

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

Please attach completed Course Syllabus Cover Sheet to course syllabus.

Course Name	Lifespan Development
Course Number	CPSY 506
Term	Spring 2009
Department	
Textbooks/Materials	Crain, W. (2005). Theories of Development: Concepts and Applications, Fifth Edition, Prentice Hall, NJ. Kegan, R. (1982). The Evolving Self: Problems and Process in Human Development. Cambridge, Mass., Harvard Univ. Press. Readings: On Reserve
Faculty Name	Bruce Kenofer, Ph.D.
Faculty Phone/E-mail	bkenofer@lclark.edu (503) 846-1973
Faculty Office	

Catalogue Description (*copy from current catalogue*): In this course we examine social, cultural, biological, and learning developmental theories throughout an individual's lifespan, as well as research methods in lifespan development. This course includes the application of theory and research in lifespan development to clinical and other applied situations.

Course Description: In this course we will examine a variety of theoretical perspectives as they apply to various issues that occur across the lifespan. Examples of these issues are the nature-nurture controversy, attachment theory and the impact of early experience, parenting styles, the development of cognition and morality, the development of personality and social relationships, the development of intimate relationships, family processes and the impact of divorce, and developmental changes in adulthood. Clinical implications of the issues covered within the course will also be examined.

Course Goals and Objectives:

1. Develop and demonstrate skill in constructive participation in group discussions related to psychological theories and issues in lifespan development.
2. Develop mastery of the basic principles of different theoretical perspectives in lifespan developmental psychology.
3. Develop an understanding of central developmental issues at different life stages.
4. To develop the ability for in depth analysis of "real life" situations using developmental

theory.

5. To understand diversity issues in the context of lifespan developmental theory.

6. To understand ethical issues in the context of lifespan developmental theory.

Course Calendar:

Date	Topic	Readings
Jan 13	Introduction to theories of development	Crain CH 1,2,5, Kegan Prologue
Jan 20	Social and emotional development	Crain CH 3,11,13 Tyson & Tyson 295-309 Magai & McFadden Takahashi
Jan 27	Cognitive Development	Crain CH 6, Kegan Ch 1
Feb 3	Development of morality and self concept	Crain CH 7, Kegan CH 2,3 Gilligan & Attanucci Tyson & Tyson 309-313
Feb 10	Parenting	Kegan CH 6
Feb 17	Cultural Context	Crain CH 10, Kagan, Ogbu
Feb 24	Development of gender roles	Crain CH 8, 9, Kegan CH 5 Chodorow, Pinker, Bussey & Bandura
Mar 3	Midterm, Adolescence	Kegan CH 7 Tyson & Tyson 313-319
Mar 10	Adolescence continued	Crain, CH 12, Erikson Arnett, French et al
Mar 17	Early Adulthood	Arnett, Kegan CH 8
Mar 24	Spring Break	
Mar 31	Early Adulthood/Middle Adulthood	Grunebaum & Pittman Fletcher
Apr 7	Middle Adulthood	Crain CH 16, Levinson Stewart & Ostrov

Apr 14 Late Adulthood

Crain CH 18, Caspi

Apr 21 Final Exam

Course Requirements:

1. Class attendance and participation is vital. This will account for 16 points of your final grade.
2. Weekly discussion question/commentary on assigned readings to be typed and turned in (beginning Jan 20th). Each commentary should open with a question that may be posed for general class discussion. The commentary itself should demonstrate your thoughtful consideration of an issue raised within the readings. Commentaries should be no longer than one page (single spaced) in length. The commentaries will account for 16 points of your final grade. Late commentaries will not be accepted. Missing commentaries will reduce point total by 4 points per commentary.
3. There will be three film commentaries due across the term. Each commentary should demonstrate your ability to interpret aspects of the film in light of the developmental issues and theories covered in the course. The commentaries must be typed and no longer than three pages (single spaced) in length. The film commentaries will count for 72 points (24 points each) of your final grade. Late commentaries will not be accepted.
4. Midterm exam. This will account for 48 points of your final grade.
5. Final Exam: This will account for 48 points of your final grade.

Evaluation and Assessment:

In grading your written work I will be looking for your ability to critically evaluate and integrate the information that we have been covering in the course. This requires you to go beyond the information given and to reflect on how different perspectives presented within the course relate, to consider the implications and applications of these perspectives, and to make informed decisions about the strengths and weaknesses of these perspectives.

Grades will be assigned as follows:

A	185-200 points
A-	170-184 points
B+	155-169 points
B	140-154 points
B-	125-139 points
C+	110-124 points
C	95-109 points
C-	80-94 points
D	60-79 points
F	below 60 points

Authorization Levels: This course covers material from the following authorization levels: Early Childhood (age 3 – 4th grade), Elementary (3rd – 8th grades), Middle Level (5th – 9th grades), and

High School (7th – 12th grades).

COURSE SYLLABUS COVER SHEET
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Course Name	Lifespan Development
Course Number	CPSY 506
Term	Spring 2009
Department	Counseling Psychology
Faculty Name	Bruce Kenoyer

Catalogue 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.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards	
<p>Learning and Living Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</p>	X
<p>Disciplinary Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.</p>	X
<p>Professional Practice Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.</p>	X
<p>Connection to Community Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.</p>	X
<p>Professional and Technological Resources Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.</p>	X
<p>Assessment Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	X
<p>Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	X
<p>Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.</p>	X
<p>Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).</p>	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions *P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).