



**Lifespan Development CM521-A**  
**3 Hours**  
**Fall 2019**

**Course Introduction**

<b>Instructor:</b>	<b>Linda Robinson, Psy.D., LCPC</b>
<b>Course Section #</b>	<b>CM521</b>
<b>Course Meeting Day/Time</b>	<b>Thursdays 1:00 pm – 3:50 pm</b>
<b>Office and Hours:</b>	<b>Mon. - Thurs. – 1:00 pm to 8:00 pm</b>
<b>Phone:</b>	<b>312-467-2514</b>
<b>E-mail:</b>	<b><a href="mailto:lrobinson@thechicagoschool.edu">lrobinson@thechicagoschool.edu</a> (Best Method of Contact)</b>
<b>Course Website:</b>	<b><a href="https://tcsedsystem.instructure.com/courses/42284">https://tcsedsystem.instructure.com/courses/42284</a></b>

**Official Course Description**

This course examines normal development from infancy through advanced age, focusing on the development of perceptual and cognitive processes, psychosocial roles, and familial interpersonal processes. Current clinical approaches are examined from diverse theoretical viewpoints and in light of recent research findings. Cultural diversity and individual differences are integral to this course.

**Institutional Learning Outcome Addressed**

**Scholarship**

Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

- Students will competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation
  - **By the end of this course, students will be able to...**
    - **Identify theories of individual and family development across the lifespan (II. F. 3. a)**
    - **Define theories of normal and abnormal personality development (II. F. 3. c)**

**Diversity**

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- Students will demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling
  - **By the end of this course, students will be able to...**
    - **Recognize ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (II.F.3.i)**

**Professional Behavior**

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- Students will show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.
  - **By the end of this course, students will be able to...**
    - **Outline systemic and environmental factors that affect human development, functioning, and behavior (Il. F. 3. f)**

**Professional Practice**

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- Students will demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.
  - **By the end of this course, students will be able to...**
    - **Describe biological, neurological, and physiological factors that affect human development, functioning, and behavior (Il. F. 3. e)**

**Required and Optional Texts and Electronic Reserves**

**Required Texts**

Title (APA Format)	ISBN-13	Publisher's Price
<i>Kuther, T. L. (2017). Lifespan Development: Lives in Context. Los Angeles: CA: Sage</i>	9781483368856	\$138

**Optional but Recommended Texts and Readings**

Arnett, J.J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist, 54*, 317-326.

Durlak, J.A., Weissberg, R.P., Dymnicki A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing student’s social and emotional learning: A meta-analysis of school based universal interventions. *Child Development, 82*(1) 405-432.

Ellis B.H., MacDonald, H.Z., Lincoln, A.K., & Cabral, H.J. (2008). Mental health of Somali adolescent refugees: The role of trauma, stress and perceived discrimination. *Journal of Counseling and Clinical Psychology, 76*(2) 184-193.

Gonzales R.G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American Sociological Review, 76*(4) 602-619.

Iwamoto, D.K., Negi J.N., Partiali, R.N., & Creswell, J. (2013). Racial and ethnic identity formation process of second generation Asian Indian Americans: A phenomenological study. *Journal of Multicultural Counseling and Development, 41*, 224-239.

Kirkpatrick Johnson, M. (2002). Social origins, adolescent experiences, and work value trajectories during the transition to adulthood. *Social Forces 80*(4) 1307-1340.

Kronemyer, D. (2009). Two case studies from *The Life span: Human development for helping professionals* by P.C. Broderick and P. Blewitt

