

CPSY 454: HUMAN DEVELOPMENT:
EDUCATIONAL AND COUNSELING IMPLICATIONS

Fall 2011

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Course Description:

This course is a graduate-level survey of human development across the lifespan. Human beings experience an enormous amount of transformations including physical, cognitive, affective/emotional, social, and personality changes. The ways in which developmental differences impact the work we do as professionals require careful consideration. Major theories and research that attempt to explain chronological constancy and change in human beings will be explored during the semester with an emphasis on practical applications and implications. This course is geared toward building the student's foundational knowledge of human development for adaptation to the professional fields of education, counseling, and psychology. An important component of this course will be the exploration of universality and cultural variations in human development from conception to death. The importance of integrating culture into your professional conceptualizations cannot be overemphasized. The social/cultural context of development is very important to social justice issues we must consider as professionals, as is consistent with the School of Education's Conceptual Framework—*Professionalism in Service of Social Justice*. Thus, factors which facilitate and impede healthy physical, cognitive, social, and affective/emotional development will be emphasized.

Objectives:

- 1) to build the students' foundational knowledge of lifespan developmental theories and research.
- 2) to critically examine the extent to which cultural variation is included and/or excluded from major theories of human development.
Note: Objectives 1 and 2 meet NSCP Standards 17A, 17B, 17C
- 3) to identify the implications of developmental theories and research for the counseling and educational professions (Standards 17F, 17K).
- 4) to identify and enhance the students' knowledge of and expertise in one self-selected area of human development.
- 5) to understand the importance of sociocultural context in the conceptualization of development across the lifespan (Standards 17H).

Required Materials:

Berk, L. (2009). *Development Through the Lifespan*. Boston: Allyn & Bacon. ISBN-10: 0205687938 or ISBN-13: 9780205687930

Table of Contents:

PART I. THEORY AND RESEARCH IN HUMAN DEVELOPMENT

Chapter 1: History, Theory, and Research Strategies

PART II. FOUNDATIONS OF DEVELOPMENT

Chapter 2: Biological and Environmental Foundations

Chapter 3: Prenatal Development, Birth, and the Newborn Baby

PART III. INFANCY AND TODDLERHOOD: THE FIRST TWO YEARS

Chapter 4: Physical Development in Infancy and Toddlerhood

Chapter 5: Cognitive Development in Infancy and Toddlerhood

Chapter 6: Emotional and Social Development in Infancy and Toddlerhood

PART IV. EARLY CHILDHOOD: TWO TO SIX YEARS

Chapter 7: Physical and Cognitive Development in Early Childhood

Chapter 8: Emotional and Social Development in Early Childhood

PART V. MIDDLE CHILDHOOD: SIX TO ELEVEN YEARS

Chapter 9: Physical and Cognitive Development in Middle Childhood

Chapter 10: Emotional and Social Development in Middle Childhood

PART VI. ADOLESCENCE: THE TRANSITION TO ADULthood

Chapter 11: Physical and Cognitive Development in Adolescence

Chapter 12: Emotional and Social Development in Adolescence

PART VII. EARLY ADULthood

Chapter 13: Physical and Cognitive Development in Early Adulthood

Chapter 14: Emotional and Social Development in Early Adulthood

PART VIII. MIDDLE ADULthood

Chapter 15: Physical and Cognitive Development in Middle Adulthood

Chapter 16: Emotional and Social Development in Middle Adulthood

PART IX. LATE ADULthood

Chapter 17: Physical and Cognitive Development in Late Adulthood

Chapter 18: Emotional and Social Development in Late Adulthood

PART X. THE END OF LIFE

Chapter 19: Death, Dying, and Bereavement

Required Articles:

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.

- Borstein, M., Cote, L. Haynes, M., Hahn, C., Park, Y. (2010). Parenting knowledge: Experiential and sociodemographic factors in European American mothers of young children. *Developmental Psychology*, 46, 1677-1693.
- Brofenbrenner, U. (1986). Ecology of the family as a context for human development. *Developmental Psychology*, 22, 723-742.
- Leventhal, T. & Brooks-Gunn, J. (2000). The neighborhoods they live in: The effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin*, 126(4), 309-337.
- Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture. *American Psychologist*, 55, 1093-1104.
- Schultz, K. & Wang, M. (2011). Psychological perspectives on the changing nature of retirement. *American Psychologist*, 66, 170-179.
- Tomasetto, C., Alparone, F. & Cadinu, M. (2011). Girls' math performance under stereotype threat: The moderating role of mother's gender stereotypes. *Developmental Psychology*, 47, 943-949.
- Tronick, E. & Beeghly, M. (2011). Infants' meaning making and the development of mental health problems. *American Psychologist*, 66, 107-119.

Assignments:

1. Child or Adolescent Project (40%): In order to demonstrate your understanding of developmental theories as applied to children and adolescents, and how to use technology to identify pertinent research, you will be required to select a transition area and present recommendations that would promote healthy development in this area (e.g., helping young children transition into attending school, facilitating learning to read, helping adolescents adjust to puberty, working with high school students entering the world of work). You will be working in groups of three determined by the instructor. The project will have 3 components: 1) Address what the literature has to say about the developmental transition you have selected (i.e., what are the issues, challenges). To become familiar with the field of developmental research, you should peruse journals such as *Journal of Adolescent Research*, *Developmental Psychology*, *Journal of College Student Development*, or *Child Development*. 2) Based on your reading of the literature, develop a list of best practices or recommendations for parents and/or practitioners working with this age group. 3) Present parts 1 & 2 to the class in a 20 minute presentation. Since context is critical to development, you must describe the relevant sociocultural issues (e.g. gender, SES, racial differences) related to your issue. You will be required to provide your classmates with a list of references they can use to explore your topic further. Each person should turn in a written summary of his/her part of the presentation (including the background research and the recommendations you compiled). Approve your topic with the instructor via email by 9/27/11. This project is "due" (i.e., will be presented) during classes on November 22 & 29, 2011.
2. Young and Middle Adulthood Project (20%): You will be doing a self-analysis of

developmental issues relevant to your current or a recent life stage (i.e., you may either do this retrospectively or contemporaneously). Select a topic that has meaning for you personally (e.g., establishing romantic relationships, career change/indecision, gender identity development, racial identity development, decision to become a parent, empty nest syndrome, caretaking of elderly parents, retirement decisions) and discuss whether your transition in this area was challenged or facilitated by your social context. You may find it useful to do some background reading on the topic you select but the "data" should be your own experience. Page limit is 5 pages. Due November 15, 2011.

3. Older Adult Narrative Inquiry Project (30%): In order to demonstrate your understanding of later-life development, you will be required to interview someone in older adulthood about issues affecting development at this stage (e.g., physical health, issues of loss, life lessons learned, views of death and beyond). Providing a description of the sociocultural context of your interviewee will be important to your analysis of the interview content. You will be expected to summarize to what extent your subject's experience fits with theoretical concepts you read about in your text. You will turn in a summary of the interview and a developmental analysis of the issues raised. Length: 8 pages max. Due December 6, 2011.

4. Participation (10%): This class will involve small and large group discussion and thus, it is expected that all students will attend classes and participate in these dialogues.

Schedule:

August 30	Introduction	Chapter 1
September 6	Contextual Models of Development (17A, 17H) & Psychodynamic Models of Development	Bronfenbrenner, Leventhal & Brooks
September 13	Prenatal Development & Birth	Chapter 2-3 Borstein et al.
September 20	Inside the Womb	
September 27	Infancy: Physical & Emotional Development (12D)	Chapter 4 & 6 Rothenbaum
October 4	Cognitive & Language Development of Infancy/Toddlers: Piaget & Vygotsky (1B, 12A, 12B, 12C, 17J)	Chapter 5, 7 Tronick & Beeghly
October 11	Mid-semester break	
October 18	Social & Emotional Development in Childhood The Meaning of Play & Moral Development (3B, 3E)	Chapter 8, 10

October 25	Physical & Cognitive Development in Later Childhood: The World of School	Chapter 9 Tomasetto et al.
November 1	Adolescent Physical & Cognitive Changes Sexuality & Abstract Thinking (3B, 6C, 15B)	Chapter 11, 13
November 8	Adolescent & Early Adult Social And Emotional Changes, Identity Search & Development (3E, 6D, 9C)	Chapter 12, 14 Arnett
November 15	Middle Adulthood: Cog, Soc, Physical Emotional Changes: Vocational Satisfaction and Family Life (1C)	Chapter 15-16
November 22	Group Presentations I Late Adulthood: Social, Emotional, Cognitive Changes & Generativity Group Presentations II	Chapter 17-18 Schultz & Wang
November 29	Group Presentations II End of Life Issues Dying and Grief	Chapter 19
December 6	Why positive development is a challenge Papers Due, Wrap Up, Evaluations	

Grading Policy: Before each assignment is due, the instructor will discuss the criteria for grading. For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-90 points	A
89-80 points	B
79-70 points	C
69-60 points	D
59-	F

Late papers will not be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10% for every day the paper is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to

Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Professionalism in the Service of Social Justice: As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in what ever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology: In this course you will use technology to aid in communicating and locating resources. The email listserv will provide a convenient way for us to communicate with one another in between class meetings.

Diversity: Your program is committed to issues of diversity including, but not limited to, race,

gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.