



JOHN FELICE

**ROME
CENTER**

PSYCH 273: Developmental Psychology

John Felice Rome Center

Fall 2019

Mondays & Wednesdays | 15:45-17:00 pm

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Office Hours: Mon./Wed., 17:00-17:45 PM by appointment

Course Description

Developmental psychology is the scientific study of how humans change across the lifespan. In this course, a particular focus will be given to the physical, cognitive, social, and emotional aspects of development from the prenatal period through adolescence. We will also examine how contexts - such as families, peers, schools, neighborhoods, and culture shape infant and children's development; and how children's own characteristics and environments jointly shape their development.

Students considering a career in nursing should have a thorough understand the relationship between a person's medical and psychological needs and thus the study of developmental psychology should be a critical component to every nurse's training. Part of understanding patients and their needs is the nurse's knowledge of how humans grow, change and adapt to both the good and to life's challenging circumstances. This course specifically addresses the following types of developmental change: 1) **Physical**: the way the body and its functions mature from infancy to adolescence, 2) **Cognitive**: the way in which we consciously think about certain things, how we understand, learn and remember, 3) **Social**: the ways that we react and interact socially (with other people), 4) **Intellectual**: the growth of logical thinking, 5) **Perceptual**: learning about the ability to understand a person, place, or thing from a human perspective, 6) **Personality**: as influenced by the setting we grow up in and the physical aspects of our development, and 7) **Emotional**: growth and the ability to use those emotions to progress forward in individual development. Additionally as students studying within an international setting, students will also be encouraged to actively identify, examine and compare the human developmental experience within the Italian cultural context (e.g. The Reggio Emilia Educational Method, etc.)

Whether it be as parents one day or as healthcare providers for infants and children, the student's ability to correctly observe, identify, analyze and assess infants and young children's behaviors will be an important and necessary skill. This course provides students the opportunity to begin to develop that skill through recurrent review of videos depicting infant and children's developmental milestones or applicable developmental theories of children's development. Information will be presented in lectures, readings, class discussion, and videos reviewed by the student during and between class time. With these things in mind and to facilitate the student's critical thinking and observational skills, the course has four learning objectives:

Course Objective #1: To gain factual knowledge (e.g., terminology, key concepts, methods, trends, and research findings) of what, how, and why socioemotional, cognitive and physical changes occur from infancy through adolescence.

Course Objective #2: To learn fundamental principles (e.g., nature vs. nurture, 'active' child), generalizations, and theories of infants through adolescent development.

Course Objective #3: To learn to apply course material to inform and improve your critical thinking, observational and assessment skills, problem solving, decision-making to real life situations, medical reports, research findings and issues important in infants through adolescent development.



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Course Objective #4: To develop your verbal and writing skills, so that you may clearly and concisely articulate what you have observed and learned, and to demonstrate that self-understanding through written application assignments.

Format of the Course: The *course meets twice a week, on Mondays and Wednesdays from 15:45-17:00 PM*. Student **attendance is mandatory**. Prior to each class, **students are expected to complete assigned readings**.

Throughout the course, students are expected to their own hand-written class notes, that is WITHOUT the use of a laptop computer or tablet in class (laptops and mobile phones are prohibited during classtime). Best practices derived through learning research has repeatedly found that *to write is to learn double the amount*.

During each class, students are expected to contribute to class discussions, as a percentage of the students' grade will be derived from attendance and active participation. Class time will emphasize the most important developmental concepts of infancy, childhood and adolescence and further amplified through review of video examples.

This **course assumes prior completion and mastery of foundational psychological concepts customarily presented in PSYC 101**. As a result, it will be the students' responsibility to review those concepts outside of class time (i.e., research methodology, human biology, classical and operant conditioning), for application to developmental concepts presented in this course.

Required Text / Materials

Textbook: Siegler, R., Eisenberg, N., DeLoache, J., & Saffran, J. (2017). "How Children Develop" (5th ed.). New York: Worth Publishers and Macmillan Learning. E-text and Launchpad (web-based supplemental materials for text) available at www.launchpadworks.com.

Additional on-line video links (both required review and recommended for review) below, as well as links such as: www.cdc.gov/ncbddd/actearly/milestones/index.html.

Assigned readings as posted on Sakai, and as found on various online publications, etc. and as referenced on Sakai

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy.

Class attendance, punctuality, preparation and active participation in course discussions are expected from every student. Prompt attendance that will be taken at the beginning of each class, **preparation and active participation** in course discussions are **expected from every student**. For all JFRC classes meeting twice a week (as is the case for this course) **students cannot incur more than two unexcused absences**. This course meets twice a week, thus a total of two unexcused absence(s) will be permitted. Unexcused absences beyond these will result in 1% lowering of the final course grade, for every absence after the "approved limit".

The final course grade will drop by 1% for each additional absence. The **following are not acceptable excuses for missing class**: scheduled flights or trips, job interviews, picking up relatives at the airport, touring with family or friend visitors, etc. **Attendance and punctuality are basic requirements**.



