

Lewis & Clark College
Graduate School of Education & Counseling
Professional Mental Health Counseling &
Professional Mental Health Counseling – Specialization in Addictions
CPSY 506: Lifespan Development
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 2e. the effects of power and privilege for counselors and clients
- 2g. the impact of spiritual beliefs on clients' and counselors' worldviews
- 3a. theories of individual and family development across the lifespan
- 3b. theories of learning
- 3c. theories of normal and abnormal personality development
- 3e. biological, neurological, and physiological factors that affect human development, functioning, and behavior.
- 3f. systemic and environmental factors that affect human development, functioning, and behavior
- 3i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Additional Objectives:

Knows typical milestones and institutional expectations for various ages within the dominant culture, and understands critiques of these norms.

No required assignments for MHC and MHCA: Students demonstrate knowledge through CPCE exam and overall course grade of B or above.

Methods of Instruction for this Course

Instruction Method	Mark All That Apply
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: Online Discussions	X

Instructor: Natasha Archer

Office Hours: by appointment, arranged via e-mail

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Course Description: (*official catalogue*) 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.

Prerequisite: None.

See course cover sheet for CACREP objectives.

Additional objectives by instructor:

- Demonstrate the ability to examine, discuss, and think critically about developmental concepts, as well as how they relate to counseling interventions, growth, healing, and overall well-being and functioning
- Examine the ways in which dominant discourse influences mainstream psychology's concepts of development and how these in turn affect the ways in which case conceptualization and pathology is understood
- Be able to discuss core biological, psychological, sociological concepts of development and the varieties of external and internal influences on these constructs
- Identify the ways in which various points of identity (e.g. ethnicity, social class, ability, sexuality, gender, etc.) affect development
- Further one's own ability to engage in dialogue and discussion in a group setting
- Develop one's professional writing and presentation abilities

Required Texts

Crain, W. (2011). *Theories of development: Concepts and application* (6th ed.). New York, NY: Routledge Publishers [5th edition is also acceptable]

Siegel, D. (2011). *Mindsight: The new science of personal transformation*. New York, NY: Bantam Books

Additional readings will be assigned and added to the class page in Moodle.

Suggested Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author

Paludi, M. (2002). *Human development in multicultural contexts: A book of readings*. Upper Saddle River, NJ: Prentice Hall (Pearson Education)

CPSY Departmental Attendance Policy

Class attendance and participation paramount your success in the course; each of you has something to contribute to our learning environment. As you develop your professional identity as a counselor, I encourage you to develop professional behaviors such as working towards deadlines, attentiveness to the class material and discussions, and engagement in our class. You are adult learners, making professional and personal decisions.

I encourage you to be involved in this course, participating to the best of your ability by coming prepared to discuss the material you have been asked that read that week, to use effective communication skills, and to directly express your ideas, needs, desires, conflicts, and / or relevant learning through your own life experience and / or work in the field. I realize that each student has their individual comfort levels with things such as talking / sharing at a large group level, and opportunities will be given for small group discussions, participation in the large group as a whole, through written assignments, and as such, your participation will be assessed on multiple levels. You will, as seen on the syllabus, be expected to speak / engage in front of the class at least three times; each student will be assessed on a case-by-case basis, but you are absolutely encouraged to go out on a limb and step out of established comfort zone for your own professional and personal growth. We are here to learn not only from the materials assigned, but from one another as well, and what you have to offer is valuable to the whole class.

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** 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.

During first class, we can talk about class / discussion norms and expectations around language, engagement in discussion, as well as breaks, etc. Please feel free to provide you own feedback and ideas. We can also always go back and make changes as needed and ongoing discussions can occur.

Students with Disabilities Policy

Lewis & Clark College is committed to serving the needs of students with disabilities. Professional staff in the office of Student Support Services ensure that students with disabilities receive all the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out Lewis & Clark College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Course Requirements / Evaluation Methods

Please note, I prefer all assignments via e-mail at nsarcher@lclark.edu. I also prefer either Word, Google, or Pages format so that as the student, you are able to track my suggestions and changes for the document. Further note, we will discuss each of these assignments first day of class with an opportunity for questions. Ongoing questions are also allowed as class progresses. Please do not hesitate to either ask during class time or to e-mail me with questions or concerns.

Participation & Preparation: This course relies heavily on dialogue and discussion of the materials. Each student's contribution to the discussion is paramount to the group's learning as a whole. As your instructor, I expect that you will do more than simply turn up for class, and will evaluate your participation and preparation as such. Please come to class having prepared for discussion by reading the materials assigned for that week, checking in on the course's Moodle page for additional relevant ideas for the material read that week, and ready to ask questions about the material you read in preparation for class. I understand that not everyone is comfortable speaking in front of the whole group, and in light of this, there will be break out discussions, wherein you will discuss topics in small groups and then briefly relay the most salient points of your discussion to the class, as well as discussions involving the whole class. While I don't expect you to overwhelm yourself, I do expect that you step out of your comfort zone a bit and contribute to the overall process of learning and developing with your peers; what you have to contribute is important and essential to the group as a whole. Your participation is worth up to 15 points.

Moodle Discussions: From time to time, I will post articles, clips, podcasts, relevant questions, etc. on the Moodle course page. You will be expected to engage with both this material and your classmates in these discussions. There is no due date for this work, however, please *do not* wait until the end of the course to engage. Your engagement is worth up to 10 points.

Group Project: You will choose small groups at the first week of class. As a group, you will develop a presentation on a theory from either our text or other work (please obtain instructor approval prior to using another work). The due date will be determined by the days we discuss individual theories of the class. For the theory your group chooses, please provide the theoretical basics, and then consider two separate populations (completely up to the group); you are asked to discuss, for one population, how the theory you presents fits this population easily and fully, while also discussing how the population misses the mark for the other population you discuss. Separately, you will also discuss how this theory has contributed to the field of human development. You are encouraged to use multimedia for this presentation such as videos, recordings, slideshows, etc. or a type of experiential component of your choosing for your presentation (e.g. encouraging a writing or art project for the class). To ensure that each member has contributed to the project, please provide an outline of each member's contributions prior to your presentation. This project is worth up to 25 points.

Personal Narrative: Choose a time in your life that is significant to your development for reflection. I would like you to use the *Mindsight* text to discuss the contribution this has made to your interpersonal development as well; you will be reading this text at your own pace. I would also like you to incorporate at least one theory and significant contribution to the field of counseling (e.g. trauma, alternative healing, social / political justice) to reflect on this understanding. This is a creative project. It can be a written reflection 3 pages, a poem, or piece of artwork that you can share with the class. Further details to be discussed in class. This assignment is worth up to 20 points.

Term Paper and Presentation: Using the insights you have gathered from careful reflection upon and engagement with the material presented, you will complete a short (4-5 pages, double-spaced) paper wherein you critique a model of development presented in class *or* present a model of development that we did not review during our time together. The paper should be e-mailed to me no later than one hour

prior to the start of our final class. Each student will provide a brief presentation of their critique or the new material presented. The paper itself should conform to APA formatting; if you have questions about APA formatting and have not already purchased a style guide, this website is an excellent resource: <https://owl.english.purdue.edu/owl/section/2/10/> (although I highly suggest purchasing a copy of the APA's style guide for your own personal use). This paper is worth up to 30 points.

Your grading will be based on a 100-point scale, with the point values assigned above. Grading will be as follows: A = 93 – 100; A- = 90 – 92; B = 83 – 89; B- = 80 – 82; etc.

Course Schedule

Please Note: *More Moodle discussions will be added; please be cognizant of this and check the course's Moodle page.*

09/10: Introduction

CACREP Objective 3a

Discussion of your overall experience with and exposure to topics related to the study of lifespan development, your initial thoughts regarding developmental psychology and its influence on counseling, and your ideas about critical reading / thought in general; overview of syllabus, course objectives, class requirements, etc.

Creation of class norms

Discussion of nature v. nurture debate and its relevance to lifespan development

09/17: Continued discussion of nature v. nurture

CACREP Objectives 3a, 3c, 3e, 3f

Readings: Crain 1 & 2

Moodle Discussion: read one of the articles posted on Moodle under this week for discussion with your classmates, using what was discussed in class

09/24: Attachment theory, bonding, social / interpersonal development

CACREP Objectives: 3a, 3c, 3e, 3f

- Group Presentation This Week -

Special Preparation: please listen to the podcast posted on the Moodle page

Readings: Crain 3 & 13

Moodle Discussion: read either the article or chapter posted on Moodle under this week for discussion with your classmates, using what was discussed in class

10/01: Symbol and language recognition theories

CACREP Objectives: 3b, 3e

- Group Presentation This Week -

Readings Crain 5, 10; Relational Frame Theory article on Moodle

10/08: Theories of moral development

CACREP Objectives: 2e, 3a, 3c, 3f, 3i

- Group Presentation This Week -

Readings Crain 7; Articles below (posted on Moodle)

Gilligan, C. (2014). Moral injury and the ethic of care: Reframing the conversation about differences.

Journal of Social Philosophy, 45(1), 89-106.

Hayes, R. L. (1994). The legacy of Lawrence Kohlberg: Implications for counseling and human development. *Journal of Counseling & Development, 72(3), 261-267.*

Optional

Gilligan, C. (1977). In a different voice: Women's conceptions of self and morality. *Harvard Educational Review, 47(1) 481-517.*

DUE: Personal Narrative

10/15: Theories of learning

CACREP Objectives: 3b, 3c, 3e, 3f

- Group Presentation This Week -

Readings: Crain 6, 8, 9

Bernerjee, N., Fernández Flecha, M., Gopnik, A., Kimura, K., Lucas, C., MacDonald, B., Walker, C. M., & Wentz, A. O. (2017). Causal learning across culture and socioeconomic status. *Child Development*. doi: 10.1111/cdev.12943

10/22: Additional foundational developmental theories

CACREP Objectives: 3e, 3i

- Group Presentations This Week -

Readings Crain 11, 12, 16, 18

10/29: Relational-cultural theory; theories of sexuality and gender identities

CACREP Objectives: 2e, 3f, 3i

- Group Presentation This Week -

Readings

Antucci, T., Calzo, J., Cochran, S., and Mays, V. (2011). Retrospective recall of sexual orientation identity development among gay, lesbian, and bisexual adults. *Developmental Psychology*, (47)6, 1658-1673.

Comstock, D. L., Hammer, T., Strentzsch, Cannon, K., Parsons, J. & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling & Development*, 86(3), 279-287.

Egan, S., Perry, D. (2001). Gender identity: A multidimensional analysis with implications for psychosocial adjustment. *Developmental Psychology*. 37(4), 451-463.

Frey, L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research and Practice*, 44 (3), 177-185.

11/05: Spirituality, aging, death / dying

- Group Presentation This Week -

CACREP Objectives: 2g, 3i

Readings

John Welwood article, "Embodying Your Realization: Psychological Work in the Service of Spiritual Development", available: <http://www.johnwelwood.com/articles/Embodying.pdf>

Benson, P., Roehlkepartain, E., and Rude, S. (2003). Spiritual development in childhood and adolescence: Toward a field of inquiry. *Applied developmental science*, (7)3, 205-213.

Scheibe, S. and Carstensen, L. (2011). Emotional aging: Recent findings and future trends. *Journal of Gerontology: Psychological Findings*, 65B(2), 135-144.

Wong, P. T. P. (1989). Personal meaning and successful aging. *Canadian Psychology / Psychologie Canadienne*, 30(3), 516-525.

11/12: Presentations and final thoughts

Due: Term papers

CACREP Objective 3a