

CPSY 454: HUMAN DEVELOPMENT:  
EDUCATIONAL AND COUNSELING IMPLICATIONS

Fall 2017

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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—*Social Action Through Education*. 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 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).

**Dispositions:** The disposition 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.

**Social Action Through Education:** As a professional counselor, higher education professional, school psychologist, or counseling psychologist, you can be a vehicle for justice in whatever 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 action as a critical aspect of your professional work. The School of Education conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**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.

Required Materials:

Berk, L. (2014). *Exploring Lifespan Development (3E)*. Boston: Allyn & Bacon. ISBN-10: 0205957382

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:** Genetic 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

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**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**

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**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:

Adams, K. B., Sanders, S. & Auth, E. A. (2004). Loneliness and depression in independent living retirement communities: Risk and resilience factors. *Aging and Mental Health*, 8, 475-485.

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

Bennett, K. (2007). No sissy stuff: Toward a theory of masculinity and emotional expression in older widowed men. *Journal of Aging Studies*, 21, 347-356.

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.

- Levinson, D. (1986). A conception of adult development. *American Psychologist*, *41*, 3-13.
- Levy, D. J., Heissel, J. A., Richeson, J. A. & Adam, E. K. (2016). Psychological and biological responses to race-based social stress as pathways to disparities in educational outcomes. *American Psychologist*, *71*, 455-473.
- Manning, W. D., Giordano, P. C., & Longmore, M. A. (2006). Hooking Up: The relationship contexts of “nonrelationship” sex. *Journal of Adolescent Research*, *21*(5), 459-483.
- McEwan, B. & Guerrero, L. K. (2012). Maintenance behavior and relationship quality as predictors of perceived availability of resources in newly formed college friendship networks. *Communication Studies*, *63*, 421-440.
- Moreno, A. J., Klute, M. M., & Robinson, J. L. (2008). Relational and individual resources as predictors of empathy in early childhood. *Social Development*, *17*, 613-637.
- Nelson, T. D. (2016). Promoting healthy aging by confronting ageism. *American Psychologist*, *71*, 276-282.
- Osbourne, J. W. (2012). Psychological effects of the transition to retirement. *Canadian Journal of Counselling and Psychotherapy*, *46*, 45-58.
- Qualls, S. H. (2016). Caregiving families within the long-term services and support system for older adults. *American Psychologist*, *71*, 283-293.
- Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture. *American Psychologist*, *55*, 1093-1104.
- Smith, G. E. (2016). Healthy cognitive aging and dementia prevention. *American Psychologist*, *71*, 268-275.
- 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 developmental 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 (or four) 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 30 minute presentation using Power Point. 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. Additionally, group projects require equitable participation by all group members. Each person should turn in a written summary of his/her part of the presentation (including the background research and the recommendations you compiled). You will also be asked to rate your group partners' contributions to this project and the extent to which each person participated in a professional manner. This information will be one determinant of your grade. Approve your topic with the instructor via email by 9/19/17. This project is "due" (i.e., will be presented) during classes on October 31 & November 7, 2017.

2. Adulthood Analysis Project (20%): You will be doing a self-analysis of developmental issues relevant to your current or a recent life stage and integrating how your family 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 and to integrate the relevance of family context, you will use the Family Lifecycle Model. 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. Second, describe where your family members are within the Family Lifecycle Model. Then, discuss whether your transition into the area you selected (e.g., going back to school) was challenged or facilitated by your family's larger context and whether your experience is consistent with those theories. You should cite relevant literature from the models or other literature that supports your analysis, but the "data" should be your own experience. More details about this assignment will be discussed in class. Page limit is 5 pages. Due October 24, 2017.

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 5, 2017.

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 29	Introduction	Chapter 1
September 5	Contextual Models of Development (17A, 17H) & Psychodynamic Models of Development	Brofenbrenner, Leventhal & Brooks
September 12	Prenatal Development & Birth: Inside the Womb	Chapter 2-3 Borstein et al.
September 19	Infancy: Physical & Emotional Development (12D)	Chapter 4 & 6 Rothenbaum
September 26	Cognitive & Language Development of Infancy/Toddlers: Piaget & Vygotsky (1B, 12A, 12B, 12C, 17J)	Chapter 5 Tronick & Beeghly
October 3	Social & Emotional Development in Childhood The Meaning of Play & Moral Development (3B, 3E)	Chapter 8, 10 Moreno et al.
October 10	Mid-semester break	
October 17	Physical & Cognitive Development in Childhood: The World of School	Chapter 7, 9 Tomasetto et al.
October 24	Adolescent Physical & Cognitive Changes Sexuality & Abstract Thinking (3B, 6C, 15B)	Chapter 11, 13 Arnett, Levy et al.
October 31	Adolescent & Early Adult Social And Emotional Changes, Identity Search & Development Group Presentations I	Chapter 12, 14 Levinson, McGwen & Guerrero, Manning et al. (3E, 6D, 9C)
November 7	Middle Adulthood: Cog, Soc, Physical Emotional Changes: Work & Family Life(1C) Group Presentations II	Chapter 15-16 Osbourne
November 14	Late Adulthood: Social, Emotional, Cognitive Changes & Generativity	Chapter 17-18 Bennett et al., Nelson, Smith

November 21	Aging in Place & End of Life Issues	Chapter 19 Adams et al., Quall
November 28	Death and Grief	
December 5	Why positive development is a challenge Papers Due, Wrap Up	

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.

### **IDEA Course Evaluation Link for Students**

At the end of this course, you will need to provide an evaluation via the IDEA Campus Labs website: <http://luc.edu/idea/> by going to the *Student IDEA Log In*.

### **LiveText**

LiveText is used to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Use this link for additional information about [LiveText](#).

## **Loyola University Chicago School of Education Syllabus Addendum**

### **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/> 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](#).

### **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*.

### **IDEA Course Evaluation Link for Students**

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