CPSY 454: HUMAN DEVELOPMENT:
EDUCATIONAL AND COUNSELING IMPLICATIONS

Summer 2018

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

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)

The specific SOE Conceptual Framework Standard that will be assessed in the course is CFS1: Candidates critically evaluate current bodies of knowledge in their field. The rubric for this is located on LiveText (see below for link).

Specific to the topic, goals for students are:

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).

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.

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*.

Required Materials:

Berk, L. (2013). *Exploring Lifespan Development* (3rd edition). Boston: Allyn & Bacon. ISBN-10: 0205957382

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.

In the Womb
LUC Librbary
http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA211168267 20002506
Youtube
https://www.youtube.com/watch?v=33R2zTGK1eM

The Linguistic Genius of Babies

https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies

The Moral Life of Babies
https://www.youtube.com/watch?v=HBW5vdhr_PA

School of the Future
http://www.pbs.org/wgbh/nova/body/school-of-the-future.html

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

Living with Herbie
https://assets.aarp.org/external_sites/caregiving/multimedia/LifeWithHerbie.html

Can You Afford to Retire?
http://www.pbs.org/wgbh/frontline/film/retirement/

Living Old
http://www.pbs.org/wgbh/pages/frontline/livingold/view/

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.

Assignments:

1. Child or Adolescent Project (30%): 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). 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 your audience (i.e., parents and/or practitioners working with this age group). 3) Create a power point presentation that integrates the aformentioned information. 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. Limit yourself to no more than 20 slides. Approve your topic with the instructor via email by 6/1/18. **The project will be due on June 15, 2018.**

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 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. Page limit is 5 pages. See the assignment description on Sakai for more details. **Due Friday, June 22, 2018.**

3. Older Adult Narrative Inquiry Project (25%): 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 June 29, 2018.**

4. Participation (25%): 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 by making one substantial comment or response to each of the posted questions. Two questions/assignments will be posted in the Discussion Board per week.

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 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. Here are some guidelines for posting comments:

- Posting must be substantive. You should write no less than 200 words for each discussion.
- Postings must reflect your knowledge of the material from the current week as well as previous weeks' readings and videos, where appropriate. You may react to another student's post as a part of your post, but it cannot be a duplication of content (i.e., it can be a "starting off" point for your reflection).

- 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.

Schedule:

May 21-25	Introduction	Chapter 1
	Contextual Models of Development	Articles: Brofenbrenner,
	(17A, 17H) & Psychodynamic Models of Development	Leventhal & Brooks
May 28-June 1	Prenatal Development & Birth	Chapter 2-3 Borstein et al. **In The Womb**
	Infancy: Physical &Emotional Development (12D)	Chapter 4 & 6 Rothenbaum
June 4-8	Cognitive & Language Development of Infancy/Toddlers: Piaget & Vygotsky (1B, 12A, 12B, 12C, 17J)	Chapter 5 & 7 Tronick & Beeghly **Linguistic Genius**
	Social& Emotional Development in Childhood The Meaning of Play & Moral Development (3B, 3E)	Chapter 8, 10 Tomasetto et al., Moreno et al. **Moral Life of Babies**
June 11-15	Physical & Cognitive Development in Childhood: The World of School	Chapter 9 & 11 **School of the Future** Levy et al.

	Adolescent Physical & Cognitive Changes	Chapter 11 & 12
	Sexuality & Abstract Thinking	Arnett,
	(3B, 6C, 15B)	**Inside the Adolescent Brain**
June 18-22	Early Adult Social And Emotional Changes,	Chapter 13, 14 Levinson, McGwen & Guerro, Manning et al
	Identity Search & Development	**Living with Herbie**
	(3E, 6D, 9C)	
	Middle Adulthood: Cog, Soc, Physical Emotional Changes: Vocational Satisfaction and Family Life (1C)	Chapter 15-16 Osbourne **Can You Afford to Retire**
June 25-29	Late Adulthood: Social, Emotional, Cognitive Changes & Generativity	Chapter 17-18 **Living Old** Adams et al., Qualls, Bennett et al, Nelson, Smith
	End of Life Issues Dying and Grief	Chapter 19

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/projects/posts 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.

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

	Target	Acceptable	Unacceptable
Interactions	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work	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	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	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.
Field work	Candidate demonstrates a working knowledge	Candidate demonstrates a basic knowledge of	Candidate fails to demonstrate an understanding of

	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.	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.	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.

Syllabus Addendum Link
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.

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Loyola University Chicago
School of Education
Syllabus Addendum

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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/ 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.

<u>Syllabus Addendum Link</u>

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.***