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Punctuality is strictly required as every two delays is recorded as a marked unexcused absence. The lack of punctuality affects the students' participation grade. A delay is considered the student arriving or not yet ready to take notes or participate in class after the time when the instructor is ready to begin class.

Student attendance and punctuality will be taken at the beginning of each class. **It is the sole responsibility of the student to sign the attendance sheet** distributed at the beginning of each class. Failure to sign the attendance sheet or "forgetting to sign the attendance sheet" will still be recorded as an unexcused student absence from that class. Students will be informed by email of their recorded unexcused class absences or being late for class by the instructor.

The student class participation grade is based on how the student contributes to class by offering ideas and asks questions in class. To receive an A participation grade the student needs to: regularly attend class (not more than the number of unexcused excuses per JFRC policy), and *almost always* participates in class (e.g., asks questions and offer ideas, discusses and contributes with experiences and reflective thoughts, and actively listens in class). To earn a B participation grade the student needs to: the student *often* participated in class, whereas the student who earns a C participation grade will *sometimes* participate in class. Students earning a D participation grade will *almost never* participate in class. Students who earn a F participation grade *very rarely or never* participated in class.

Class Decorum prohibits the wearing of all hats (baseball and otherwise), use of cell phones, or eating, drinking and smoking. Use of a laptop to take notes or use of a mobile phone for any non-course related purpose at any time (e.g., email, Facebook, web browsing, homework for another course) is strictly prohibited. If it becomes clear that you are using your mobile phone in class for a purpose unrelated to lecture, it will negatively affect your participation grade.

Assessment Components

Grades will be based on the following activities:

- 20% of final grade: Initial In-Class Examination – Week 5 of Course
- 25% of final grade: Second In-Class Examination – Week 10 of Course
- 30% of final grade: Final In-Class Examination - Week 15 of Course
- 15% of final grade: Course Project: Personal Developmental Timeline (DUE on date of Course FINAL)
- 10% of final grade: Class participation, promptness and decorum (as described above)
- **This course DOES NOT include extra credit options.**

45% of final grade = Initial and Second In-Class Examinations (Weeks 5 and 10). In-class examinations may include multiple choice and/or fill-in-the-blank type questions. MISSED examinations (due to any circumstances other than the criteria outlined and required for a medically excused class absence) will automatically merit a failing grade (of zero) and will be counted toward the final grade. Travel plans and other commitments may NOT interfere with in-class examinations. **This course also DOES NOT include extra credit options.**

30% of final grade = Final In-Class Examination (Week 15 of Course). CUMULATIVE Final In-Class Examination will may include multiple choice and/or fill-in-the-blank type questions. MISSED examinations (due to any circumstances other than the criteria outlined and required for a medically excused class absence) will automatically merit a failing grade (of zero) and will be counted toward the final grade. Additionally and especially in regard to the final in-class examination, **travel plans are an invalid reason for taking an early**



exam, especially the final exam. Do not make travel arrangements that conflict with the final exam in this course (see schedule below). **This course also DOES NOT include extra credit options.**

Seventy percent (70%) of the material on each exam will come from the textbook and the lectures, and thirty percent (30%) of the material on the exam will come from the textbook but will not necessarily be covered during class lectures. Students are responsible for all material on the exams. *Review of a multiple-choice examination question will only be considered for further review if $\geq 75\%$ of the class fails to correctly respond to that examination question.*

Makeup Exams: An unexcused absence will earn the student a zero (0) for a missed initial and/or second exam. No exceptions! Invalid reasons for missing an exam include: other exams on the same day, taking a vacation, not being prepared, having work, forgetting, oversleeping, planned travel, hosting visitors and/or family in Roma etc.

Only students who have a **valid** and **documented medical** reason for missing the initial or second exam will be provided a make-up examination must be completed within one week of the scheduled exam. **Valid reasons for missing an examination include serious personal illness or family emergency (i.e. death in the family).** The make-up exams will consist of an *all-essay make-up examination and/or a 30-minute oral make-up examination*, so if you are able to take the regular exam it will probably be to your benefit.

15% of final grade = Final Project: Developmental Time-Line (DUE on SAKAI ON the DATE of the COURSE FINAL EXAMINATION). The final project affords the student the opportunity to truly learn something about him/her self, so that by the end of this course the student hasn't merely memorized (and then forgotten) multiple concepts but applied them to their own personal development. As a result, the student is also more likely able to remember them when raising or professionally caring and treating infants, children or adolescents.

Content for the final project will most likely come from several personal sources: the student's personal recollections and the collective recollections the student gathers from parents and family members (grandparents, aunts and uncles, older siblings, even previous babysitters). Students will 'nest' those personal examples (i.e.: their physical, cognitive, social, peers, family, and emotional milestones from the prenatal period through late adolescence) along a developmental timeline. While personal and confidential in nature, the student's final project will ultimately demonstrate the student's correct application and comprehensive synthesis of the developmental theories presented in this course. Students are MOST HIGHLY ENCOURAGED to begin and regularly apply class material to their final project throughout the semester, which in turn will lead to the student's 'layering' and synthesis of course material as applied to the student's own personal developmental.