- Lee, K., & Johnson, A. (2007). In cultural contexts: Implications of cultural psychology for early childhood education. *Early Childhood Education, 25*, 233-243.
- Lee, J.H., Heo, N., Lu, J., & Portman T.A.A. (2013). Qualitative exploration of acculturation and lifespan issues of elderly Asian Americans. *Adulthood Journal, 12*(1) 4-23.
- Newman, B. M., & Newman, P.R. (2014). Major theories for understanding human development. In M. Williams (Eds.), *Development through life: A psychosocial approach* (pp. 44-58). Belmont, CA: Wadsworth.
- Newman, B.M., & Newman, P. R. (2014). Toddlerhood (Ages 2 to 4 years). In M. Williams (Eds.) , *Development through life: A psychosocial approach.* (pp. 193-235). Belmont, CA: Wadsworth.
- Newman, B.M., & Newman, P.R. (2014) . Middle childhood (6 to 12 years). In M. Williams (Eds.), *Development through life: A psychosocial approach.* (pp. 281-324). Belmont, CA: Wadsworth.
- Patterson, A.D., & Hakim-Larson, J. (2012). Arab youth in Canada: Acculturation, enculturation social support and life satisfaction. *Journal of Multicultural Development, 40*, 206 – 215.
- Philipps, R. M., & Degges-White, S. (2014). A new look at transgenerational trauma transmission: Second generation Latino immigrant youth. *Journal of Multicultural Counseling and Development, 42*, 174-187.
- Salazar, C.F., & Abrams, L.P. (2005). Conceptualizing identity development in members of marginalized groups. *Journal of Professional Counseling: Practice, Theory and Research, 33*, 47-59.
- Schore, J.R. & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Journal of clinical social work, 36*, 9-20.
- Sikes, A., & Hays, D.G. (2010). The developmental impact of child abuse on adulthood: Implications for counselors. *Adulthood Journal, 9*(1) 26-35.
- Sikes, A. & Hays, D. (2010). The developmental impact of childhood abuse on adulthood: Implications for counselors. *Adulthood Journal, 9*(1) 26-35.
- Sloan, T. (2009) Theories of personality. In D.R. Fox and I. Prillettensky (Eds.) *Critical psychology: An introduction.* (pp. 57-74). Thousand Oaks, CA: Sage Publications Ltd.
- William's J.M., & Portman, T.A.A. (2014) "No one ever asked me": Urban African American student's perceptions of educational resilience. *Journal of Multicultural Counseling and Development, 42*,

<b>Course Rubric</b>
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<b>CACREP STANDARDS MET THROUGH CLASS</b>			
<b>CACREP Standard Code</b>	<b>CACREP Standard</b>	<b>Manner Taught</b>	<b>Manner Assessed</b>
<b>II. F. 3. a</b>	Theories of individual and family development across the lifespan	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Videos</li> <li>• Article Discussion</li> <li>• Readings: Kuther Ch. 1, 5, 6, 7, 9, 11, 15</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Midterm</li> <li>• Articles</li> <li>• Research Paper</li> <li>• Portfolio</li> <li>• Final</li> </ul>
<b>II. F. 3. c</b>	Theories of normal and abnormal personality development	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Videos</li> <li>• Article Discussion</li> <li>• Readings: Kuther Ch. 6, 8, 10, 12, 14, 16, 18</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Midterm</li> <li>• Articles</li> <li>• Final</li> </ul>
<b>II. F. 3. e</b>	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Videos</li> <li>• Article Discussion</li> <li>• Readings: Kuther Ch. 2, 3, 4, 7, 9, 11, 13, 15, 17</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Midterm</li> <li>• Articles</li> <li>• Final</li> </ul>
<b>II. F. 3. f</b>	Systemic and environmental factors that affect human development, functioning, and behavior	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Videos</li> <li>• Article Discussion</li> <li>• Readings: Kuther Ch. 2,</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Midterm</li> <li>• Articles</li> <li>• Research Paper</li> <li>• Final</li> </ul>
<b>II. F. 3. i</b>	Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Videos</li> <li>• Article Discussion</li> <li>• Readings: Kuther Ch. 2, 3, 4, 6, 9, 10, 11, 13, 14, 16, 18</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Midterm</li> <li>• Articles</li> <li>• Research Paper</li> <li>• Final</li> </ul>

<b>Learning Outcomes Addressed</b>	<b>Demonstration Level 1</b>	<b>Demonstration Level 2</b>	<b>Demonstration Level 3</b>	<b>Demonstration Level 4</b>
Theories of individual and family development across the lifespan	No ability to understand the Theories of individual and family	Basic ability to understand the Theories of individual and	Intermediate ability to understand the Theories of individual and	Advanced ability to understand the Theories of individual and

