

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**  
**CPSY 506**  
**Life Span Development**

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

Other 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	
DVD/Video Presentation	X
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

### CPSY 506: Lifespan Development

Graduate School of Education and Counseling LEWIS & CLARK  
COLLEGE **Fall 2019**

#### Instructor:

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(360) 609-5530 (if texting please indicate text is for lifespan)

Office hours by appointment (preferably after class)

#### Course Info

Mondays 9 AM - 12 PM

York Graduate Center, Room 101

## Course Description

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

- Begin to develop an understanding of classical theories of development and their role in our current clinical contexts.
- Demonstrate ability to articulate and critique concepts of development and integrate there application for clinical intervention, healing and supporting well being.
- Begin to explore and cultivate personal understanding of development that will be utilized within clinical practice (or cultivate argument for not needing a developmental map in clinical practice).
- Explore impact of class, power and privilege on developmental possibilities.
- Begin to explore and develop an understanding of your personal development, with particular focus on your developmental trajectories potential impact on clinical work.

## Readings

### Required text:

Crain, William C. *Theories of Development : Concepts and Applications*. 6th ed. Boston, MA: Prentice Hall, 2011. Print.

### Book Group Texts:

Mikulincer, Mario., and Shaver, Phillip R. *Attachment in Adulthood : Structure, Dynamics, and Change*. New York: Guilford, 2007. Print. MyiLibrary.

Kegan, Robert., and Lahey, Lisa Laskow. *Immunity to Change : How to Overcome It and Unlock Potential in Yourself and Your Organization*. Boston, Mass.: Harvard Business, 2009. Print. Leadership for the Common Good.

Hagman, G. Paul, H. Zimmerman, P. *Intersubjective Self Psychology: A Primer*. Routledge, 2019.

Kalsched, Donald. *The Inner World of Trauma : Archetypal Defenses of the Personal Spirit*. London ; New York: Routledge, 1996. Print.

***Other material may be added to Moodle through out the course of the semester, please check Moodle weekly for any additional articles, websites or other forms of media.***

## **Course Requirements and Grading**

***All assignments to be turned at beginning of class unless otherwise stated***

### **Participation/Preparation - 100 points**

Our class structure will be based on an “experiential learning community” which depends on participation to facilitate our shared learning and development. There will be multiple opportunities to participate in each class; large and small group discussions, diadic dialogues, personal writing, prompted questions, etc. Within this setting difference is valued and encouraged within a framework of honoring each others shared dignity. In each class there will be a minimal amount of required participation, the hope is you participate beyond the minimum.

Typically our work requires others to “share” themselves with us and for us to receive them with some degree of positive regard and openness. I believe it is vitally important we practice and engage in sharing ourselves so we can deepen our understanding of what we ask of those who enter our lives professionally. It is not easy to bring forth ourselves in a vulnerable way. Each time we share we allow others to practice listening and receiving, which is often the essence of our clinical work. Please take class participation as an opportunity to practice sharing from the heart and listening with our full selves.

Within the importance of participation, preparation is a necessity. Many of the assignments are designed to ensure that you engage with the material. Please do not pretend to have read or engaged with the material. Be honest and base your participation on having or having not completed the reading. Digest the material and make it your own.

Each class you have the opportunity to receive 10 points for engaged participation.

## Quizzes - 80 Points

For each chapter of Crain we read there will be a quiz testing the basics of the chapter, this is to both ensure that you read and to support you in your ability to pass the NCE. Each quiz will be 5 questions worth two points each.

## Chapter Presentation - 100 Points

For each chapter from Crain, a group of 3-4 facilitators will present the chapter to the group, this is meant to be a “loose” assignment, please be creative in how you choose to present the chapter. You will be graded on the demonstration of your understanding of the material and your imaginal effort in presenting the material to the group. Be creative and have fun. Each presentation should be within the 20-25 minute range.

Consider the significance of the material for our work as providers, exploring the role of theory through time, is it still relevant? Has it evolved to meet the times? Is it used within a singular theoretical framework or has it evolved outside of the conceptual framework of the developers? How has the theory stood up against the evolving understanding of best practices and cultural awareness? What is the value of the theory? What are the blindspots of the theory? What does it deny in order to be true? Why does this theory matter? Who is drawn to this theory? What aspect of human experience does the theory account for? Ponder the ontological significance of the theory, its embeddedness within culture and its practical implications!

## Small Book Group - 100 Points

There will be five small book group meetings throughout the semester and final presentation to the class on the book. This is an opportunity to engage a clinical theory book attempting to apply development theory within a clinical setting. Please select a book that you are drawn to and would want to explore. Each book is meant to draw on a different clinical theory and its practical application.

