

Lewis & Clark College
Professional Mental Health Counseling Program
CPSY 506

Life Span Development

Also see guide for MCFT and School Psychology Syllabus Cover Sheet

Professional Identity Standards (CACREP 2009 Standards)

- 3a. theories of individual and family development and transitions across the life span
- 3b. theories of learning and personality development, including current understandings about neurobiological behavior
- 3d. theories and models of individual, cultural, couple, family, and community resilience
- 3h. theories for facilitating optimal development and wellness over the life span

Clinical Mental Health Standards (CACREP 2009 Standards)

- D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities
- E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

Other Objectives

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

Student Learning Outcome for Students in Marriage, Couple, and Family Therapy

SLO 1.2 Students recognize the interconnections among biological, psychological, and social systems in people's lived experience.

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

Counseling Psychology 506 - Life Span Development

Spring 2015 – Lewis & Clark Graduate School of Education and Counseling

Professor Tod Sloan

Office hours: by appointment – email directly to arrange; Rogers 433

email: sloan@lclark.edu

Course Description (official 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 and commonality in the developmental process.

See cover sheet for course objectives. Additional objectives emphasized by the instructor are:

Demonstrate ability to articulate and critique concepts of development and trace their implications for intervention, healing, and well-being

Examine the ideological functions of various concepts in mainstream developmental psychology

Recognize the effects of social class and power on developmental possibilities

Practice dialogue facilitation and group process skills

Solidify professional writing and oral presentation skills

Readings

Required Texts:

Karen, R. (1994). *Becoming attached*. New York: Oxford.

Siegel, D. (2011). *Mindsight*. New York: Bantam.

Sloan, T. (2015). *Life Choices: A Critical Psychology*. [free pdf]

Articles in Watzek library or web pages (access full text on-line or use hyperlinks to find on web): See course schedule for readings assigned for each class period, with citation. See Class Schedule for listings and links.

Texts for critical analysis of narrative, self-help and popular psychology books (select one):

Ruti, M. (2014). *The Call of Character*. New York: Columbia University.

Hillman, J. (1999). *The Force of Character and the Lasting Life*. NY: Random House.

Pillimer, K. (2011). *30 Lessons for Living*. London: Penguin.

Ferguson, G. (2014). *The Carry Home: Lessons from the American Wilderness*. Berkeley: Counterpoint.

Coates, T. (2015). *Between the World and Me*. NY: Spiegel and Grau.

Course Requirements and Grading

Preparation and Participation (20%): 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 written 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 by asking productive questions, sharing insights, and so on. The course moodle may be used to post items that may be of interest to others. I evaluate your participation roughly in a range from low (just showing up), medium, to high (consistently appropriate and serious contributions, and engaging with others respectfully). But quantity is less important than quality of participation: for example, asking big questions and sharing complicated insights is generally more productive than telling stories about people you know who exemplify concepts in the readings. Approximately 20% of the final grade (20 points) is based on this dimension.

Essays (60%): Submit 6 'reading responses' by email to sloan@lclark.edu. There will be 9 opportunities to submit, so you may skip three (but note that we will all assume you have done the reading just as carefully!). Submit responses at least one hour before the beginning of the class period in which the readings will be discussed. One purpose of this assignment is for you to collect your thoughts about the readings before we discuss them in class, so you will have something to share. Each week's response should contain the following:

1. A subject line that says: **Reading Response #(1-6) – Your Name – date (mm/dd/yr)**
2. For **each** reading: An explanation of an understanding or insight from the reading that feels 'new' or 'deeper' for you. This should be at least a few sentences. Explain how this is new for you, or how it differs from what you previously thought about the topic or issue, and/or explain briefly why this is important, or what implications for life or professional practice this might have, if not obvious.
3. For **each** reading: Description of a significant puzzle or question that arises from the reading. This can be expressed in a couple of sentences. It should be something that you'd like to discuss with others during class.

Each week's reading response is worth 10 points. Receipt of your essay will be recorded but not be necessarily acknowledged, although you may receive an occasional comment or question in response.

Critique of self-help or pop psych book (20%)

Read one of the selected narrative or self-help/pop psych books. As you read, note the following:

- Assumptions the author is making about human nature
- Key insights about the development, learning, meaning-making, and other tasks of living
- Ideological biases about the good life, the good society, good relationships

Participate in a group discussion with the others in the class who have read the same book, and in the brief report back to the class.

Weave your notes together into a 1000-word critique, an essay of the sort you would see in a magazine for educated readers. Submit by April 18 at noon, by email. These will be evaluated by the following criteria: clarity of expression, thoroughness of the argument supporting the critique, quality of the analysis of implications of the critique for understanding psychological development as well as social, cultural, and political matters.

