Instructor: Chelsea N. Yanuaria, M.A.
Email: eyanuaria@luc.edu
Phone: (253) 335-1081
Office Hours by appointment via Zoom: https://luc.zoom.us/j/81207621841
My preferred modality of communication is via email. I am committed to monitoring my email carefully and responding to your messages within 24 hours during the work week.

**School of Education Commitment - COVID-19:** Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis,* or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Spring – 2021 Return**
RETURN to CAMPUS Checklist
RETURN to CAMPUS Guidance
Required Personal Safety Practices
COVID-19 Testing and Reporting Protocol
COVID-19 Campus Updates
COURSE DESCRIPTION & OBJECTIVES:

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).

REQUIRED TEXT:

REQUIRED ARTICLES:


**In the Womb**  
[Life Before Birth - In the Womb - YouTube](https://www.youtube.com/watch?v=Lz7w6W5FVdw)

**The Linguistic Genius of Babies**  
[Patricia Kuhl: The linguistic genius of babies | TED Talk](https://www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies)

**The Moral Life of Babies**  

**School of the Future**  

**Inside the Teenage Brain**  

**Living with Herbie**  
[Living with Herbie on Vimeo](https://vimeo.com/14992361)

**Can You Afford to Retire?**  

**Living Old**  
[Living Old | Watch S2006 E15 | FRONTLINE | PBS | Official Site](https://www.pbs.org/wgbh/nova/body/living-old.html)
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 by appointment.

COURSE REQUIREMENTS:

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 June 4. Due June 18, 2021.

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. Please limit to 8 pages. **Due July 2, 2021.**

**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. Please limit to 8 pages. **Due July 2, 2021.**

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:

Submitting as one's own:
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.

SCHOOL OF EDUCATION VISION:

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

SCHOOL OF EDUCATION MISSION:

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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 culturally relevant, theoretically grounded, and evidence based.

DIVERSITY:

Your programs are committed to issues of diversity, including, but not limited to, ability status, ethnicity, gender, race, sexual orientation, and social class. This course will cover a variety of theoretical and evidence-based approaches to working with diverse children, adolescents, families, 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.
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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

Center for Student Access and Assistance (CSAA)
Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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
## COURSE SCHEDULE:

### Week 1:
**May 24-28**
- **Introduction**
- **Contextual Models of Development** & **Psychodynamic Models of Development**
  - Articles: Brofenbrenner, Leventhal & Brooks

### Week 2:
**May 31-June 4**
- **Prenatal Development & Birth**
  - Borstein et al.
  - *In The Womb*
- **Infancy: Physical & Emotional Development**
  - Rothenbaum

### Week 3:
**June 7-11**
- **Cognitive & Language Development**
  - Tronick & Beeghly
  - *Linguistic Genius*
- **Social & Emotional Development in Childhood**
  - Chapter 8, 10
  - Tomasetto et al., Moreno et al.
  - *Moral Life of Babies*

### Week 4:
**June 14-18**
- **Physical & Cognitive Development in Childhood: The World of School**
  - Levy et al.
- **Adolescent Physical & Cognitive Changes**
  - Arnett,
  - *Inside the Adolescent Brain*

### Week 5:
**June 21-25**
- **Early Adult Social And Emotional Changes,**
  - Levinson, McGwen & Guerro, Manning et al.
  - *Living with Herbie*
- **Identity Search & Development**
  - Osbourne, Stewart et al.
  - *Can You Afford to*
Week 6:  Late Adulthood: Social, Emotional, Cognitive Changes & Generativity
June 28- July 2
End of Life Issues
Dying and Grief

Retire
Chapter 17-18
Living Old
Adams et al., Qualls, Bennett et al, Nelson, Smith
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.
### Counseling Psychology Professionalism Dispositions Rubric

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<thead>
<tr>
<th></th>
<th><strong>Target</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Unacceptable</strong></th>
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</thead>
<tbody>
<tr>
<td>Interactions</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>
</tr>
<tr>
<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>
<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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</tbody>
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Loyola University Chicago
School of Education
Syllabus Addendum

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**The 13 possible objectives you will select from are listed below:**
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**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**

https://www.luc.edu/education/academics/syllabi/

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*. 