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—Professionalism in Service of Social Justice. Thus, factors which facilitate and impede healthy physical, cognitive, social, and affective/emotional development will be emphasized.

Objectives

In general, the three overarching IDEA objectives for this course are:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Specific to the topic, the goals are for students:

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


Additional Resources

In the Womb
[https://www.youtube.com/watch?v=s0WM9oRr07w](https://www.youtube.com/watch?v=s0WM9oRr07w)

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

Autistic Girl Expresses Unimaginable Intelligence
https://www.youtube.com/watch?v=vNZV4Ciccg

“Press Play” TED Radio Hour
http://www.npr.org/programs/ted-radio-hour/390249044

Living Old

Randy Pausch’s Last Lecture
http://www.cmu.edu/randyslecture/

**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:

Section 001: https://sakai.luc.edu/portal/site/CPSY_454_001_2228_1154
Section 002: https://sakai.luc.edu/portal/site/CPSY_454_002_2229_1154

One of the primary struggles of an on-line course is to create a sense of community among the students and instructor, and this will be particularly challenging in a six week summer session course. The course assignments will be structured to help create a sense of community, but please feel free to provide the instructor with feedback at any point during your participation in the course. At the midterm, students will be asked to complete a brief, anonymous survey about their experience and feedback may be incorporated into the remainder of the course.

Additionally, 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.

**Graded Assignments**

1. Child or Adolescent Project (40 points/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 by Friday, May 22, 2015. The project will be due on Friday, June 12, 2015.

2. Young and Middle Adulthood Project (20 points/20%): You will be doing a self-analysis of developmental issues relevant to your current or a recent life stage (i.e., you may either do this retrospectively or contemporaneously). Select a developmental topic that has meaning for you personally (e.g., establishing romantic relationships, career change/indecision, gender identity development, racial identity development, decision to become a parent, empty nest syndrome, caretaking of elderly parents, retirement decisions) and discuss whether your transition in this area was challenged or facilitated by your social context. You may find it useful to do some background reading on the topic you select but the "data" should be your own experience. Page limit is 5 pages. Due Friday, June 19, 2015.

3. Older Adult Narrative Inquiry Project (30 points/30%): 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 Friday, June 26, 2015.

4. Participation (10 points/10%): 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. One assignment or questions will be posted in the Discussion Board per week and students are expected to post an original response (by the date indicated) and to then respond to at least one other student’s response (by the date indicated). A respectful back and forth dialogue is encouraged.
## Schedule:

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
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<tr>
<td>Week 1</td>
<td><strong>Presentation 1</strong>&lt;br&gt;• Introduction&lt;br&gt;• Contextual Models of Development (17A, 17H)&lt;br&gt;• Psychodynamic Models of Development</td>
<td>Chapter 1&lt;br&gt;Brofenbrenner&lt;br&gt;Leventhal &amp; Brooks</td>
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<td>May 18-24</td>
<td><strong>Assignments due by Tuesday, May 19 at 11:59 pm</strong>&lt;br&gt;• Self-Introduction Video posted&lt;br&gt;• Answer one of the discussion questions</td>
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<td><strong>Assignments due by Friday, May 22 at 11:59 pm</strong>&lt;br&gt;• Child/Adolescent Project Topic Due&lt;br&gt;• Respond to at least one of the discussion threads</td>
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<td>Week 2</td>
<td><strong>Presentations 2 and 3</strong>&lt;br&gt;• Prenatal Development &amp; Birth&lt;br&gt;• Infancy: Physical and Emotional Development (12D)</td>
<td>Chapter 2, 3, 4 and 6&lt;br&gt;Borstein et al.&lt;br&gt;Rothenbaum</td>
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<td>May 25-31</td>
<td><strong>Assignments due by Tuesday, May 26 at 11:59 pm</strong>&lt;br&gt;• Watch “In the Womb“ and answer one of the discussion questions</td>
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<td><strong>Assignments due by Friday, May 29 at 11:59 pm</strong>&lt;br&gt;• Respond to at least one of the discussion threads for “In the Womb”</td>
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<td>Week 3</td>
<td><strong>Presentations 4 and 5</strong>&lt;br&gt;• Cognitive and Language Development of Infancy/Toddlers: Piaget and Vygotsky (1B, 12A, 12B, 12C, 17J)&lt;br&gt;• Social and Emotional Development in Childhood&lt;br&gt;• The Meaning of Play and Moral Development (3B, 3E)</td>
<td>Chapter 5, 8 and 10&lt;br&gt;Tronick &amp; Beeghly&lt;br&gt;Tomasetto et al.</td>
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<tr>
<td>June 1-7</td>
<td><strong>Assignments due by Tuesday, June 2 at 11:59 pm</strong>&lt;br&gt;• Watch “Poor Kids“ and answer one of the discussion questions</td>
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<td><strong>Assignments due by Friday, June 5 at 11:59 pm</strong>&lt;br&gt;• Respond to at least one of the discussion threads for “Poor Kids”</td>
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| Week 4 | June 8-14 | Presentations 6 and 7  
- Physical and Cognitive Development in Childhood: The World of School  
- Adolescent Physical and Cognitive Changes  
- Sexuality and Abstract Thinking (3B, 6C, 15B)  
Chapter 7, 9, 11 and 13 Arnett |
|---|---|---|
|  | Assignments due by Tuesday, June 9 at 11:59 pm  
- Watch “Inside the Teenage Brain” and answer one of the discussion questions  
- Watch “Autistic Girl Expresses Unimaginable Intelligence” and answer one of the discussion questions |
|  | Assignments due by Friday, June 12 at 11:59 pm  
- Child/Adolescent Project Due  
- Respond to at least one of the discussion threads for “Inside the Teenage Brain” and/or “Autistic Girl Expresses Unimaginable Intelligence” |
| Week 5 | June 15-21 | Presentations 8 and 9  
- Adolescent and Early Adult Social and Emotional Changes  
- Identity Search and Development (3E, 6D, 9C)  
- Middle Adulthood: Cognitive, Social, Physical, and Emotional Changes  
- Vocational Satisfaction and Family Life (1C)  
Chapter 12, 14, 15 and 16 Schultz & Wang |
|  | Assignments due by Tuesday, June 16 at 11:59 pm  
- Listen to “Press Play” and answer one of the discussion questions. |
|  | Assignments due by Friday June 19 at 11:59 pm  
- Young/Middle Adulthood project due  
- Respond to at least one of the discussion threads for “Press Play” |
| Week 6 | June 22-26 | Presentations 10 and 11  
- Late Adulthood: Social, Emotional, Cognitive Changes and Generativity  
- End of Life Issues  
- Dying and Grief  
Chapter 17, 18 and 19 |
|  | Assignments due by Tuesday, June 23 at 11:59 pm |
• Watch “Living Old” and answer one of the discussion questions
• Watch “Randy Pausch’s Last Lecture” and answer one of the discussion questions

Assignments due by Friday June 26 at 11:59 pm
• Older Adult Narrative Inquiry project due
• Respond to at least one of the discussion threads for “Living Old” and/or “Randy Pausch’s Last Lecture”

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:

100-93 points A
92-90 points A-
89-87 points B+
86-83 points B
82-80 points B-
79-77 points C+
76-73 points C
72-70 points C-
69-67 points D+
66-60 points D
59- F

Late assignments 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 assignment is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml.

For additional academic policies and procedures refer to: http://www.luc.edu/education/resources/academic-policies/

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities
To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line (www.luc.edu/ethicsline) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

Professionalism in the Service of Social Justice
As a professional counselor, higher education professional, school psychologist or counseling psychologist you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.
Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Dispositions
The dispositions of Professionalism and Fairness 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. Fairness is an indication of how you perceive your future clients in terms of social justice issues. 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.

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.