

Lewis & Clark College
Professional Mental Health Counseling &
Professional Mental Health Counseling – Specialization in Addictions
MHC 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.

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	X
DVD/Video Presentation	
Supervised Small Group Work	X
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other: interactive online activities, discussion forums, videos, podcasts, music	X

MHC 506 – Life Span Development – Fall 2023
Mondays 9:00-12:00; 2 credits

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Office hours:
Wed. 1:00-3:00, Thurs. 12:45-2:45
+ other times when arranged
in advance

Please email me to make appointments for office hours and make sure I have confirmed the appointment through Google Calendar. Appointment times often fill up quickly, especially nearing the end of the semester. Appointments will be over phone or video conference. Thank you!

Catalog 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 is placed on understanding potential issues relevant to counseling for each lifespan stage, as well as understanding our own developmental processes, the role of difference and the role of commonality in the developmental process. See course cover sheet for course objectives.

Instructor Learning Objectives:

1. Students will learn the language of/vocabulary for Life Span Development in the counseling profession in order to score well on the National Counseling Exam (NCE) for licensing.
2. Students will gain practice in the skill of critically evaluating theory and research in the counseling profession.
3. Students will learn gain experience discerning relevant issues for counseling professionals from an overabundance of content.
4. Students will gain experience identifying, researching, and presenting relevant issues related to Life Span Development.
5. Students will gain experience applying course content to/with a real person and listening to their responses.

Non-discrimination, professional student conduct, sexual misconduct and academic integrity:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;

- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

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.

During this term, Student Support Services is available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/). Appointments will be conducted either by phone or Zoom.

Technical requirements students need to be aware as we begin a new semester:

The main learning platforms for this class will include Moodle and Zoom if needed. Moodle will be used as the primary learning platform and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard. Zoom will be used for class sessions if we need to be virtual for any reason. Enrolled students will have received information for how and when to log into class through Zoom should the need arise.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center:
<https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

Required Texts:

Capuzzi, D., & Stauffer, Mark D. (2016). Human growth and development across the lifespan: Applications for counselors. Hoboken, New Jersey: Wiley. (Text is available as an e-book at Watzek Library)

(Better) additional required reading links/citations will be posted to Moodle

Attendance and Participation Expectations: Class participation in class and through Moodle is expected and required. Any missed activities will result in an Incomplete grade until they are completed. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

Readings and activities will be posted in weekly learning modules. Each module will be available the day after class (Tuesdays) at 10:00 a.m. at the latest and students will be expected to complete all readings and activities by the following Monday during our class session. While we will not always use the entire class time allotted, you should be available during that time for course activities such as content lecture, small group discussions, course questions, and planning for group presentations.

Attendance policy modification for this course due to Covid-19 issues and concerns:

- Typically, students may miss one class session and must participate in ALL activities that are posted to Moodle. However, please do not come to class if you have any symptoms that are consistent with Covid-19 and haven't yet been tested.
- If you must miss class, make-up work related to the content missed will be provided to make-ups for any missed assignments.
- Any "planned absences" must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify your instructor as soon as possible.
- More than one absence a semester could result in a failure to complete the class if make-up work is not completed.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Arriving late impacts the work of your classmates and may communicate disrespect for your instructor and your peers.

Course requirements:

1. "LOVED IT" and "HMM, NOT SO MUCH" reactions: (20% total)

The textbook used for this class is flawed, as are all of us and all the other materials we used for learning. However, this text is flawed in ways that are particularly easy to see and thus give us the opportunity to practice critical evaluation of the sources/contexts of our learning.

In order to practice this skill, students will write TWO written responses (about a paragraph long each) for each class date in which readings from the textbook are assigned. You are not expected to write a reaction to the other readings, but if you are very compelled to do so, go ahead!

- 1) The "LOVED IT" response should discuss a section, topic, or aspect of the textbook readings that you appreciated or that you thought was helpful;
- 2) the "HMM, NOT SO MUCH" response should notice/call into question/point out particular concepts/phrases/ways of thinking that stood out negatively or did not sit well with you in the chapter.

These responses will be posted in a discussion forum on Moodle with the opportunity for classmates to further comment on each of your responses. We may also use these comments for small group discussion during class.

2. Activities/responses related to course readings or videos: 2% each week (10% total)

Each week there will be a number of very brief activities posted to Moodle beginning the 2nd week of class that are related to the reading or the videos for that week's learning module. Completion of all the activities for each given week will result in full credit; any incomplete activities for that week will result in no credit for that date.

