EDUCATIONAL PSYCHOLOGY 740
HUMAN DEVELOPMENT

Course Description: A course in advanced educational psychology designed to develop deeper understanding of human development and learning across the life span. The course examines the contributions of major developmental theorists. A life course perspective is employed. D2L is the learning program that will be used for this online graduate course.

Credit: Three graduate credits

Instructor: Dr. Linda P. Domanski
OM 309A, Office Phone: 724-946-7182, Cell: 724-923-8472
Email: domanslp@westminster.edu

Virtual Office Hours: Tuesdays from 1:30 p.m. – 4:30 p.m.
Wednesdays 12:30-1:30 p.m. Contact via Email.


Grading:

96-100% Of all possible points= A+
94-95% = A
92-93% = A-
90-91% = B+
84-89% = B
82-83% = B-
80-81% = C+
74-79% = C
72-73% = C-
65-71% = D
Below 65% = Failure of course
COURSE OBJECTIVES:
Learning Outcomes

1. Build on knowledge base relative to human development over lifespan
2. Apply understanding of human development to learning/teaching
3. Employ concepts of human development to teaching, counseling, reading and administrative practice
4. Consider life through “human development lenses”
5. Recognize normal and abnormal cognitive, physical, and psychosocial development
6. Recognize typical and atypical social interactions and behavioral patterns
7. Ensure learning of students with disabilities

Approaches

Study of major developmental theorists
Consideration of cognitive, socio-emotional, behavioral, and information processing approaches
Exploration of biological, cognitive, psychosocial, cultural, historical, spiritual, geographical, political, and gender issues.
Research pertinent to human development related issues
Required and supplemental reading and periodic assessment

PDE Aligned Program Standards

I.B.1. ~ Personality theory and self-concept
I.B.2. ~ Family dynamics
I.B.3. ~ Normal and abnormal behavior
I.B.4. ~ Learning theories
I.B.5. ~ Cognitive and moral development
I.B.6. ~ Psychology of exceptional students
I.C.1. ~ Cultural change and diversity
I.C.2. ~ Respect for self and others
I.C.4. ~ Peer influences
I.C.5. ~ Family structures
I.C.6. ~ Differing life patterns
I.C.7. ~ Substance abuse
I.J. ~ Characteristics and identification of the range of exceptional students
III.B.~ Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
<table>
<thead>
<tr>
<th>PDE Aligned Program Standards</th>
<th>Program Related Matrix Areas</th>
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<tbody>
<tr>
<td>PDE Matrix: Standards Aligned</td>
<td>Related Activities for EP 740- Human Development</td>
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<tr>
<td>Approved</td>
<td>Development</td>
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<tr>
<td>II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments</td>
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<tr>
<td>A. Cognitive—Delineate how individuals acquire and process information.</td>
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| 1. Design learning environments to facilitate encoding storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving. | - Study of information processing theory 
- Application to teaching experience 
- Reading 
- Selected human development topic research 
- Human development lens activities |
| 2. Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development. | 2. - Study of stage theories, cognitive and psychosocial 
- Reading 
- Theorist Projects 
- Human development lens activities 
- DVDs and videos |
| 3. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control. | 3. - Human development lens activities 
- Selected human development topic research 
- Application to teaching experience 
- DVDs and videos |
| 4. Specify the experience children need from birth to age eight to prepare them to learn, read, and succeed in school. | 4. - Study of stage theorists 
- Human development lens project 
- Reading 
- Theorist projects 
- Selected human development topic research |
| 5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades. | 5. - Study of early childhood development 
- Reading 
- Application to teaching experience 
- Selected human development research topic 
- Discussion of environmental/cultural matters |
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<tr>
<th>Physical</th>
<th>Study of typical and atypical physical development&lt;br&gt;Reading&lt;br&gt;Application of modifications and accommodations to teaching experience&lt;br&gt;DVDs and videos</th>
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<tr>
<td>Social</td>
<td>Human development lens assignment&lt;br&gt;Reading&lt;br&gt;Study of social development&lt;br&gt;DVDs and videos&lt;br&gt;Selected human development topic research</td>
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<tr>
<td>Behavior</td>
<td>Human development lens assignment&lt;br&gt;Reading&lt;br&gt;Application to teaching experience&lt;br&gt;Study of socio-emotional development</td>
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**B. Physical** — Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.

