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 two 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).

**Required Text**


**Required Readings**


Kinsella, M. T., & Monk, C. (2009). Impact of Maternal Stress, Depression and Anxiety on Fetal


Schatzki, N., Macdonald, T., Greening, A., Burns, S., Cascio, M., Pioneer Productions., National
Geographic Channel (Television station: Washington, D.C.), Fox Television Studios.


**Required Media**

Gender Pay Gap podcast

In the Womb
LUC Librbary
http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA21116826720002506
Youtube
https://www.youtube.com/watch?v=33R2zTGK1eM

Inside the Teenage Brain
http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/

Living Old

Meg Jay: Why 30 is not the new 20
https://www.ted.com/talks/meg_jay_why_30_is_not_the_new_20?language=en

Poor Kids
http://www.pbs.org/wgbh/pages/frontline/poor-kids/

Poor Kids follow-up article

Press Play TED Radio Hour
http://www.npr.org/programs/ted-radio-hour/390249044
Randy Pausch’s Last Lecture
http://www.cmu.edu/randyslecture/

**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). The Sakai website is: https://sakai.luc.edu/portal/site/CPSY_454_002_1769_1174

Although this is a distance course, 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). 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 get your topic approved by Friday, May 26, 2017. The project will be due on Friday, June 16, 2017.**

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 and integrating how your socio-cultural context has influenced your adjustment to that life stage. You will use Arnett’s Emerging Adulthood Theory or Levinson’s Seasons of Life Theories to frame your individual development. To organize this paper, first select a transition that has meaning for you personally right now (e.g., establishing romantic relationships, career change, decision to become a parent, empty nest syndrome, caretaking of elderly relatives) and talk about how the Adult Development Theory you selected would describe that transition. Then discuss whether your transition in this area was challenged or facilitated by your social context. You should cite relevant literature from the models or other literature that supports your analysis, 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 23, 2017.**

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, June 30, 2017.**

4. Participation (12 points/12%): This class will involve on-line small group discussion based on questions submitted by the instructor and it is expected that all students will participate in these dialogues. Students will be clustered into groups of five students each. A respectful back and forth dialogue is encouraged. Students are expected to make one original response to each question and then at least one follow-up response for each question. Two question will be posted most 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 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 response 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.

