Lewis & Clark
Graduate School of
Education and Counseling

MHC 506: Lifespan Development

Fall Semester, 2023

Instructor:	Natalie Duca, MA, LPC Associate
Class Day and Time:	Monday 9:00am-12:00pm (3 hour weekly; 30 contact hours)
Class Location:	York 115
Office Hours:	By appointment, virtual only
Phone:	(503) 751-3729
Email (preferred):	nducaten@lclark.edu
Credit:	2.00 Credit

Required Text

Developmental Theories Through the Life Cycle, 2nd Edition, Sonia G. Austrian

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 Goals and Objectives

1. Students will understand some of the core theories regarding development across the lifespan and be able to articulate and critique these theories, using findings that are grounded in the literature.
2. Demonstrate an ability to apply developmental models towards clinical practice, with specific attention to case conceptualizations and clinical practice.
3. Further one's ability to engage in dialogue and discussion in a group setting.
4. Develop one's professional writing and presentation abilities.

CPSY 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.

Disability Services Statement

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Assignments & Activities Scale

Developmental Theory Application Paper = 100 points

This paper will demonstrate your understanding of human psychological development and its relevant maturational process and how it applies to professional practice. Based on the readings, discussion, and other information covered in this course, which theories seem particularly salient to your developmental process? Students may choose which theories they would like to write on and it is expected that students will have read some of the original works on the theorists and to cite these references in their writing, using APA formatting. **This paper will be 6-8 pages** (and does not include the cover sheet or reference page).

When writing this paper, please consider the following factors:
- What areas/domains is the theory attempting to explain?
- What are the primary concepts, core explanatory principles employed by the theory?
- What assumptions (either implicit or explicit) does the theory make?
- Strengths and limitations of the theory.
- How do you see such information/theory/research contributing to your work as a therapist, counselor, helper, administrator, educator, etc.?

Reading Reflections = 50 points

At select points of the course, prompts will be posted on Moodle. These prompts may contain up to 2-3 questions and you are expected to write your responses to these questions, using material from the text (Austrian). Responses to these prompts may be used in class lectures to better facilitate discussion.

Group Presentation = 50 points

A group of 3 students will present on a developmental theory and pick a fictitious character (from a movie, television show, book, etc.) and provide a case conceptualization that addresses the following:

- Given the unique characteristics of this character, what questions come up given their presentation?
- What developmental frameworks (try to use 2-3) might provide some insights into these characteristics?
- If this character were your client in counseling, what are some presenting issues to consider?

You are encouraged to be creative and have fun with this activity. For your presentation a powerpoint (or other visual software) covering these areas is recommended. You may use role-play and/or clips of media to supplement your presentation if you want. There will be four groups presenting and presentations are expected to be 30 minutes, which includes time for questions. This will take place on the last two days of class.

Course grading scale

94-100% = A
90-93% = A-
87-89% = B+
84-86% = B
80-83% = B-
77-79% = C+
74-76% = C
70-73% = C-
≤69% = F

Course Outline

This outline is designed to be our schedule for the Fall semester. Based off class discussion, additional readings may be assigned. If there is a change needed, it will be discussed in class.

DATE	TOPIC(S)	ASSIGNMENT
9/11	**Introduction to Course** Introductions, class expectations, review syllabus	Read syllabus
9/18	**Foundations of Theory and Cognitive Development** Locke, Rousseau, Descartes, Piaget, Loevinger	Austrian Introduction & Chapter 1
9/25	**Development in Infancy thru Middle Childhood** Freud, Chodorow, Erikson, Piaget	Austrian Chapter 2: Infancy, Toddlerhood, and Preschool

10/9	**Cognitive Development and Constructivist Theories** Piaget, Loevinger	Austrian Chapter 3: Middle Childhood
10/16	**Development in Adolescence** Freud, Erikson, Piaget	Austrian Chapter 4: Adolescence
10/23	**Moral Development Theory** Jung	Austrian Chapter 5: Adulthood
10/30	**Erikson's Stage Theory/Life Span Considerations; Social Learning** Erikson, Miller, Gilligan	Austrian Chapter 6 & 7: Developmental Theories of Aging and Attachment Theory
11/6	**Topic TBD**	**Developmental Theory Paper DUE on 11/6**
11/13	**Group Presentations**	**Group Presentation DUE**
11/20	**Finish Group Presentations and Class Wrap up**	**Group Presentation DUE**