possible dissertation topic: APA 7 citation, seminal or contemporary label, and a 3–5-sentence relevance annotation. Submit at least 8 entries as an appendix to the Final Project Toolkit.

Weekly Discussions (CLOs 1–5) — $10 \times 9 = 90$ points

Apply each week's articles to a realistic counseling, school, or community scenario. Initial posts (250–350 words, citing at least two of the week's articles) are due Thursday (Wednesday in Week 8); replies to at least two classmates (100–150 words each) are due Sunday. Several prompts ask you to reflect on *how* you read a scholarly article, as practice for DFP Journals 2 and 3. Week 10 is a Toolkit Showcase.

1. Lifespan Timeline Reflection (CLOs 1, 4) — 30 points · Week 2

A visual timeline of one person's development (yourself, or a composite) with at least five turning points, and a 2–3 page reflection using Baltes's lifespan propositions and Bronfenbrenner's bioecological model, attending to culture, family, community, and place ('āina). Close by naming one assumption about "normal" development to examine. A composite case earns full credit.

2. Theory Critique Matrix (CLO 1) — 70 points · Week 3

A comparison matrix of six theories (two developmental, two learning, two personality) covering assumptions, life stages, empirical support, limitations, cultural fit, and use as a research framework, plus a 3–4 page critical analysis arguing which combination best explains development for a population you serve. Evaluate the theories using at least four named Paul-Elder intellectual standards, and address how andragogy changes your work with adults.

3. Culturally Responsive Place-Based Support Plan (CLO 4) — 70 points · Week 5

A 5–6 page plan for a Hawai'i or Pacific community and developmental stage: strengths and stressors; a critique of a standard screening tool's cultural fit; a strengths-based approach drawing on Native Hawaiian and Pacific Islander values; and community partners, cultural practitioners, or kūpuna to consult. At least four peer-reviewed sources (two from Week 4). Ends with a Dissertation Connection paragraph.

4. Developmental Case Formulation (CLO 2) — 70 points · Week 7

A 5–6 page biopsychosocial-ecological formulation of a Canvas case vignette, with risk and protective factors at each bioecological level, two counseling interventions, one educational or community practice, research justification, and a one-page visual diagram. Choose the child or adolescent vignette if you plan to use it as a PLO 1 artifact. Ends with a Dissertation Connection paragraph.

5. Evidence-Based Practice Brief (CLO 3) — 70 points · Week 9

A 4–5 page practitioner brief on crisis, trauma, disability, or addictive behavior at a specific life stage, synthesizing at least five peer-reviewed sources (two since 2020). Evaluate the strength of evidence using Paul-Elder standards, assess cultural fit for Native Hawaiian and Pacific Islander clients, label sources seminal or contemporary, and include a one-page practitioner handout. Ends with a Dissertation Connection paragraph.

6. Final Project: Developmental Transition Consultation Toolkit (CLOs 1–5) — 100 points

Proposal (10 points, Week 6): transition, population and setting, consultee, five sources, and a link to your dissertation interests. **Toolkit** (70 points, Week 10): 8–10 pages addressing theory, influences, complicating factors, culturally responsive practice, a full consultation plan, and a one-page "What We Don't Know" section with a research gap and a draft research question, plus the DFP Source Log appendix. **Narrated Presentation** (20 points, Week 10): 10–12 minutes, delivered as if to the consultee team.

Grading Summary

Assignment	CLOs	Due	Points	% of Grade
Weekly Discussions (10 × 9)	1–5	Weekly	90	18%
Lifespan Timeline Reflection	1, 4	Week 2	30	6%
Theory Critique Matrix	1	Week 3	70	14%
Place-Based Support Plan	4	Week 5	70	14%
Developmental Case Formulation	2	Week 7	70	14%
Evidence-Based Practice Brief	3	Week 9	70	14%
Final Project: Proposal	1–5	Week 6	10	2%
Final Project: Toolkit (with DFP Source Log)	1–5	Week 10	70	14%
Final Project: Narrated Presentation	5	Week 10	20	4%
Total			500	100%

Course Policies

Late Work	Assignments submitted after the due date incur a 50% point deduction. Late submissions are accepted until the last day of the course (December 13, 2026); no work is accepted after that date. If you anticipate a problem, contact me before the due date. Early communication opens more options, and make-up arrangements for documented emergencies are made in writing.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	A student in good standing may petition for an "I" grade only if extraordinary conditions beyond the student's control prevent completion of course requirements. The "I" must be accompanied by the alternative grade assigned automatically after 30 days (IB, IC, ID, or IF); work is due within 30 days after the end of the term unless an extension is approved.
Discussion Expectations	Treat the discussion board as a professional learning community. Write with respect, assume good intent, de-identify any client, student, or family you describe, and disagree with ideas rather than people. Share only the personal history you are comfortable sharing.
AI Use in This Course	Generative AI may be used for brainstorming, organizing ideas, or checking grammar. All analysis and writing must be your own. Disclose any AI use in a brief note at the end of each assignment. Never enter identifiable client, student, or family information into an AI tool. Verify every source; submitting a fabricated citation is a violation of academic honesty. Written assignments are submitted through Turnitin, which provides similarity and AI-writing reports; consistent with the University AI Statement below, these reports are never the sole basis for an academic integrity decision.
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	Points
A	90% and above	450–500
B	80–89%	400–449
C	70–79%	350–399
D	60–69%	300–349
F	59% and below	299 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>.

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, including individualized support in English, math, nursing, sciences, and social sciences, and guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Sullivan Family Library	Access to the journal databases for all course readings, plus research help for your DFP Source Log and dissertation.	chaminade.edu/sullivan-library
Career Services	Individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services

Resource	Description	Contact / Website
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/
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	Security escorts on campus at any time of day for students, faculty, and staff who feel unsafe walking alone.	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. Initial discussion posts are due Thursdays (Wednesday, Nov 25 in Week 8); everything else is due Sundays at 11:59 p.m. HST.

Wk of	Theme	Info / Activities	Due Dates
10/5	Week 1: Foundations of Lifespan Developmental Science	Readings: Baltes (1987); Elder (1998); García Coll et al. (1996); Tudge et al. (2009)	Discussion 1
10/12	Week 2: Theories of Learning, Adult Learning, and Andragogy	Readings: Bandura (2001); Ertmer & Newby (1993); Merriam (2001); Mezirow (1997)	Discussion 2; Lifespan Timeline Reflection (30)
10/19	Week 3: Personality Development	Readings: Bretherton (1992); McAdams & Olson (2010); Roberts et al. (2006)	Discussion 3; Theory Critique Matrix (70)
10/26	Week 4: Culture, Family, Community, and Place	Readings: Kana'iaupuni et al. (2017); Kirmayer (2007); McCubbin et al. (2021); McCubbin & Marsella (2009)	Discussion 4
11/2	Week 5: Early Childhood	Readings: Blair & Raver (2012); Masten (2001); Shonkoff et al. (2012); Sroufe (2005)	Discussion 5; Culturally Responsive Place-Based Support Plan (70)
11/9	Week 6: Middle Childhood and Adolescence	Readings: Eccles & Roeser (2011); Steinberg (2008); Umaña-Taylor et al. (2014); Yeager et al. (2018)	Discussion 6; Final Project: Proposal (10)
11/16	Week 7: Emerging, Middle, and Later Adulthood	Readings: Arnett (2000); Carstensen (2006); Lachman (2004); Rowe & Kahn (1997)	Discussion 7; Developmental Case Formulation (70)
11/23	Week 8: Crisis and Trauma Across the Lifespan	Readings: Brave Heart et al. (2011); Felitti et al. (1998); Hobfoll et al. (2007); Martin et al. (2021)	Discussion 8

Wk of	Theme	Info / Activities	Due Dates
11/30	Week 9: Disability and Addictive Behavior Across the Lifespan	Readings: Chambers et al. (2003); Daniels et al. (2022); Dunn & Andrews (2015); Okamoto et al. (2014); Okamoto et al. (2019)	Discussion 9; Evidence-Based Practice Brief (70)
12/7	Week 10: Developmental Transitions and Consultation	Readings: Bronstein (2003); Rimm-Kaufman & Pianta (2000); Schlossberg (1981); Sheridan et al. (2019)	Discussion 10 (Showcase); Final Project: Developmental Transition Consultation Toolkit (70); Final Project: Narrated Presentation (20)

Reading List

All 40 required readings are peer-reviewed journal articles, listed by week in APA 7 format and linked in each Canvas module. Readings marked ♦ were published within the last 10 years (contemporary); the rest are seminal works that still anchor the field.

Week 1: Foundations of Lifespan Developmental Science

- Baltes, P. B. (1987). Theoretical propositions of life-span developmental psychology: On the dynamics between growth and decline. *Developmental Psychology*, 23(5), 611–626.
- Elder, G. H., Jr. (1998). The life course as developmental theory. *Child Development*, 69(1), 1–12.
- García Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., & Vázquez García, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67(5), 1891–1914.
- Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), 198–210.

Week 2: Theories of Learning, Adult Learning, and Andragogy

- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1–26.
- Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 6(4), 50–72.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, 2001(89), 3–14.
- Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 1997(74), 5–12.

Week 3: Personality Development

- Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*, 28(5), 759–775.
- McAdams, D. P., & Olson, B. D. (2010). Personality development: Continuity and change over the life course. *Annual Review of Psychology*, 61, 517–542.
- Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. *Psychological Bulletin*, 132(1), 1–25.

Week 4: Culture, Family, Community, and Place

- ♦ Kana'iaupuni, S. M., Ledward, B., & Malone, N. (2017). Mohala i ka wai: Cultural advantage as a framework for Indigenous culture-based education and student outcomes. *American Educational Research Journal*, 54(1 Suppl.), 311S–339S.
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