

Counseling 506

Life Span Development

Thomas Doherty, Psy.D. – email: tdoherty@lclark.edu – cell 503-866-1323

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Office hours (Rogers 410): Wed 1-4 PM and by appointment

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 commonality in the developmental process.

Course Objectives

Students will demonstrate knowledge of the following subject areas, as well as the awareness of how to apply this knowledge in relevant settings (i.e., schools, communities, families, workplace). 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 by the instructor are:

- Demonstrate ability to articulate and critique concepts of development, and their implications for the craft of counseling and students' self-in-role as a professional counselor.
- Practice dialogue facilitation and group process skills
- Solidify professional writing and oral presentation skills

Readings

Book to borrow / rent / purchase / read on reserve:

Crain, W. (2003). *Theories of Human Development: Concepts and Applications* (6th. Ed.). Upper Saddle River, NJ: Prentice Hall.

Supplemental Readings:

Other readings available by hyperlink or through Watzek Library are listed in the schedule below. Some resources will be available on the course Moodle site (moodle.lclark.edu) (Code: lifespan)

Course Requirements and Grading

Attendance: On time attendance of all sessions is required (10% of final grade). Given department policies, missing more than one class session of this course will be grounds for an incomplete. Students are responsible for accessing information about missed class activities from peers. The instructor does not provide extra “make up” assignments. The class will not meet on Monday October 15 and an alternative activity will be assigned.

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. I evaluate this participation roughly in a range from low (just showing up), medium, and high (consistently appropriate and serious contributions). Approximately 30% of the final grade is based on this dimension.

Weekly Essays: Submit eight brief, one-page essays over the course of the semester (due for class sessions 9/17, 9/21, 10/1, 10/8, 10/22, 10/29, 11/5, 11/12). Each essay should open with a question that may be posed for general class discussion. The essay itself should demonstrate brief consideration of issue(s) raised within the readings (e.g., “*What concept(s) are you finding most intriguing, useful, or problematic as you work to deepen your understanding of change and development? Elaborate, explore*”). Commentaries should be ~ 250 words (one page, double spaced) in length. These will account for 20% of your final grade. Late essays will not be accepted. Missing essays will reduce final grade total by 2% per commentary.

All papers APA style, with clear introduction and closing sections, and inline citations and reference list (if needed). No separate title page needed. If low quality writing or format interferes with reader comprehension, papers will be returned for editing and resubmission for a grade.

Film Commentary: Demonstrate your ability to interpret aspects of the assigned film in light of the developmental issues and theories covered in the course. Length 750 words (3 double spaced pages). Due Monday 10/22. Late commentaries will not be accepted. The film commentaries will count for 20% of your final grade.

Interview, Presentation and Case Study Write Up: Each student will be responsible for interviewing a person outside of the class on a developmental theme, and presenting an anonymous case study presentation and paper based on the interview (5 minutes, paper length 500-750 words, 2-3 Double

Space pages). Presentations will occur in the latter portion of the course. The write up is due on the day of your presentation. Presentations and write ups will be evaluated for their application of theories, models or findings, their clarity, and usefulness for the craft of counseling. Constructive feedback will be supplied by classmates, but will not affect the grade. The presentation and write up is worth 20% of the final grade.

Course Meeting Format

Each class session after the introductory session will follow a similar pattern of large and small group activities:

CORE: Learn basic concepts, findings, and issues in developmental psychology using lecture, text references, case studies, exercises, and video and other media. Add supplemental readings and insights from student essays. Goals: Wisdom, knowing the basics for general knowledge, licensing exams, and further study.

CONTEXT: Explore contexts in which development or change may occur, including gender and sexual orientation, socio-cultural-technological contexts, and the context of other folk and academic developmental theories. Goals: Understanding of lifespan development in context (e.g., what features pull for change, what resists, and what helps) and ability to apply concepts to personal experience, critically. Context discussions will typically be done in a small group dialogue format.