**B.**

- Study of typical and atypical physical development
- Reading
- Application of modifications and accommodations to teaching experience
- DVDs and videos

**C. Social** — Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.

1. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent/child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.

2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.

**C.**

1.
- Human development lens assignment
- Reading
- Study of social development
- DVDs and videos
- Selected human development topic research

2.
- Human development lens assignment
- Reading
- Application to teaching experience
- Study of socio-emotional development

**D. Behavior** — Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.

**D.**

- Study of typical and atypical behaviors
- Reading
- Selected human development research topics
- Embedded videos
- Application to teaching experience
Assignments:

1. **Interview:** Due September 8th Saturday, by 4:00 PM in D2L Dropbox
   Dropbox: Value 20 points

   For this assignment you are to interview in individual (a relative, friend, or neighbor, typically not one of your students) under the age of 18. This will be a semi-structured interview (meaning you must have a set of about ten questions but can ask impromptu follow up questions for clarity if need be) to determine the following information: his or her self-concept, potential risks/challenges to healthy development, and protective factors in place.

   You will submit the interview questions and the responses from your interviewee, and a reflection on the interview process. For the reflection, you will discuss the experience over all, anything that surprised you, as well as any challenges you may have encountered while conducting the interview. Typically this can be accomplished in 3-5 pages, excluding the cover page.

   Interview Questions included
   Insightful Reflection on Q and A
   APA 6th ed. Format
   (times newroman,12 point font, 1 inch margins, running head, coverpage...)
   Total: 20 points

   If you do not have the APA manual you may also consult Purdue Owl [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

2. **Development of Self and Turning Points**
   **Due by September 21st, Friday, by 11:00 PM**
   in Dropbox: Value 20 points

   For this assignment you will analyze your own stages of development through the lens of Erickson’s Theory of Psychosocial Development (listed on pg. 185, 238, 376-7, 440-441, and other stages as appropriate found in the text. For each stage please describe the significant tasks to be completed, how these manifested in your life, and where you currently see yourself and why; keep in mind that your developmental timeline may differ from Erickson’s. As part of this assignment, please also identify significant events or turning points in your life thus far that have brought you to where you are now. Use the narrative provided by Ryden in the course content materials to inform this part of your work.

   For example, you may be 30 and returning to school for a new career, thus redefining your identity and falling in the Identity vs. Role Diffusion stage. Typically this completed
assignment is anywhere from **4-7 pages** in length. The final paragraph may be a reflective summation of your life thus far naming any future goals you hope to achieve.

3. **Topical area of interest** with respect to Life-span Development **Paper**

Papers should be no more than 7-10 pages and in APA 6th ed format (times new roman, 12 point font, 1 inch margins, running head, cover page…) If you do not have the APA manual you may also consult Purdue Owl [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/) Due: **October 5th by 11:00 p.m.**

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**Total Points:** 50

**Sample Topics**

- Eating Disorders
- Children of Incarcerated Parents
- Cyber bullying
- Developmental Delays
- Self esteem
- Teenage Pregnancy
- Children of Divorce
- Birth Order
- Other as approved by instructor

**Title and Topic Example:** “Socio-emotional Effects of Teenage Boys with Incarcerated Parents”
4. THEORIST Research Project

Possible theorists to research and share about:

Jean Piaget
Erik Erikson
Lawrence Kohlberg
Lev Vygotsky
Robert Coles
Howard Gardner
Arnold Gesell
Daniel Goleman
Sigmund Freud
B.F. Skinner
Daniel Levinson
Carol Gilligan
Albert Bandura
Others as contained in course text

Requirements for this theorist research assignment:
Length: Four pages minimum, no longer than seven total 3 points
Mechanics/Grammar: 5 points
Focus: An emphasis on contributions to human development 12 points
Format: Creative, such as a resume, newsletter, camp brochure, or menu (just to name a few examples) 20 points
References: In APA Format 10 points
Total points: 50 points

This creative research assignment is to be submitted to D2L Dropbox by 10/12/18 no later than 11:00 p.m.

