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—Social Action through Education (www.luc.edu/education/mission/). Thus, factors which facilitate and impede healthy physical, cognitive, social, and affective/emotional development will be emphasized.

Objectives

In general, the three overarching IDEA objectives for this course are:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)

Specific to the topic, the goals are for students:
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 NCSP 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).

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can following the hyperlink to access LiveText [here](#).

**Required Text**


**Required Readings**


**Additional Resources**

**In the Womb**

- LUC Library
  - [http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA21116826720002506](http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA21116826720002506)
- Youtube
  - [https://www.youtube.com/watch?v=33R2zTGK1eM](https://www.youtube.com/watch?v=33R2zTGK1eM)

**Inside the Teenage Brain**


**Poor Kids**


**Poor Kids follow-up article**


**“Press Play” TED Radio Hour**


*Updated 5/18/16*
Living Old

Randy Pausch’s Last Lecture
http://www.cmu.edu/randyslecture/

Run like a girl
https://www.youtube.com/watch?v=XjJQBjWYDTs
https://www.youtube.com/watch?v=VhB3l1gCz2E

Technology
In this course you will use technology as the primary learning tool. As an on-line course, most interaction with the instructor and between students will be conducted asynchronously via the course website in Sakai. The Sakai website will contain a general overview of the course expectations and outcomes, lectures, readings, assignments and supplemental resources (including information on how to get assistance with technology).

One of the primary struggles of an on-line course is to create a sense of community among the students and instructor, and this will be particularly challenging in a six week summer session course. The course assignments will be structured to help create a sense of community, but please feel free to provide the instructor with feedback at any point during your participation in the course. At the midterm, students will be asked to complete a brief, anonymous survey about their experience and feedback may be incorporated into the remainder of the course.

Additionally, you are encouraged to reach out to the instructor at any time with questions or concerns that you may have. I am more than willing to talk with you on the telephone or meet with you in person, as our schedules allow.

Graded Assignments

1. Child or Adolescent Project (40 points/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 work in pairs with one other student and this presentation will be directed at a specific audience of your choosing (e.g., teachers, parents). See the assignment description on Sakai for more details. **You will need to let the instructor know who you are going to be paired with and get your topic approved by Friday, May 27, 2016. The project will be due on Friday, June 17, 2016.**
2. Young and Middle Adulthood Project (20 points/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 developmental 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. See the assignment description on Sakai for more details. **Due Friday, June 24, 2016.**

3. Older Adult Narrative Inquiry Project (28 points/28%): 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. See the assignment description on Sakai for more details. **Due Friday, July 1, 2016.**

4. Participation (12 points/12%): This class will involve on-line small and large group discussion based on questions submitted by the instructor and it is expected that all students will participate in these dialogues. A respectful back and forth dialogue is encouraged. Large group discussion questions will be open to the entire section of the course and will be monitored by the instructor. Students are expected to make one original response to the question and then one follow-up response to at least one other student’s response. Additionally, students will be clustered into small groups of four students each. These groups will also receive a weekly discussion question. Students are expected to make one original response to the question and then at least two follow-up responses to other student answers. The instructor will facilitate the first two weeks of the small group discussion and then students will each be required to facilitate one of the remaining weeks.

**Guidelines for Online Discussions**

Your participation is essential as we strive to learn from each other. It is not simply a matter of choosing to participate; this is a collective effort that requires conversation and reflection. I look forward to reading your thoughts and reflections.

The instructor will post large- and small-group discussion questions or class exercises that build on the material covered in the assigned readings and media. Each student will develop responses to these questions and post them on to the discussion board by the date and time...
listed on the syllabus. All students are then expected to formulate a response to at least one comment by their classmates. The response timeline is also listed on your syllabus. Here are some guidelines for posting comments:

- Posting must be substantive. You should write no less than 250 words for each discussion. It is expected that engaged students will post more than one time during the week (students make an initial post and then respond at least once to another student’s post), their postings will exceed the 250 word minimum, and the postings will contribute meaningfully to the conversation.
- Postings must reflect your knowledge of the material from the current week as well as previous weeks’ readings and videos, where appropriate.
- Your postings must build on those written by other class members. That is, these threaded discussions reflect a dialog between you and your classmates rather than a series of independent and disconnected essays on the same topic.
- Postings should also display your critical thinking and careful analysis of the issue at hand. They should not stray far from the topics posed at the beginning of the week.
- If you read another student’s post, but do not reply to it, please make sure to mark that you have read it.

Students will also be broken into small group discussion sections with 3-5 students per group. The course instructor will facilitate the first one to two weeks of discussion in these small groups, after which each student will be expected to facilitate the small group. Students will be assigned one week to facilitate and this will be posted during the second week of the course. Facilitation includes:

- Summarizing student responses to the question.
- Adding one’s own thoughts and options about the course of the conversation.
- Posing additional questions to stimulate thoughts
- Providing additional resources or information that may be useful to the discussion

**Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Presentation 1</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>May 23-27</td>
<td>• Introduction</td>
<td>Brofenbrenner</td>
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<td></td>
<td>• Contextual Models of Development (17A, 17H)</td>
<td>Leventhal &amp; Brooks</td>
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<td></td>
<td>• Psychodynamic Models of Development</td>
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Updated 5/18/16
### Assignments due by Tuesday, May 24 at 11:55 pm
- Profile photo posted with brief self-introduction
- Submit an original response to the Large Group and Small Group Discussion question

### Assignments due by Friday, May 27 at 11:55 pm
- Child/Adolescent Project Topic Due
- Respond at least once to the Large Group Discussion
- Respond at least twice to the Small Group Discussion

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<table>
<thead>
<tr>
<th>Week</th>
<th>Presentations</th>
<th>Assignments</th>
<th>Books</th>
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</thead>
</table>
| Week 2 | 2 and 3 | **Assignments due by Tuesday, May 31 at 11:55 pm**  
- Watch “In the Womb” and submit one original response to the Large Group Discussion  
- Submit an original response to the Small Group Discussion question | **Chapter 2, 3, 4 and 6**  
Borstein et al.  
Rothenbaum |
| May 30-June 3 |  | **Assignments due by Friday, June 3 at 11:55 pm**  
- Respond at least once to the Large Group Discussion  
- Respond at least twice to the Small Group Discussion |

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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Presentations 4 and 5</th>
<th>Assignments</th>
<th>Books</th>
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</thead>
</table>
| June 6-10 |  | **Assignments due by Tuesday, June 7 at 11:55 pm**  
- Watch “Poor Kids” and submit one original response to the Large Group Discussion  
- Submit an original response to the Small Group Discussion question | **Chapter 5, 8 and 10**  
Tronick & Beeghly  
Tomasetto et al. |
|  |  | **Assignments due by Friday, June 10 at 11:55 pm**  
- Respond at least once to the Large Group Discussion  
- Respond at least twice to the Small Group Discussion |

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*Updated 5/18/16*
- Complete the anonymous feedback survey about the structure of the course

<table>
<thead>
<tr>
<th>Week 4</th>
<th>June 13-17</th>
<th>Presentations 6 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Physical and Cognitive Development in Childhood: The World of School</td>
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<td></td>
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<td>• Adolescent Physical and Cognitive Changes</td>
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<td></td>
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<td>• Sexuality and Abstract Thinking (3B, 6C, 15B)</td>
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</tbody>
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**Chapter 7, 9, 11 and 13 Manning et al. Arnett**

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**Assignments due by Tuesday, June 14 at 11:55 pm**
- Watch “Inside the Teenage Brain” and submit one original response to the Large Group Discussion
- Submit an original response to the Small Group Discussion question

**Assignments due by Friday, June 17 at 11:55 pm**
- Child/Adolescent Project Due
- Respond at least once to the Large Group Discussion
- Respond at least twice to the Small Group Discussion

<table>
<thead>
<tr>
<th>Week 5</th>
<th>June 20-24</th>
<th>Presentations 8 and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Adolescent and Early Adult Social and Emotional Changes</td>
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<td></td>
<td></td>
<td>• Identity Search and Development (3E, 6D, 9C)</td>
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<tr>
<td></td>
<td></td>
<td>• Middle Adulthood: Cognitive, Social, Physical, and Emotional Changes</td>
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<td></td>
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<td>• Vocational Satisfaction and Family Life (1C)</td>
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**Chapter 12, 14, 15 and 16 Babcock & Laschever Schultz & Wang**

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**Assignments due by Tuesday, June 21 at 11:55 pm**
- Submit an original response to the Large Group and Small Group Discussion question

**Assignments due by Friday June 24 at 11:55 pm**
- Young/Middle Adulthood project due
- Respond at least once to the Large Group Discussion
- Respond at least twice to the Small Group Discussion

<table>
<thead>
<tr>
<th>Week 6</th>
<th>June 27 - July 1</th>
<th>Presentations 10 and 11</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Late Adulthood: Social, Emotional, Cognitive Changes and Generativity</td>
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<td>• End of Life Issues</td>
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</tbody>
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**Chapter 17, 18 and 19 Bennett Osbourne**

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Updated 5/18/16
- Dying and Grief

**Assignments due by Tuesday, June 29 at 11:55 pm**
- Watch “Living Old” and submit one original response to the Large Group Discussion
- Watch “Randy Pausch’s Last Lecture” and submit an original response to the Small Group Discussion question

**Assignments due by Friday July 1 at 11:55 pm**
- Older Adult Narrative Inquiry project due
- Respond at least once to the Large Group Discussion
- Respond at least twice to the Small Group Discussion

Grading Policy: For the course grade, the total accumulation of points will be used to determine your grade based on the following:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
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<tr>
<td>76-73</td>
<td>C</td>
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<tr>
<td>72-70</td>
<td>C-</td>
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<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-60</td>
<td>D</td>
</tr>
<tr>
<td>59-</td>
<td>F</td>
</tr>
</tbody>
</table>

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

**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.

**Dispositions**
The dispositions of **Professionalism** will be assessed in this class. Professionalism is assessed by examining your conduct as a student both in your interactions with the instructor as well as
other students. Students who show impairment in this regard may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on this dimension.

**Counseling Psychology Professionalism Dispositions Rubric**

<table>
<thead>
<tr>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions IL-LUC-DISP.1</td>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
</tr>
<tr>
<td>Course work IL-LUC-DISP.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via performance in course.</td>
<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via substandard course work performance.</td>
</tr>
<tr>
<td>Field work IL-LUC-DISP.1</td>
<td>Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.</td>
<td>Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.</td>
</tr>
</tbody>
</table>

**Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)
The link above directs students to the statements on Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and the Electronic Communication Policies and Guidelines.