3. Group presentation: 30%

Students will work in small groups of 2 or 3 students and will give a 30-40 minute presentation of a population that is currently one of the age-determined stages of life. The presentation content should have 4 parts:

- 1) Presentations should include **five questions** that will be answered in the course of the presentation. Three of these questions will be used for the end-of-term final exam.
- 2) Presentations should include a brief (about 5-8 minutes) summary of key aspects of the assigned stage of life. Since there is MUCH information from which to choose, your group is tasked with deciding which aspects of the information from the chapter will be most relevant to your colleagues.
- 3) Your group will identify a *potential relevant counseling issue* that is related to/interacts with/intersects with the life stage you are presenting. For example, the birth/infancy life stage may involve attachment issues, adoption issues, birth trauma, etc. The group will research and present this issue as the main part of the presentation.
- 4) Presentations will also include a group interview of a person within the age range of the population that is being presented.

You are encouraged to use multimedia for this presentation such as videos, recordings, slideshows, etc., and/or a type of **experiential component** of your choosing for your presentation that will help your audience engage in the topic. To ensure that each member has contributed to the project, each group will upload an outline of member contributions on the day of the presentation. Due date will be determined by the days scheduled for the population to be presented.

3. Mid-term quiz: 10%

This quiz will be a multiple choice quiz representing the kinds of questions that will be used for the NCE. The quiz will mainly include material discussed in the textbook from the first few weeks of class but may also include questions from the course readings.

5. End-of-term quiz: 20%

This quiz will be made of questions written by your classmates about each of the presentations. Each group will write 5 questions, 3 of which will be used for this quiz.

6. Interpretive Narrative: 10%

Think about a specific aspect of your life or part of your identity that is significant to your development. Choose one of the theories of development and apply it to this aspect of your own developmental journey in a creative way: a short story, a poem, or piece of artwork that you create. Accompany your interpretive narrative with a 1-2 page explanation of it. Interpretive narrative is due after the day of class on a mutually agreed-upon date.

Students must also meet standards for program level on the Professional Qualities Evaluation (no 0s and minimal 1s) as applicable. Failure to do so will result in referral to an Academic Review Panel. See PMHC program handbook for more details.

Grading: This course is graded using a 4.0 GPA in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook

(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system).

Assignments will be points from 1 to 4 that are weighted by percentage and then tallied to a final GPA. The final GPA is translated into a letter grade (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0). **Total grade points that fall in-between grades will be assigned to the closest available final grade, e.g., 3.49 would be a B+**

ASSIGNMENTS TURNED IN LATE WILL HAVE 1% EACH DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT UNLESS THE STUDENT HAS FORMALLY REQUESTED AN INCOMPLETE GRADE FOR THE SEMESTER AND/OR HAS DISCUSSED A LATER DEADLINE WITH THE INSTRUCTOR.

Tentative Course Calendar

Week 1: Introductions and expectations

Week 2: Human Development: Counseling the Ever-Changing Person in Context; Theories of Human Development

Read from your textbook:

Chapter 1: Human Development: Counseling the Ever-Changing Person in Context

Chapter 2: Theories of Human Development

Week 3: Spiritual and Moral Development

Read from your textbook:

Chapter 3: The Many Facets of Human Development: Spiritual and Moral Development Theories

Week 4: Cross-cultural counseling and Human Development

White supremacy and theory/research in the Human Development and Life Span literature

Read from your textbook:

Chapter 4: Cross-Cultural Counseling and Human Development

Week 5: Begin student presentations
Birth and Infancy: Physical and Cognitive Development
Birth and Infancy: Emotional and Social Development

Read from your textbook:
Chapter 5: Birth and Infancy: Physical and Cognitive Development
Chapter 6: Birth and Infancy: Emotional and Social Development

Week 6: Student presentation(s)
Early Childhood: Physical and Cognitive Development
Early Childhood: Emotional and Social Development
 Chapter 7: Early Childhood: Physical and Cognitive Development
 Chapter 8: Early Childhood: Emotional and Social Development

Week 7: Student presentation(s)
Adolescence: Physical and Cognitive Development
Adolescence: Emotional and Social Development

Chapter 11: Adolescence: Physical and Cognitive Development
Chapter 12: Adolescence: Emotional and Social Development

Week 8: Student presentation(s)
Young Adulthood: Physical and Cognitive Development
Young Adulthood: Emotional and Social Development

Read from your textbook:
Chapter 13: Young Adulthood: Physical and Cognitive Development
Chapter 14: Young Adulthood: Emotional and Social Development

Week 9: Student presentation(s)
Middle Adulthood: Physical and Cognitive Development
Middle Adulthood: Emotional and Social Development

Read from your textbook:
Chapter 15: Middle Adulthood: Physical and Cognitive Development
Chapter 16: Middle Adulthood: Emotional and Social Development

Week 10: Student presentation(s); Final Exam Due
Late Adulthood: Physical and Cognitive Development
Late Adulthood: Emotional and Social Development