APPLICATION: Discuss how to apply material in our personal lives and in our role and practices as counselors. Goals: Support students' emerging sense of self-in-role as professional counselors and improve their listening and speaking skills

Class Topics (subject to change)

Sept 10

Overview of course objectives, assignments, student and faculty goals, and grading. Initial discussion of age and "life span development." Differentiating theories, models, and empirical findings, and what constitute ways of knowing and standards of evidence. "Stage of Change" exercise: Self-assessment of ability to apply developmental perspectives to the craft of counseling.

Video Excerpt: *49-Up*.

Sept 17

Core: Maturational & Constructivist Perspectives: Biological Maturation, Behavioral Norms, Developmental Periods, "Child Rearing," Assimilation vs. Accommodation, Concrete vs. Abstract Thought

Text Reading(s): Crain Chapters 2, 6: Gesell's Maturational Theory; Piaget's Cognitive-Developmental Theory

Supplemental Reading(s):

- Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents less mature than adults?: Minors' access to abortion, the juvenile death penalty, and the alleged APA "flip-flop." *American Psychologist*, 64(7), 583-594. doi:10.1037/a0014763
- Example from Kegan, R. (1994). *In over our Heads: The Mental Demands of Modern Life*.

Sept 24

Core: Social-Historical Perspectives: Culture, Class & Technology

Text Reading(s): Crain Chapter(s): Vygotsky's Social-Historical Theory of Cognitive Development

Supplemental Reading(s):

- Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57(10), 774-783. doi:10.1037/0003-066X.57.10.774
- Gutman, A. (2012). The Siren Call of Starting Over. *Psychology Today*.
<http://www.psychologytoday.com/print/104234>
- McLaughlin, K.A., et al. (2012). Home foreclosure and risk of psychiatric morbidity during the recent financial crisis. *Psychological Medicine*, 42, 1441-1448 doi:10.1017/S0033291711002613
- Simms, E. (2008). Children's lived spaces in the inner city: Historical and political aspects of the psychology of place. *The Humanistic Psychologist*, 36, 72- 89 doi: 10.1080/08873260701828888
- Vasquez, M. (2012). How and Why Living in the United States Is a Risk to Development and Resilience of Immigrant Children and Adolescents. A Review of The Immigrant Paradox in Children and Adolescents: Is Becoming American a Developmental Risk?
<http://psycnet.apa.org/critiques/57/5/1.html>

Oct 1

Core: Social Learning and Behavioral Perspectives: Parent Training, Mindset, Self Changing

Text Reading(s): Crain Chapter(s): 9 Bandura's Social Learning Theory; Pages 181-196 Skinner & Operant Conditioning

Supplemental Reading(s):

- Effects of Becoming a Love and Logic Parent training program on parents' perceptions of their children's behavior in their own parental competence: A preliminary investigation.
o http://www.loveandlogic.com/pdfs/research_data_bllp.pdf
- Discussion of Carol Dweck's research on "mindset"
o <http://nymag.com/news/features/27840/>
- Prochaska, Norcross & DiClemente (1995) *Changing for Good* – Summary
o <http://www.positiveworkplace.com/files/Abstract%20Change%20Prochaska.pdf>

Oct 8

Core: Evolutionary perspectives: Humans as social primates, Attachment, Interpersonal Neurobiology

Text Reading(s): Crain Chapter(s): 3 Ethological Theories: Darwin. Lorenz and Tinbergen, and Bowlby and Ainsworth

Supplemental Reading(s):

- Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, "mindsight," and neural integration. *Infant Mental Health Journal*, 22, 67-94. doi: 10.1002/1097-0355(200101/04)22:1<67::AID-IMHJ3>3.0.CO;2-G
- Henk Jan Conradi, Peter De Jonge, Albert Neeleman, Peter Simons & Sjoerd Sytema (2011): Partner Attachment as a Predictor of Long-Term Response to Treatment with Couples Therapy, *Journal of Sex & Marital Therapy*, 37:4, 286-297
 - o <http://www.tandfonline.com/doi/full/10.1080/0092623X.2011.582435>
- Inge Seiffge-Krenke (2011). Coping With Relationship Stressors: A Decade Review. *Journal of Research on Adolescence*, 21, 196 – 210.
 - o <http://onlinelibrary.wiley.com.watzekpx.lclark.edu/doi/10.1111/j.1532-7795.2010.00723.x/full>