5. Quizzes: You will have 3 opportunities to take quizzes during this course. Quiz 1 will be posted under the quiz tab during Week 2, Quiz 2 will take place during Week 5 and Quiz 3 will be available during Week 8 of the course under the same quiz tab on the menu bar. Each quiz is worth 25 points for a total of 75 points.

6. Discussion posts: Due by the end of the week posted by 11:00 PM Friday. The instructor will respond by the end of the weekend to all original posts. Each week you will thoughtfully respond to the discussion topic and at least 2 of your peers’ discussion posts. Each weekly post is worth 5 points and each response is worth 2.5 points for a total of 10 points per week or 80 total points for the semester.

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<th>Week/Dates</th>
<th>Readings/Materials</th>
<th>Assignments/Due</th>
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<tbody>
<tr>
<td>Week I Aug. 20-26th</td>
<td>Chapters 1-3, all included content items/links</td>
<td>Weekly Discussion; Begin thinking about an individual to interview</td>
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<td>Week II Aug. 27-Sept. 2nd</td>
<td>Chapters 4-6, included content and links</td>
<td>Weekly Discussion; Consider a topic for H.D. Research and begin; <strong>Quiz 1</strong>;</td>
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<tr>
<td>Week III Sept. 3-9th</td>
<td>Chapters 7 &amp; 8, included content/links</td>
<td>Weekly Discussion; Consider theorist to research, Begin Turning Point paper <strong>Student Interview Due</strong></td>
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<td>Week IV Sept. 10-16th</td>
<td>Chapters 9 &amp; 10, included content/links</td>
<td>Weekly Discussion; Work on research projects</td>
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<tr>
<td>Week V Sept. 17-23rd</td>
<td>Chapters 11 &amp; 12, included content/links</td>
<td>Weekly Discussion; <strong>Turning Point Paper Due Quiz 2</strong></td>
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<tr>
<td>Week VI Sept. 24-30th</td>
<td>Chapters 13-16, included content/links</td>
<td>Weekly Discussion; Work on research projects</td>
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<tr>
<td>Week VII Oct. 1-7th</td>
<td>Chapters 17-19, included content/links</td>
<td>Weekly Discussion; <strong>Topic of Interest Research Paper Due</strong></td>
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<tr>
<td>Week VIII Oct. 8-13th</td>
<td>Chapter 20, included content/links</td>
<td>Weekly Discussion; <strong>Quiz 3; Theorist Project Due</strong></td>
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**Program Statement**

The Counselor Education program prepares counselors to serve students, school staff, families and the community at large. To be prepared to work with these constituents effectively, students must be able to perform adequately in academic work, conduct themselves in an appropriate interpersonal manner and be open to opportunities for personal exploration and growth. A student’s continuation in the program may be delayed if his or her academic performance, interpersonal or emotional well-being interferes with learning or the operation of the program. Students have the right and personal responsibility to only share or disclose issues and information with which they feel comfortable.

**Academic Integrity**

Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College’s Academic Integrity Policy. The Westminster Policy provides a detailed description of what is considered academic integrity, behaviors which are viewed as breaches of the policy, the procedures that will be followed in every case of violation of the policy and the consequences of violating the policy. Students are also required to follow the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with
either code is not justifiable excuses. All written work is electronically submitted to Turnitin.com, a plagiarism detection service once it is placed into D2L.

Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an “F” on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

**Disability Policy**

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Resource Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations.