Counseling Psychology 506-04
Life Span Development

Professor Mary Clare
Spring 2013 – Lewis & Clark Graduate School of Education and Counseling
Office hours: by appointment; Rogers 401
email: clare@lclark.edu – phone: 503-768-6069

Course Description (catalog)

Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

Course Objectives

Students will demonstrate knowledge of the following subject areas, as well as the awareness of applications for this knowledge in settings such as schools, communities, with families, and workplaces. These objectives align with those required by NASP, CACREP, and COAMFTE.

1. Human developmental processes, psychopathology, and associated biological, cultural and social influences on behavior (NASP 2.4)
2. Theories of learning, personality, and identity development (class, sexuality, ethnicity) (NASP 2.5)
3. Socialization and the influences of families, peers, teachers, and others on development (NASP 2.8)
4. Development of behavioral, affective, adaptive and social skills; developmental milestones (NASP 2.8)
5. Life cycle of families
6. Developmental crises, situational and environmental factors that affect both normal and abnormal behavior (NASP 2.7)
7. Strategies for facilitating optimal development over the life-span
8. Multicultural and pluralistic trends affecting development, including characteristics and concerns between and within diverse groups nationally and internationally
9. Ethical and legal considerations about working with clients/students and about research procedure and application

Additional objectives emphasized in this section include:

- Demonstration of an ability to articulate and critique concepts of development and trace their implications for intervention, healing and well-being.
- Practice of dialogue facilitation and group process skills.
- Professional writing and oral presentation skills.
- Understanding the role of narrative in the construction of meaning.

Readings

Required: Austrian, S. G. (2008). *Developmental theories through the life cycle.* New York: Columbia University Press.
Kegan, R. (1982). *The evolving self.* New York: Harvard University Press.

Articles on course Moodle page: See assignment below.

Course Requirements and Grading

Participation: This course is organized around the idea of a 'learning community', which means that each student's contributions to our collective learning are as important as his or her individual products. These contributions to the whole usually show up as 'participation', but they also depend on background research outside of class, careful preparation for class discussion, and willingness to foster dialogue during class. You and I will evaluate this participation (see final assignment in this list) roughly in a range from low (just showing up), medium, and high (consistently appropriate and serious contributions). Approximately 15% of the final grade is based on this dimension.

Interviews:

PART 1 - You will conduct two observation/interviews over the next weeks. One of these will be with a person between birth and 20 years of age. The second will be with a person older than that. We'll talk about this in the first class to make sure we get a range on both – i.e., since you'll be talking with one another about what you find, we'll want to make sure we're covering the lifespan.

PART 2 – Before you conduct your interview, you'll find at least one resource in the professional literature (i.e., beyond the assigned texts – generally from scholarly journals). You'll read that article, summarize it briefly and post your summary and citation to Moodle so the rest of us can learn from it, too. Our Moodle site is listed under CPSY 506 with the enrolment key: *growup*

PART 3 - Based on these interviews, submit two (2) essays (printed, double-spaced, 12 pt font, no cover page necessary). Each essay should be about 500 words. In each essay you will recount what you heard/observed/learned in your interview and link it with what you've read in class. The first essay will be due any time before Feb 14 (sweet, huh?) – ideally the week after your interview. Construct your essays in a voice/style that any educated reader would understand and find interesting, i.e., address an imagined public and don't write as if you are having a private conversation with the professor or assume that your reader has also read what you did.

Essays will be evaluated on these dimensions: importance/centrality of the developmental observations you relate; connection to course issues and materials; care in developing your insight(s), idea(s), 'argument(s)'; and clarity of written expression. If low quality writing interferes with comprehension, essays will be returned for editing and resubmission for a grade. Each of the two interview/article/essays count for 35% of your final grade.

Reading/Dialogue Journal: Every class we'll get into smaller groups in the first half of class. In those groups, you'll discuss the readings and any interviews completed that week. The group will be sort of like a book club with a practical-real-life twist. The time will start with exchange of reading journals for the week. We will use a dialogue format for this part in that you'll read a colleague's entry and write a brief response. Then you'll spend the rest of the group time coming up with your principle insights into the developmental process in general, and the age/stage of focus specifically. Your focus will be practical with the primary question being – What from this material will be helpful in my work? While this activity certainly contributes to the participation requirement listed above, active engagement with the journal and small group processes contribute another 15% to your final grade.

Self-Evaluation: In the week following our last class, you will submit a self-evaluation to me by email (clare@lclark.edu). In that evaluation, you will reflect briefly on your participation in the course including the insights you have gained regarding development (your own and that of your clients, colleagues current and future). This is where you have direct input into the grading process, indicating your assessment of your performance relative to the requirements of the course.

