

**CPSY 454: HUMAN DEVELOPMENT:
EDUCATIONAL AND COUNSELING IMPLICATIONS
Summer2018**

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LT 1142

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. 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. 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. Specially, therefore, this course is designed to help students achieve two learning goals: (1) gaining knowledge of human development and (2) learning to apply knowledge in your professional field.

Note: The two course objectives are the objectives that students will be asked to evaluate at the end of the semester via the IDEA on-line course evaluation system. In the IDEA system, these are labeled (1) Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories), and (2) Learning to apply course material (to improve thinking, problem solving, and decisions). The addendum to this syllabus (see last page) explains more about the IDEA Course Evaluation System.

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 links to the class syllabus (under "Syllabus"), introductory lectures (under "Lessons"), case discussion (under "Forum"), self-introduction and project assignments (under "Assignments"), and quizzes (under "Tests and Quizzes"). The Sakai website is: <https://sakai.luc.edu/portal/directtool/b246887c-753d-4581-8310-838f84739f54/>

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.

Course Requirements

Students are expected to have read all material for the course and engage in on-line discussion on the readings. Grading will be based on self-introduction video (2%), syllabus quiz (2%), weekly

quiz (18%), child or adolescent project (30%), young and middle adulthood project (30%), and weekly case discussion (18%).

1. **Self-Introduction Video (2%):** To facilitate class interaction, students will record a short video introducing yourself to the entire class. Please include your name, your program, your knowledge/course background regarding developmental psychology/human development, what you hope to learn from this class, and anything else you would like other students to know about you. Submit your video through the Assignments section of Sakai.
2. **Syllabus Quiz (2%):** To facilitate your understanding of the syllabus, there is a quiz focused on the content of the syllabus. You can find the quiz in the Tests and Quizzes section of Sakai. Once you start it, you have two hours to answer 10 multiple choice questions. You will only have one chance and will be able to see the immediate feedback for your answer after the quiz.
3. **Weekly Case Discussion (18%):** This class will involve on-line group discussion based on cases submitted by the instructor. It is expected that all students will participate in these dialogues by making one substantial comment or response to each of the posted questions. One case along with the questions will be posted in the Forum section of Sakai per week.

Guidelines for Case 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. Here are some guidelines for posting comments:

- Posting must be substantive. You should write no less than 40 words for each discussion question. Each case study typically has 2-3 discussion questions.
 - Postings must reflect your knowledge of the material from the current week (as well as previous weeks' content, 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 issues in cases. They should not stray far from the case topics.
4. **Weekly Quiz (18%):** You will take a weekly quiz (open book) to ensure you gradually build the knowledge foundation through the course. There are six quizzes in total, and each quiz focuses on information covered in the corresponding week. You can find the quiz in the Tests and Quizzes section of Sakai. Once you start a quiz, you will have only two hours to answer 10 multiple choice questions. So it is recommended that you read the textbook before taking the quiz. You will only have one chance for each quiz and will be able to see the immediate feedback for your answer after the quiz.
 5. **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*. Each student is expected to read at least 10 journal articles in addition to information from the textbook. (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), and (3) Create a power point presentation that integrates the aforementioned information and submit it through the Assignments section of Sakai. 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 (excluding reference). Approve your topic with the instructor via email by 6/8/18. **The project will be due on June 15, 2018.**

Guidelines for Child or Adolescent Project

Your presentation will be evaluated in terms of:

- Your knowledge of the topic of your choice, including the literature information and its implications.
- Your critical thinking skills, such as a deep and synthetic analysis of information and your original ideas.
- Your organization of information, such as the logic flow and writing in your presentation.

