CPSY 454: HUMAN DEVELOPMENT:
EDUCATIONAL AND COUNSELING IMPLICATIONS

Summer 2020

INSTRUCTOR: Elizabeth M. Vera, Ph.D.
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OFFICE HOURS VIA ZOOM: MONDAYS 3-5 PM, FRIDAYS 10-12 AM (5/18 - 6/26)
RESPONSIVENESS AND ON-LINE COMMUNICATION: My preferred modality of communication is via email. I am committed to monitoring my email carefully and responding to your messages within 24 hours or less during the work week. You can also leave voice messages at the number listed above. Those messages are converted to text and appear in my email inbox. We can also set up Zoom meetings during the office hours listed above. If you plan to drop into a Zoom meeting (or need to arrange one at an alternative time), let me know so I can grant you permission to do so.

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/](http://luc.edu/idea/) by going to the **Student IDEA Log In**.

**Required Materials:**


**Required Articles:**


In the Womb
https://www.bing.com/videos/search?q=In+the+Womb&docid=608049463427730583&mid=BF A9BB842ECAC525DFB3BFA9BB842ECAC525DFB3&view=detail&FORM=VIRE

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

**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).

Although this is an on-line 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 via Zoom during office hours or by appointment.

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 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 aforementioned 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 5/29/20. **The project will be due on Friday, June 12, 2020.**

2. Early or Middle Adulthood Project (35%): You will be doing a self-analysis of developmental issues relevant to your current or a recent life stage and integrating how your family of origin context (or family of creation if more appropriate) 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. You have articles in your reading list that describe these theories. 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 8 pages. See the assignment description on Sakai for more details. **Due Friday, June 26, 2020.**

OR

3. Older Adult Narrative Inquiry Project (35%): 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 (including what questions you asked) and a developmental analysis of the issues raised. Length: 8 pages max. **Due Friday, June 26, 2020.**

4. Participation (25%): This class will involve on-line 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.

**Academic Integrity**

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. Below is an excerpt, quoted directly, of the university’s statement on integrity.

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

1. Material copied from a published source: print, internet, CD-ROM, audio, video, etc.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.”

Read through [Loyola’s full statement on Academic Integrity](#) here.
Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors’ rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to APA Guidelines. Read more about LUC’s copyright resources online: luc.edu/copyright.

Intellectual Property

All lectures, notes, PowerPoints and other instructional materials in this course are the intellectual property of the professor. As a result, they may not be distributed or shared in any manner, either on paper or virtually without my written permission. Lectures may not be recorded without my written consent; when consent is given, those recordings may be used for review only and may not be distributed. Recognizing that your work, too, is your intellectual property, I will not share or distribute your work in any form without your written permission.

Statement of Intent

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Student Support

Special Circumstances--Receiving Assistance
Students are urged to contact me should they have questions concerning course materials and
procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Links to Resources

- **ITS HelpDesk**
  - Email: helpdesk@luc.edu
  - Phone: 773-508-4487

- **Library**
  - Subject Specialists: http://libraries.luc.edu/specialists

- **Services for Students with Disabilities**

- **Writing Center**

- **Ethics Hotline**
  - Phone: 855.603.6988

- **Center for Tutoring and Academic Excellence**

- **Loyola Bookstore**

- **Financial Aid**

**Technology Privacy and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or 773-508-4487.

Below you will find links to privacy policies as well as support documentation for the technology we’ll use in the course:

- **Sakai**
  - Sakai Privacy policy
  - Sakai Support Documentation

**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.

Schedule:

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<thead>
<tr>
<th>May 18-22</th>
<th>Introduction</th>
<th>Chapter 1</th>
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<tbody>
<tr>
<td></td>
<td>Contextual Models of Development</td>
<td>Articles:</td>
</tr>
<tr>
<td></td>
<td>(17A, 17H) &amp; Psychodynamic Models of Development</td>
<td>Brofenbrenner,</td>
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<tr>
<td></td>
<td></td>
<td>Leventhal &amp; Brooks</td>
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| May 25-May 29 | Prenatal Development & Birth | Chapter 2-3 |
Infancy: Physical & Emotional Development (12D)  
June 1-5  Cognitive & Language Development of Infancy/Toddlers: Piaget & Vygotsky (1B, 12A, 12B, 12C, 17J)  
June 8-12  Physical & Cognitive Development in Childhood: The World of School  
June 15-19  Early Adult Social And Emotional Changes, Identity Search & Development (3E, 6D, 9C)  
June 22-26  Late Adulthood: Social, Emotional, Cognitive Changes & Generativity  

Borstein et al.  
In The Womb  
Chapter 4 & 6  
Rothenbaum  
Chapter 5 & 7  
Tronick & Beeghly  
Linguistic Genius  
Chapter 8, 10  
Tomasetto et al., Moreno et al.  
Moral Life of Babies  
Chapter 9 & 11  
School of the Future  
Levy et al.  
Chapter 11 & 12  
Arnett, Inside the Adolescent Brain  
Chapter 13, 14  
Levinson, McGwen & Guerro, Manning et al.  
Living with Herbie  
Chapter 15-16  
Osbourne, Stewart et al.  
Can You Afford to Retire  
Chapter 17-18  
Living Old  
Adams et al., Qualls,
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- points 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**

<table>
<thead>
<tr>
<th>Interactions</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>and clients</td>
<td>Course work</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>
</tr>
</tbody>
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