Department attendance policy:

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must

be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Course Process and Schedule

Each class session after the introductory session will include the following components, in various orders:

1) **READING/DIALOGUE GROUPS (**aka: **STORIES and CONTEXTS**) -- Discussion of the indicators and contexts for human development as reflected in readings, interviews and the primary text of this course – your life experience.   In groups of 4-5 we'll share insights and tell stories about particular aspects of life.The aim of our dialogues is to examine, collect and critique our experiential knowledge of how development mediates and is mediated by contexts such as:
    o Family (nuclear/extended)
    o School
    o Neighborhood
    o Ethnic, socioeconomic, age, physical ability, sexual, spiritual/religious cultural mores
    o Dominant culture mores
    o Popular culture
    o Political realities (mediating each of the above – and arguable mediated by/reflective of them as well)

    In order to develop this discussion, the following sorts of questions may be helpful:

    - Describe some of the main ways in which development influences understanding of context.
    - In what ways does context support or hinder a person's growth?
    - What conditions encourage individuals to change their worldviews? What does this look like in each age? Asked other ways – What do we know, from experience, about how people become more capable of effective and meaningful functioning in this context as they move through childhood, adolescence, and adulthood? What kinds of experiences seem to enhance the development of these capabilities?
    - What signs do we see when people are <u>not</u> developing well? What do we do about these failures of development, either informally, institutionally, or professionally?
    - Consider a variety of social contexts (see list above) for what tends to go unnoticed, what we take for granted, or what operates unconsciously? How might things be different if we were more able to attend to those hidden factors?

2) **CORE**: Building on the group discussions, we'll use a whole-class format to review basic concepts, findings, issues in mainstream developmental psychology; extend discussion of readings and interviews in support of critical perspectives. Goals: wisdom, basic academic <u>and</u> immediately practical knowledge.

Weekly Schedule

Jan 9

READING: Austrian, Intro (pp. 1-6); Kegan, Prologue and Part One (Chapters 1-3) (pp. 1-73)

CORE: Initial thoughts on change and development (writing and dialogue); "Life Span Developmental Psychology" as a subdiscipline; Overview of course objectives, requirements, schedule.

GROUPS - Context and Stories: "Stories of Change"

Jan 16

Core: Infancy and Toddlerhood

Readings: Austrian, Chapter 2, (pp. 7-78); Kegan, Chapter 4 (pp. 113-132)

Context and Stories: "Learning about Self, Society, and Ideology"

Jan 23

Core: Preschool

Readings: Austrian, Chapter 2 (pp. 7-78); Kegan, Chapter 5 (pp. 133-160)

Context and Stories: "Friendship"

Jan 30

Core: Middle Childhood

Reading: Austrian Chapter 3 (pp. 79-132); Kegan, Chapter 6 (pp. 161-183)

Context and Stories: "Family"

Feb 6

Core: Early Adolescence

Reading: Austrian, Chapter 4 (pp. 133-200)

Context and Stories: "Peers"

Feb 13

Core: Mid-Late Adolescence

Reading: Austrian, Chapter 4 (pp. 133-200); Kegan, Chapter 7 (pp. 184-220)

Lwenstein – quick overview - http://glassvisage.hubpages.com/hub/The-stages-of-macrocultural-identity-development

NavajoPeople.org – Kinaalda: Celebrating the maturity of girls among the Navajo. http://navajopeople.org/blog/kinaalda-celebrating-maturity-of-girls-among-the-navajo/

Workbook excerpt - http://www.alliance.brown.edu/tdl/diversitykitpdfs/dk_cul4-30.pdf

Context and Stories: "Identity Development"

Feb 20

Core: Attachment

Readings: Austrian, Chapter 7 (pp. 365-414)

Miller, J. Baker (2008). Connections, disconnections, and violations. *Feminism and Psychology*, 18(3): 368–380.
http://fap.sagepub.com/content/18/3/368

Simard, Estelle (2011 to present). Cultural attachment theory (all blog entires – and checkout the website, too) http://culturalattachmenttheory.blogspot.com/

Context and Stories: "Love"

Feb 27

Core: Emerging Adulthood

Reading: Austrian, Chapter 5 (pp. 201-284); Kegan, Chapter 7 (pp. 184-220).

20somethings: http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html?pagewanted=all

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist, 55*(5), 469-480. doi:10.1037/0003-066X.55.5.469

Context and Stories: "Becoming an Adult and then Being One"

Mar 9 10:00-4:00

Core: **Adulthood**, **Midlife, Aging, and Death**

Reading: Austrian, Chapter 6 (pp. 285-364); Kegan, Chapters 8 & 9 (pp. 221-298)

Kubler-Ross's model of the stages of death and dying,
here, for example: http://en.wikipedia.org/wiki/K%C3%BCbler-Ross_model --
-- as well as this bit on 'mid-life crisis' http://en.wikipedia.org/wiki/Midlife_crisis

Plotkin on nature and adult development: http://www.natureandthehumansoul.com/Shift%20-%20summer%2008.pdf

Video on "inner transition": http://www.transitiontowntotnes.org/groups/inner-transition/

Context and Stories: "Vocation, Purpose, Meaning"