Students may choose whichever final project format (see possible examples below) that most comprehensively expresses and demonstrates the student's comprehensive understanding and synthesis of the major infant / child / adolescent developmental theories presented throughout the semester. Because the final project will be due at the end of the semester (and therefore not likely to be returned to the student), students might select a format that allows them to prepare both a personal copy and a copy they can hand-in for their final project.

How to be get started on your final project: 1) List you major life events by year (i.e.: date of birth, place of birth, parent's names and occupations, brothers and sisters names and birth dates, learning to walk and talk, going to school, places you have lived or traveled to, kindergarten friends, starting school, primary school friends, any sporting interests or achievements, any creative interests, achievements or performances, any



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positive things that have happened in your life, any negative things that have happened in your life, going overseas to study abroad)! 2) Research: Parents, family and friends can help you recall events and developmental milestones from your infancy and childhood. 3). Record those events – both positive and negative – along either side of a horizontal line which represents a chronology of your own life from birth to the present. Indicate years and months on which events occurred in chronological order. It is expected that your preference is to keep this confidential and thus all information contained within will be treated as confidential. 4) Remember to keep the events in your time line in the correct order – and to complete it as things actually happened.

Grading

94-100:	A	77-79:	C+
90-93:	A-	74-76:	C
87-89:	B+	70-73:	C-
84-86:	B	67-69:	D+
80-83:	B-	60-66:	D
		59 or lower:	F

Academic Integrity Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago's guidelines. Loyola's standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook. Plagiarizing on a written assignment in this class will result in a zero on the assignment. To learn more about plagiarism, see: www.plagiarism.org

Class Conduct An important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (e.g., gendered, racial, or ethnic) comments, especially comments directed at a classmate.

Intellectual Property All lectures, notes, PowerPoints, and other instructional materials in this course are my intellectual property. As a result, they *may not be distributed or shared in any manner* without my written permission. ***Lectures may not be recorded or photographed 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. Find more information on LUC's copyright policy online: www.luc.edu/copyright.

General Policies: Students should check Sakai regularly for relevant updates. Please contact me after class in order to make an office appointment so that we might discuss whatever your question or concern might be. ***I am very happy to answer any concern or question you might have in regard to the course, but I DO NOT carry on 'conversations' via email, so if you have a question or request contact me after class.***

Accessibility Accommodations Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

The minimal passing grade for a course taken under the Pass/Fail option will be a C minus (C-). A C- will be the minimum acceptable grade for university undergraduate requirements, such as the University Core Curriculum and the Values Across the Curriculum requirements.



Course Schedule* The following course schedule and outline should be viewed as a “road map” for the coming semester. Any “detours” from this schedule (such as a change in reading material or test dates) will be provided in advance of the change during the regular class meeting and subsequently also posted to Sakai. Students are responsible for recording these changes when they are presented. You are encouraged to keep this schedule and refer to it often.

DATE	WEEK	TOPIC	ASSIGNED READINGS	PAGES
Sept 2, 2019 M	1	Course Introduction		
Sept 4, 2019 W	1	Introduction to Developmental Themes and Foundations	Siegler, R., et al. (2017). “How Children Develop” 5 th	8-24
Sept 9-11	2	Prenatal Development & Newborn Period	<i>As above (Siegler)</i>	44-85
Sept 16-20 F	3	Biology and Behavior	<i>As above (Siegler)</i>	113-136
Sept 23-25	4	Theories of Cognitive & Moral Development	<i>As above (Siegler)</i>	144-179; 592-620
Sept 30	5	Seeing, Thinking, & Doing in Infancy	<i>As above (Siegler)</i>	191-233
October 2nd	5	INITIAL IN-CLASS EXAMINATION 20%	<i>(All the above)</i>	
Oct 7-9	6	Language Development & Symbol Use	<i>As above (Siegler)</i>	241-282
Oct 11-20		Fall Break - NO CLASSES		
Oct 21-23	7	Conceptual Development	<i>As above (Siegler)</i>	289-310
Oct 28-30	8	Intelligence & Academic Achievement	<i>As above (Siegler)</i>	327-364
Nov 4-6	9	Theories of Social Development	<i>As above (Siegler)</i>	374-389 392-411
Nov 11-13	10	Emotional Development	<i>As above (Siegler)</i>	419-458
Nov 13, 2019	10	SECOND IN-CLASS EXAMINATION 25%	<i>(All above since Oct 7th)</i>	
Nov 18-20	11	Attachment Others / Development of Self	<i>As above (Siegler)</i>	467-499
Nov 25-27	12	Peer Relationships	<i>As above (Siegler)</i>	550-583
DEC 2-4, 2019	13	The Family	<i>As above (Siegler)</i>	512-543
DEC 7-12 2019	14	FINAL IN-CLASS EXAMINATION 30% *12th*	(CUMULATIVE EXAMINATION)	
December 12th	15	COURSE PROJECT FINAL DUE (15% of grade)	Submit to SAKAI by time of Final Exam	
<p>Disclaimer: * * * All portions of this syllabus are subject to change (any changes will be announced in class and ultimately posted to Sakai). If you miss class, YOU are responsible for checking with a peer in regard to any changes made in your absence.</p>				