**Schedule:**
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading and Media</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• Introduction</td>
<td>Chapter 1; Brofenbrenner; Leventhal &amp; Brooks</td>
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<td>• Contextual Models of Development (17A, 17H)</td>
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<tr>
<td></td>
<td>• Psychodynamic Models of Development</td>
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<td>May 22-26</td>
<td>Assignments due by Tuesday, May 23 at 11:55 pm</td>
<td>• Submit an original response to the both discussion questions</td>
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<td></td>
<td>• Post a short video to your small group, introducing yourself</td>
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<td></td>
<td>• Upload a profile photo to your Sakai account</td>
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<td>Assignments due by Friday, May 26 at 11:55 pm</td>
<td>• Child/Adolescent Project Topic Due</td>
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<td>• For both discussion questions, respond to at least one other post</td>
<td>• For both discussion questions, respond to at least one other post</td>
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<td>Week 2</td>
<td>• Prenatal Development &amp; Birth</td>
<td>Chapter 2, 3, 4 and 6; Borstein et al.; Rothenbaum; Kinsella &amp; Monk; “In the Womb”</td>
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<td>May 29-June 2</td>
<td>• Infancy: Physical and Emotional Development (12D)</td>
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<td>Assignments due by Tuesday, May 30 at 11:55 pm</td>
<td>• Submit an original response to the both discussion questions</td>
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<td>Assignments due by Friday, June 2 at 11:55 pm</td>
<td>• Child/Adolescent Outline Due</td>
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<td>• For both discussion questions, respond to at least one other post</td>
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<td>Week 3</td>
<td>• Cognitive and Language Development of Infancy/Toddlers: Piaget and Vygotsky (1B, 12A, 12B, 12C, 17J)</td>
<td>Chapter 5, 8 and 10; Tronick &amp; Beeghly; Tomasetto et al.; “Poor Kids”; “Poor Kids” Follow-up</td>
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<td>June 5-9</td>
<td>• Social and Emotional Development in Childhood</td>
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<td>• The Meaning of Play and Moral Development (3B, 3E)</td>
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<td>Assignments due by Tuesday, June 6 at 11:55 pm</td>
<td>• Submit an original response to the both discussion questions</td>
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<td>Assignments due by Friday, June 9 at 11:55 pm</td>
<td>• For both discussion questions, respond to at least one other post</td>
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| Week 4          | June 12-16 | • Physical and Cognitive Development in Childhood: The World of School  
• Adolescent Physical and Cognitive Changes  
• Sexuality and Abstract Thinking (3B, 6C, 15B) | Chapter 7, 9, 11 and 13; Manning et al.; Arnett; Levinson; “Inside the Teenage Brain” |
|----------------|------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                |            | **Assignments due by Tuesday, June 13 at 11:55 pm**  
• Submit an original response to the both discussion questions |                                                                                  |
|                |            | **Assignments due by Friday, June 16 at 11:55 pm**  
• Child/Adolescent Project Due  
• For both discussion questions, respond to at least one other post |                                                                                  |
| Week 5         | June 19-23 | • Adolescent and Early Adult Social and Emotional Changes  
• Identity Search and Development (3E, 6D, 9C)  
• Middle Adulthood: Cognitive, Social, Physical, and Emotional Changes  
• Vocational Satisfaction and Family Life (1C) | Chapter 12, 14, 15 and 16; Babcock & Laschever; Schultz & Wang; “Gender Pay Gap”; “Press Play”; “Meg Jay: Why 30 is not the new 20” |
|                |            | **Assignments due by Tuesday, June 20 at 11:55 pm**  
• Submit an original response to the both discussion questions |                                                                                  |
|                |            | **Assignments due by Friday June 23 at 11:55 pm**  
• Young/Middle Adulthood project due  
• For both discussion questions, respond to at least one other post |                                                                                  |
| Week 6         | June 26-30 | • Late Adulthood: Social, Emotional, Cognitive Changes and Generativity  
• End of Life Issues  
• Dying and Grief | Chapter 17, 18 and 19; Osbourne; “Living Old”; “Randy Pausch’s Last Lecture” |
|                |            | **Assignments due by Tuesday, June 27 at 11:55 pm**  
• Submit an original response to the both discussion questions |                                                                                  |
|                |            | **Assignments due by Friday, June 30 at 11:55 pm**  
• Older Adult Narrative Inquiry project due  
• For both discussion questions, respond to at least one other post |                                                                                  |

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

100-93 points  A
92-90 points  A-
89-87 points  B+
86-83 points  B
82-80 points  B-
79-77 points  C+
76-73 points  C
72-70 points  C-
69-67 points  D+
66-60 points  D
59-      F

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.

**Conceptual Framework and Conceptual Framework Standards**
The SOE’s Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this course primarily through CFS1: Candidates critically evaluate current bodies of knowledge in their field. Students will be exposed to a variety of foundational theories surrounding all aspects of human development throughout the lifespan, as well as current research and media to help place human development within a modern context.

**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**
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. 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**

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<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Interactions IL-LUC-CFS.CFS3</td>
<td>Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.</td>
<td>Candidate demonstrates 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>
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<tr>
<td>Course work IL-LUC-CFS.CFS1</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 demonstrates a basic 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>
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<tr>
<td>Field work IL-LUC-CFS2 IL-LUC-CFS4</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 demonstrates a basic 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>
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IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: [http://luc.edu/idea/](http://luc.edu/idea/) and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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 access more information on LiveText here: [LiveText](http://luc.edu/education/syllabus-addendum/).

Syllabus Addendum Link

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.