	development across the lifespan	family development across the lifespan	family development across the lifespan	family development across the lifespan
Theories of normal and abnormal personality development	No ability to understand the Theories of normal and abnormal personality development	Basic ability to understand the Theories of normal and abnormal personality development	Intermediate ability to understand the Theories of normal and abnormal personality development	Advanced ability to understand the Theories of normal and abnormal personality development
Biological, neurological, and physiological factors that affect human development, functioning, and behavior	No ability to understand the Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Basic ability to understand the Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Intermediate ability to understand the Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Advanced ability to understand the Biological, neurological, and physiological factors that affect human development, functioning, and behavior
Systemic and environmental factors that affect human development, functioning, and behavior	No ability to understand the Systemic and environmental factors that affect human development, functioning, and behavior	Basic ability to understand the Systemic and environmental factors that affect human development, functioning, and behavior	Intermediate ability to understand the Systemic and environmental factors that affect human development, functioning, and behavior	Advanced ability to understand the Systemic and environmental factors that affect human development, functioning, and behavior
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	No ability to understand the Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Basic ability to understand the Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Intermediate ability to understand the Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Advanced ability to understand the Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

**Course Requirements**

**1. Attendance and Participation: 30 points**

Attendance is essential. Students are expected to notify instructor of absences in advance (if at all feasible). Excusing an absence is left to the discretion of the instructor. Two absences will result in *one full final course letter grade reduction* (e.g., a “B” would become a “C”). Three absences will result in *failure of the course* (i.e., a letter grade of “F”).


Class participation is a requirement, and students are expected to come to class prepared and having read the assignments. **This course actively depends on student initiative and persistence in keeping up with readings and making lively contributions to class discussions.**

**2. Final Exam: (Due 11/21, total 200 points)**

There will be a multiple choice final covering basic concepts from texts, lectures and discussions. The final exam will be administered on Canvas. Further details regarding the exam will be provided by the instructor.

**3. Web Exercises: (3 exercises - 50 points each - Due 9/12, 9/26 and 10/31)**

You are to complete 3 Web Exercises. The instructions for these Web Exercises are posted on Canvas

**4. Research Paper - Literature Review (Due 11/7, 100 points)  and PowerPoint Presentation (20 points)**

Choose a topic of interest within the field of lifespan development and write a 6 to 8 page APA style paper. Your paper will review the research literature on a topic related to lifespan development such as Dementia, Fetal Alcohol Syndrome, Midlife Crisis, Death and Dying, Down Syndrome, Puberty, etc., referring to at least a minimum of 8 articles from scholarly journals in counseling (no websites, newspapers, or magazines). **You will also provide a 20 minute (brief) PowerPoint oral presenting regarding your research paper to your peers in class.** Provide **PowerPoint** hard copy handouts to your peers and instructor at the beginning of your presentation.

**You must be prepared to present prior to class. Delivering your presentation late because you still have not printed out your handout will result in a reduction of points.**

The presentation outline:

- a. Present the significance of your topic relative to Lifespan Development (key terms and subtopics to be discussed, etc.). In other words, what does your topic have to do with Lifespan Development?
- b. Present the main arguments, views and issues of your selected topic.
- c. Present the strengths and weakness of the literature reviewed.
- c. Conclusions: Describe the implications of the research reviewed, gaps in research and the need for future research.
- d. Your paper should be written in a **narrative format (no outlines)** per APA style (title page, subheadings, a running head, double spaced, Times New Roman 12 point font, in-text citations, reference list, 1" margin on all sides, etc.).

**Class Schedule, Assignments, and Grading**

Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
<u>Unit 1</u> <u>8/29</u>	Syllabus	Theories of individual and family	Kuther Ch. 1 Kuther Ch. 2		Participation

Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	Chapter 1: Understanding Human Development: Approaches and Theories	development across the lifespan  Theories of normal and abnormal personality development  Video on Kanopy: Human Brain Development	Kuther Ch. 1  In-class chapter activity.  Lecture		
<u>Unit 2</u> <u>9/5</u>	Chapter 2: Biological and Environmental Foundations	Biological, neurological, and physiological factors that affect human development, functioning, and behavior  Video on Kanopy: Cracking your Genetic Code	Kuther Ch. 2  Lecture  In-class chapter activity.		Participation
<u>Unit 3</u> <u>9/12</u>	Chapter 3: The Prenatal Period, Birth, and the Newborn  Chapter 4: Physical Development in Infancy and Toddlerhood	Systemic and environmental factors that affect human development, functioning, and behavior  Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Kuther Ch. 3  Lecture  In-class chapter activity.  <b>Web Exercise LO 1.4 Learning How to Be a Critical Consumer of Research</b>	50 points	Participation  Rubric
<u>Unit 4</u> <u>9/19</u>	Chapter 4: Physical Development in Infancy and Toddlerhood	Biological, neurological, and physiological factors that affect	Kuther Ch. 4  Lecture		Participation

Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	Chapter 5: Cognitive Development in Infancy and Toddlerhood	human development, functioning, and behavior  Systemic and environmental factors that affect human development, functioning, and behavior	In-class chapter activity.		
<b><u>Unit 5</u></b> <b><u>9/26</u></b>	Chapter 6: Socioemotional Development in Infancy  Chapter 7: Physical and Cognitive Development in Early Childhood	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Kuther Ch. 6-7  Lecture  In-class chapter activity.  <b>Web Exercise LO 5.4 Alzheimer's Disease</b>	50 points	Participation
<b><u>Unit 6</u></b> <b><u>10/3</u></b>	Chapter 8: Socioemotional Development in Early Childhood  Chapter 9: Physical and Cognitive Development in Middle Childhood	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Kuther Ch.8, 9  Lecture  In-class chapter activity.		Participation
<b><u>Unit 7</u></b> <b><u>10/10</u></b>	Chapter 10: Socioemotional Development in Middle Childhood Chapter	Biological, neurological, and physiological factors that affect human development,	Kuther Ch. 10-11  Lecture		Participation



Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
	Chapter 11: Physical and Cognitive Development in Adolescence	functioning, and behavior	In-class chapter activity.		
<u>Unit 8</u> <u>10/17</u>	Chapter 12: Socioemotional Development in Adolescence  Chapter 13 Physical and Cognitive Development in Early Adulthood	Biological, physiological factors that affect human development, neurological, and functioning, and behavior	Kuther Ch. 12-13  Lecture  In-class chapter activity.		Participation
<u>Unit 9</u> <u>10/24</u>	Chapter 14: Socioemotional Development in Early Adulthood  Chapter 15: Physical and Cognitive Development in Middle Adulthood	Biological, neurological, and physiological factors that affect human development, functioning, and behavior	Kuther Ch. 14  Lecture  In-class chapter activity.		Participation
<u>Unit 10</u> <u>10/31</u>	Chapter 16: Socioemotional Development in Middle Adulthood  Chapter 17: Physical and Cognitive Development in Late Adulthood  Chapter 18: Socioemotional Development in Late Adulthood	Biological, physiological factors that affect human development, neurological, and functioning, and behavior	Kuther Ch. 15-16  Lecture  In-class chapter activity.  <b>Web Exercise LO 14.3 Parent-Adolescent Conflict</b>	N/A    50 points	Participation

Week	Topic	Course Learning Outcomes	Readings and Assignments	Points / Due Date	Assessment Method / Tool
<u>Unit 11</u> <u>11/7</u>	RESEARCH IN LIFESPAN DEVELOPMENT PRESENTATIONS	Biological, physiological factors that affect human development, neurological, and functioning, and behavior	Kuther Chap 17-18  All Reading Assignments  In-class chapter activity.  <b>Final Paper Due</b>	5 Presentations- 20 points   100 points	Participation
<u>Unit 12</u> <u>11/14</u>	RESEARCH IN LIFESPAN DEVELOPMENT PRESENTATIONS	Biological, physiological factors that affect human development, neurological, and functioning, and behavior	All Reading Assignments	5 Presentations 20 points	Participation
<u>Unit 13</u> <u>11/21</u>	RESEARCH IN LIFESPAN DEVELOPMENT PRESENTATIONS RESEARCH IN	Biological, physiological factors that affect human development, neurological, and functioning, and behavior	<b>Final Exam Due</b>  All Reading Assignments	5 Presentations 20 points  Exam - 200 Points	Participation  <b>Wrap-Up</b>
<u>Unit 14</u> <u>11/28</u>		<b>HOLIDAY</b>			

### Course Rubric Levels

Assignments for this course are as follows:

Learning Objective	Assignment	Measurement	Expected Result
1 - 5	Attendance & Participation	30 points	90% of students will achieve 90% or higher
1-5	Final Exam	200 points	90% of students will achieve 90% or higher
1 - 5	Web Exercises	150 points	90% of students will achieve 90% or higher
3 – 5	Research Paper and Presentation	120 points	90% of students will achieve 90% or higher
<b>Total</b>		<b>500 points</b>	

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	94-100%	470-500 points
A-	4	90-93%	450-469 points
B+	3	88-89%	440-449 points
B	3	83-87%	415-439 points
B-	2	80-82%	400-414 points
C	1	70-79%	350-399 points
F	1	69% and below	349 points or lower

### Statement on Final Grades

Some courses may use online course management software, such as Canvas, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Academic Portal.

<b>POLICY</b>	
<a href="#"><b>CLICK HERE FOR SYLLABUS PART 2: POLICIES</b></a>	
<b>INTRODUCTION</b>	
<ul style="list-style-type: none"> <li>• <b>COMMITMENT TO DIVERSITY</b></li> </ul>	
<b>ACADEMIC POLICIES AND PROCEDURES</b>	
<ul style="list-style-type: none"> <li>• <b>CLASS CANCELLATION</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>CREDIT HOUR</b></li> </ul>	
<ul style="list-style-type: none"> <li>• <b>GRADING POLICIES</b> <ul style="list-style-type: none"> <li>○ <b>ADMINISTRATIVE GRADES</b> <ul style="list-style-type: none"> <li>▪ <b>INCOMPLETE</b></li> </ul> </li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• LEAVE OF ABSENCE                             <ul style="list-style-type: none"> <li>○ MILITARY LEAVE OF ABSENCE</li> </ul> </li> </ul>
<b>FINANCIAL AID AND STUDENT ACCOUNT POLICIES</b>
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• ACCESSIBILITY ACCOMMODATIONS</li> </ul>
<ul style="list-style-type: none"> <li>• STUDENT CONDUCT                             <ul style="list-style-type: none"> <li>○ ACADEMIC INTEGRITY</li> <li>○ PROFESSIONAL COMPORTMENT</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• RELIGIOUS ACCOMMODATIONS</li> </ul>
<ul style="list-style-type: none"> <li>• TECHNOLOGY                             <ul style="list-style-type: none"> <li>○ ELECTRONIC COMMUNICATION ETIQUETTE</li> <li>○ USE OF COMPUTING RESOURCES</li> </ul> </li> </ul>
<b>STUDENT SERVICES, HEALTH, AND SAFETY</b>

**Student Academic Supports and Resources**

**STUDENT PORTAL FOR UNIVERSITY RESOURCES**

[my.thechicagoschool.edu](http://my.thechicagoschool.edu)

The student portal is a place where you can find quick links to the below resources in one place.

**ACADEMIC CATALOG AND STUDENT HANDBOOK**

<http://catalog.thechicagoschool.edu/>

**BOOKSTORE**

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

**CANVAS SUPPORT**

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
  - a. Submit a ticket with your question or issue by filling out the form provided in the course.
  - b. Contact the Help Desk by phone: 855-745-8169
  - c. Have a live IM chat with a HelpDesk representative.

**IT SUPPORT**

Students may contact HelpDesk by:

**Phone:** (800) 747-8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**Website:** <http://helpdesk.tcsedsystem.edu>

**Hours**

	<b>Pacific time</b>	<b>Central time</b>	<b>Eastern time</b>
<b>Weekdays</b>	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
<b>Weekend</b>	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

### **LIBRARY RESOURCES**

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>
- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

### **NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)**

#### **A. Academic Success Programs – Master’s and pre-dissertating student support**

Contact: [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu)

- Onboarding and Orientation
- Writing Assessment Process and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

#### **B. Dissertation Writing Experts (DWEs) and Methodology Experts (MEs) - Dissertating Student Support**

Contact: [ncade@thechicagoschool.edu](mailto:ncade@thechicagoschool.edu)

- Writing
- APA
- Methodology
- One-on-one writing consultations (on-the-ground and online)
- Editorial and methodological support with the IRB application prior to submission to IRB
- Manuscript Preparation (formerly copyediting)
- Writing, methodological and professional development webinars

### **Wellness statement:**

Whenever you are in need of support, you can call: **855-460-6668**. This is a free, confidential, counseling network that will assist you in finding someone to speak with regarding your concerns and needs. Below is the link with more helpful information:

<https://my.thechicagoschool.edu/community/studentlife/Pages/Counseling.aspx>.

In addition, please feel free to browse the wellness page located below for additional strategies and helpful guidance:

<https://my.thechicagoschool.edu/community/studentlife/Pages/studentwellness.aspx>