6. **Young and Middle Adulthood Project (30%):** Based the multidimensional model of development, you will be doing a synthetic self-analysis of developmental issues relevant to your current or a recent life stage and integrating how your cultural-social (e.g., norms and expectations), family (e.g., culture, structure, rules, interpersonal dynamics, and parenting), education (e.g., peer relationships and academic performance), individual history (e.g., past choices and relationships), and genetic (e.g., hereditary materials) context has influenced your adjustment to that life stage. 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). Second, choose at least three backgrounds from your cultural-social, family, education, individual history, and genetic backgrounds relevant to your transition and describe them. Last, discuss how your transition into the area you selected (e.g., going back to school) was influenced by the developmental backgrounds of your choice. You can cite relevant literature on developmental theories/research that supports your analysis, but the "data" should be your own experience. Your paper should have 3 to 5 pages (excluding the references, double-spaced). Please submit the final paper through the Assignments section of Sakai. **Due Wednesday, June 27, 2018.**

Guidelines for Young and Middle Adulthood Project

Your project will be evaluated in terms of:

- Your knowledge of human development.
- Your critical thinking skills, such as an appropriate application of the knowledge in your self-analysis.
- Your organization of information, such as the logic flow and writing in your paper.

Late Assignment Policy: 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.

Grading:

Final course grades will be assigned on the following basis:

90.0-100% = A

87.0-89.99% = B+

80.0-86.99% = B

77.0-79.99% = C+

70.0-76.99% = C

60.0-69.99% = D

<60% = F

Text & Readings

Required Text:

Broderick, P. C., & Blewitt, P. (2014). *The life span: Human development for helping professionals* (Fourth Edition). Upper Saddle River, NJ: Pearson Education. ISBN 13: 978-0-13-294288-1

Supplementary Readings:

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.

Bronfenbrenner, 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.

See Reading Assignments on the attached course schedule. All, except where otherwise noted, can be downloaded from the University Library electronic data base. Those that are unavailable electronically will be posted on Sakai.

In the Womb
LUC Library

http://loyola-primoxhosted.exlibrisgroup.com/01LUC:Library_Collections:01LUC_ALMA21116826720002506

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/>

Course Schedule

Class	Content	Assignment Due
5/21-5/25	Organizing Themes in Development Epigenesis and the Brain: The Fundamentals of Behavioral Development	Chapter 1 Chapter 2 Weekly Quiz 1 and Case Discussion Due on 5/25 Syllabus Quiz and Self-Introduction Video Due on 5/25
5/28-6/1	Cognitive Development in the Early Years Emotional Development in the Early Years The Emerging Self and Socialization in the Early Years	Chapter 3 Chapter 4 Chapter 5 Weekly Quiz 2 and Case Discussion Due on 6/1
6/4-6/8	Realms of Cognition in Middle Childhood Self and Moral Development: Middle Childhood Through Early Adolescence Gender and Peer Relationships: Middle Childhood through Early Adolescence	Chapter 6 Chapter 7 Chapter 8 Weekly Quiz 3 and Case Discussion Due on 6/8 Approve your topic of Child or Adolescent Project by 6/8/18
6/11-6/15	Physical, Cognitive, and Identity Developments in Adolescence The Social World of Adolescence	Chapter 9 Chapter 10 Child or Adolescent Project Due on 6/15 Weekly Quiz 4 and Case Discussion Due on 6/15

6/18-6/22	Physical and Cognitive Developments in Young Adults Socioemotional and Vocational Developments in Young Adulthood Middle Adulthood: Cognitive, Personality, and Social Development	Chapter 11 Chapter 12 Chapter 13 Weekly Quiz 5 and Case Discussion Due on 6/22
6/25-6/29	Living Well: Stress, Coping, and Life Satisfaction in Adulthood Gains and Losses in Late Adulthood	Chapter 14 Chapter 15 Young and Middle Adulthood Project Due on 6/27 Weekly Quiz 6 and Case Discussion Due on 6/29

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Social Action through Education. As a counselor or counseling psychologist, you can be a vehicle of social justice in whatever setting you work and in whatever role you exercise in your career. This course will provide you with the knowledge that you need to assure that your professional efforts to alleviate suffering and promote self-development and self-determination are as empirically-based as possible.

DIVERSITY

Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. We will cover educational and career development issues with diverse populations to facilitate your work with diverse clients and communities.

DISPOSITIONS

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of Professionalism, Inquiry, and Social Justice. The specific disposition that student should develop in this class is Professionalism. The descriptions of the expected behaviors for the listed disposition can be found on the rubric posted in LiveText for this course.

**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/

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***.