Final Grades will be based on total points accumulated, with 90-100 = A; 80-89 = B, etc.

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.

Description of Contexts and Stories exercises (each week near end of class)

The aim of these dialogues is to examine, collect and critique our experiential knowledge of how each context offers challenges and opportunities for development. In order to do this, the following sorts of questions may be helpful after hearing each other's stories:

Describe some of the main ways in which the context can push a person to examine understandings, values, priorities, choices, and commitments. What do these ways have in common?

What do we know, from experience, about how people become more capable of effective and meaningful functioning in this context as they move through childhood, adolescence, and adulthood? What kinds of experiences seem to enhance the development of these capabilities?

What signs do we see when people are not developing well in this context? What do we do about these failures of development, informally, institutionally, or professionally? What could we do differently?

What are some of the wonderful things that can happen in this domain? What are some of the horrible things that can happen? What do we learn about the nature of development from the contrast between the good and the bad?

Are there factors in this context that tend to go unnoticed, that we take for granted, or that operate unconsciously? How might things be different if we were more able to attend to those hidden factors?

Course Schedule

2/1

Introduction: Initial thoughts on change and development (writing and dialogue); "Life Span Developmental Psychology" as a subdiscipline; critical scholarship; the study of lives; overview of course objectives, requirements, schedule.

Context and Stories: "Learning, Change, Development"

2/8

Theories and Models: Psychosexual and Psychosocial: Freud, Jung, Erikson

Topics: character, unconscious processes, complex, defense mechanisms, repetition, psychosexual development, individuation, functions and attitudes, psychosocial development, identity, psychosocial crises

Readings:

Freud, "Formulations on the two principles of mental functioning"
http://www.sas.upenn.edu/~cavitch/pdf-library/Freud_Two_Principles.pdf

Sloan, Ch. 2.

Context and Stories: "Intimacy and Romance"

2/15

Theories and Models: Cognitive-Constructivist: Piaget, Kohlberg, Kegan

Topics: stages of cognitive development, schema, assimilation, accommodation, egocentrism, moral development, stages of meaning-making and selfhood; early attachment theory

Readings:

Eriksen, K. (2006). The constructive developmental theory of Robert Kegan. *Family Journal*, 14, 290-298. DOI: 10.1177/1066480706287799 (journal held by library; full text available on line through Watzek)

Karen, ch. 1,2,3,6,7

Context and Stories: "Teachers and Students"

2/22

Theories and Models: Attachment Theory and Object Relations: Bowlby, Ainsworth, Klein, Winnicott

Topics: imprinting, temperament, splitting, projective identification, transitional objects, culture and development, enculturation

Readings:

Karen, Chs. 10-12,14,18

Ainsworth, M. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716. (full text pdf available on-line in Watzek)

Context and Stories: "Siblings"

2/29

Theories and Models: Attachment in Adulthood; Critical and Poststructuralist Theories of Development

Topics: attunement, discourse, ideology, surplus repression, colonization of the lifeworld, social class and development, socialization, social integration

Readings:

Karen, Chs. 22,23,25,26

Martin Luther King Jr on creative maladjustment:
<http://thepossibilitypractice.com/martin-luther-king-jr-on-creative-maladjustment/>

Context and Stories: "Influence of children on parents"

3/7

Topics: neuroplasticity, integration, trauma

Reading: Siegel, 3-101

Context and Stories: "Friendship"

3/14

Topics: resilience, dialogicality, family life cycle

Readings:

Siegel, 102-261

Watkins, M. "Dialogue, development and liberation"

<http://www.pacifica.edu/pdf/DialogueDevelopmentLiberatio.pdf>

Context and Stories: "Work and Vocation"

3/21 SPRING BREAK!

3/28

Topics: adult development, life structure, life sphere, transitions

Reading:

Sloan, Chs. 3, 5, 6

What is it about 20somethings?

<http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html?pagewanted=all>

Context and Stories: "Community/Nation"

4/4

Topics: aging, spirituality and mental health, death and dying, plus TBD

Readings: Selected book (from list)

Welwood, J. Embodying Your Realization: Psychological Work in the Service of Spiritual Development.

<http://www.johnwelwood.com/articles/Embodying.pdf>

Context and Stories: "Spirit" and "Art"

4/11

Topics: TBD

Readings: Selected book (from list)

Plotkin, B. The Wild Human. <http://www.natureandthehumansoul.com/Shift%20-%20summer%2008.pdf>

Presentations: Later Adulthood

Context and Stories: "Nature/Technology"