Oct 15 – No Class Meeting

Film Commentary Assignment (see details above)

Moss, R. (2003). *The Same River Twice* <http://www.imdb.com/title/tt0342956/>

Film Alternates:

- o Balmes, T. (2010). *Babies* <http://www.imdb.com/title/tt1020938/>
- o Apted, M. & Almond, P. (2012). *56-Up* <http://www.imdb.com/title/tt2147134/>

Oct 22

Core: Somatic and Ecopsychological Perspectives: The Body and the Earth, Epigenetics, Life Style and Physical Fitness Across the Lifespan

Text Reading(s): Crain Chapter(s): 5 Werner's Organismic and Comparative Theory; Mahler's Separation-Individuation Theory

Supplemental Reading(s):

- o Child & Nature Network Research Page: <http://www.childrenandnature.org/documents/C118/>
- o Shulevitz, J. (2012, September 9). Why Fathers Really Matter. New York Times
 - o http://www.nytimes.com/2012/09/09/opinion/sunday/why-fathers-really-matter.html?_r=1&hp
- o Sobel, D. *Beyond Ecophobia* http://www.eenorthcarolina.org/beyond_ecophobia.pdf

- o Video Excerpt: Lodge & Crowley (2005) *Younger Next Year: A Guide to Living Like 50 Until You're 80 and Beyond*. <http://www.youtube.com/watch?v=k7LNRC-w-lc>

Oct 29

Core: Psychosocial Perspectives: Emerging Adulthood, Life Tasks, Mid-life, Crisis , Generativity

Text Reading(s): Crain Chapter(s): 12 Erikson & the Eight Stages of Life

Supplemental Reading(s):

- Excerpts from Levinson et. Al (1978). *Seasons of a Man's Life*.
 - o http://books.google.com/books?id=F7HcrLYJGiAC&dq=seasons+of+a+man's+life+excerpt&source=gbp_navlinks_s
- 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
- Heckhausen, J., Wrosch, C., & Fleeson, W. (2001). Developmental regulation before and after a developmental deadline: The sample case of "biological clock" for childbearing. *Psychology and Aging*, 16(3), 400-413. doi:10.1037/0882-7974.16.3.40
- Williams, A. (2012, August 24). For Gen Xers, a Wake-Up Call. *New York Times*
 - o <http://www.nytimes.com/2012/08/26/fashion/paul-ryan-a-wake-up-call-for-gen-xers-cultural-studies.html?pagewanted=all>.
- Kreider, T. (2009, September 17). The Referendum. *The New York Times*
 - o <http://opinionator.blogs.nytimes.com/2009/09/17/the-referendum/>

11/5

Core: Soul, Psycho-spiritual and Transpersonal Perspectives

Text Reading(s): Crain Chapter(s): 16 Jung's Theory of Adulthood

Supplemental Reading(s):

- Welwood on spiritual bypassing: <http://www.johnwelwood.com/articles/Embodying.pdf>
- Excerpt from Plotkin, B. (2008). *Nature and the Human Soul*. Novato, CA: New World Library.

11/12

Core: Moral Perspectives: Wisdom and Ethics

Text Reading(s): Crain Chapter(s): 7 Kohlberg's Stages of Moral Development

Supplemental Reading(s):

- Examples of Carol Gilligan's responses to Kohlberg's Model

- King, L. A., & Hicks, J. A. (2007). Whatever happened to "What might have been"? Regrets, happiness, and maturity. *American Psychologist*, 62, 625-636. doi:10.1037/0003-066X.62.7.625
- Except from Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion – Chapter 1*
- Cohen, P. (2012, January). Get A Midlife *The New York Times*
 - o http://www.nytimes.com/2012/01/08/sunday-review/get-a-midlife.html?_r=4&ref=patriciacohen&pagewanted=all
- Shenk, J. W. (2009 June). What Makes Us Happy? *The Atlantic Online*
 - o <http://www.theatlantic.com/magazine/archive/2009/06/what-makes-us-happy/307439/>

NOTES

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.