Each meeting one person will facilitate the group, they are in charge of keeping a reading on the group, supporting dialogue and healthily exploring difference. This will be an opportunity for you to develop your skills as a group facilitator and explore your growth edges within group work.

As a facilitator you are **required** to develop an outline for your meeting including: a brief summary of each chapter, at least 3 key themes in each chapter read, 5 open ended questions from each chapter and 2 constructive criticisms from each chapter. The week after you facilitate you are **required** to turn in your outline and a single page summary of your experience facilitating the group, exploring your growth edge and leading edge in the group (what you did well and what you could use work on). 50 points for facilitation (including outline and reflection paper).

On weeks you are not facilitating, you are **required** to select 3 highlights of significance from each chapter, with a brief summary of why the highlight is salient for you and one

*criticism/question from the chapters read.* 10 points for each week not facilitating (including final week).

### **Movie Comparison/Take Home Final - 100 Points**

We will watch two movies that provide the opportunity to both explore developmental theory and the role of culture/systemic oppression in a developmental arc. We will compare and contrast the experiences of the main characters in Moonlight and Boyhood. Looking at the developmental lenses that can be applied to each character arc, exploring the role of privilege/oppression within development, exploring similarity and difference within their stories and exploring how we might show up differently/similarly with each patient if they came to us for support based on what we know of their lives.

There will be a take home final based on the movie, applying concepts from the course to the lives of the characters worth 100 points.

***Your total grade is based on 480 points with each assignment (besides for the quizzes) will be graded on a 10 point rubric of: exceeded expectations (10), met expectations (9), room for improvement (8) and redo/alternative assignment provided (7).***

### **Schedule**

***Schedule is a work in progress and subject to being updated in moodle...***

#### ***Week 1 (9/9):***

Topics: Intro to class, co-creating a framework for shared participation in class, explore our shared understandings of development, intro to integral theory, syllabus/admin needs.

#### ***Week 2 (9/16):***

Topics: Freud/Erikson, exploring our personal developmental map, development of character structure/defensive process, integral topic.

Assignments: Quiz Ch 11 and 12

Readings: Crain Ch 11 and 12

#### ***Week 3 (9/23):***

Topics: Piaget/Kegan, constructive developmental theory as practiced, understanding “our one big thing”.

Assignments: Quiz Ch 6, Piaget chapter presentation.

Readings: Crain Ch 6. Eriksen, Karen. "The Constructive Developmental Theory of Robert Kegan." *The Family Journal* 14.3 (2006): 290-98. Web.

**Week 4 (9/30):**

Topics: Kohlberg (ch 7), Gilligan, Pre/Trans Fallacy, translational/transformational, Tailoring interventions to meet developmental level.

Assignments: Quiz Ch 7, Ch 7 Presentation.

Readings: Crain Ch 7, Gilligan, Carol (1977). In a different voice: Women's conceptions of self and of morality. *Harvard Educational Review*, 47, 481- 517.

<https://hepgjournals.org/doi/abs/10.17763/haer.47.4.g6167429416hg5l0>.

Optional: Kiegelmann, Mechthild. "Making Oneself Vulnerable to Discovery. Carol Gilligan in Conversation with Mechthild Kiegelman." *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 10.2 (2009): Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 0, 2009, Vol.10(2). Web.,

**Week 5 (10/7):**

Topics: Bandura, Book Group, TBD.

Assignments: Quiz Ch 9, Presentation Ch 9, turn in book group assignments.

Readings: Crain Ch 9, book group reading week 1.

**Week 6 (10/14):** Movie Club and Discussion

**Week 7 (10/21):**

Topics: Vygotsky, Book Group, TBD.

Assignments: Quiz Ch 10, Ch presentation ch 10, book group assignments.

Readings: Crain Ch 10, book group reading week 2.

**Week 8 (10/28):**

Topics: Ethological, Book Group, Attachment, Asylum Awareness

Assignments: Quiz ch 3, Presentation Ch 3, book group assignments

Readings: Crain Ch 10, book group readings week 3.

**Week 9 (11/4):**

Topics: Jung, Book Group, primary/secondary process, deep democracy...

Assignments: Quiz Ch 16, Presentation Ch 16, book group assignments week 4.

Readings: Crain Ch 16, book group readings.

**Week 10 (11/11):**

Topics: Final Book Group presentation, Exploration of Boyhood and Moonlight

Assignments: Take home final due.