

CPSY 506-01 Life Span Development
Spring 2014
Revised 01/10/2014

Instructor:

Casselle LaTourette, LMFT
casselle@lclark.edu/ cell: 503-410-1717
Office Hours: Before and after class or you can call me at anytime to schedule.

Time and Place:

1/08/2014-03/12/2014 Lecture
Wednesday 01:00PM - 04:00PM
York Graduate Center Room 115

Readings:

Kagan, Jerome. (2013) **The Human Spark**: The Science of Human Development
Additional readings, videos and podcasts may be assigned as needed.

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.

This class aims to give students a personal and professional understanding of how human beings develop. We aim not to discuss and integrate the following questions:

How do we become who we are?
What are the forces that shape us?
How does the family/community nurture or hinder our success?
In what ways does “American” development differ from other cultures?
What impact does the current events (history) have on individual development?
What is “healthy development?”
What passages/ rituals do we move through to become “ourselves”?
How did *you* become who *you* are?
How do we use this knowledge to increase healing and well-being in our work with others?

Course Objectives:

1. Human developmental processes, psychopathology, and associated biological, cultural and social influences on behavior (NASP 2.4) (KS 12; TS 2.11; CC 2.1.1)
2. Theories of learning, personality, and identity development (class, sexuality, ethnicity) (NASP 2.5) (KS 15)
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 (KS 11)
6. Developmental crises, situational and environmental factors that affect both normal and abnormal behavior (NASP 2.7) (KS 16)
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 (PM)

9. Ethical and legal considerations about working with clients/students and about research procedure and application (CC 6.1.3)

Additional objectives emphasized by this instructor:

- Demonstrate ability to articulate and critique concepts of development and their implications for the craft of counseling and your personal role as counselor.
- Solidify *professional writing* and oral presentation skills
- Understand the role of narrative in the construction of meaning.

COURSE GUIDELINES and EXPECTATIONS

1. CPSY Departmental 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.

2. Student with Disabilities Policy:

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination laws. Please see the Student Support Services website for more information:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

3. Confidentiality Policy: Confidentiality is extremely important to the integrity of this course.

Confidentiality cannot be guaranteed in any situation but we are collectively accountable to maintain a safe, trusting environment throughout the course including the experiential groups, activities and conversations. While it can be compelling to share personal information about class members with others, all students are bound by the ACA ethical code of confidentiality with respect to any material shared by other members of the class. The disclosure of personal information to anyone outside this class would be considered unethical. Please explore any concerns you have about confidentiality during class time, after class or during a training group.

4. Special Considerations with Course Format: The class will often ask you to look at your own personal development as a way to experiment and integrate the theories and research we are exploring. While this is not a therapy group or personal growth group, experiential activities will bring your personal process into our awareness with a focus on your ongoing counseling training and your professional development.

Students are not required to share personal information as part of the classroom dynamics, or as a requirement for any evaluation or for grading purposes. Grades will be based on your effort and ability to explore and apply the developmental concepts and experiences in this course towards the needs of future clients in a professional counseling setting. Your ability to use personal reflection, critical thinking and your ability to share the comments, questions and challenges that come out of this reflection and thought are essential in earning a successful grade in this course. **Evaluation in this course is not based on the content of your personal experiences, specifically, how much you self disclose, but on your participation in the process of learning about human development.** Students are asked to be intentional about what they choose to share with other students in the class during activities. If you become uncomfortable and feel as though you are unable to continue or participate during any aspect of this course,

you may exercise your right to pass. If you find yourself repeatedly doing so, please discuss this with me or another trusted colleague. Your participation is vital to your learning.

5. Additional Support: Should you have emotional difficulty throughout the course, the following measures are available to support you:

- 1) Please feel free to contact me to discuss your concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- 2) Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- 3) You may also work on these concerns in the context of private counseling.

6. Potential Risks of Engaging in This Course:

- 1) Confidentiality cannot be guaranteed by the instructor.
- 2) Please discuss any questions or concerns that come up during the course with the instructor in class time or through a scheduled appointment. Your communication and feedback are important to the integrity of this course.

7. Other Classroom Expectations:

- 1) As a counselor in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but I ask you to take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.
- 2) Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- 3) You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me and I'd be glad to mediate as needed.
- 4) Step Up/Step Down-Step In/Step Out: I hope you will be eager to participate in this course and challenge yourself to step up (to share more than you normally would) or step down (if it is necessary to make space for others).
- 5) Please be respectful about the use of technology in the classroom. Please use your breaks to check your phone, texts and Facebook!

8. Writing Expectations:

- 1) All papers APA style with clear introduction and closing sections.
- 2) Be sure to have all papers proof read before submission.
- 3) If low quality writing or format interferes with reader comprehension, papers will be returned for editing and resubmission for a grade.

9. Assignments:

Late assignment policy: If you know your paper/ project will not be ready, please inform instructor prior to missed date and identify when you will have assignment completed to avoid decrease of grade.

Week	Subject	Readings Due	Assignments
January 8 th	<u>What is "Healthy Development"?</u>		Reflection Paper (in class)
January 15 th	<u>Meet the Theorists</u> Developmental Theories of Learning Personality and Temperament Developmental Milestones	Kagan Chapters 1 & 2	Reading Q's
January 22 nd	<u>Identify Development</u> Historical and Cultural/Social Influences Identification with class, gender, ethnicity	Kagan Chapters 3 & 4	Reading Q's
January 29 th	<u>Life Cycles</u> Erickson Developmental Stages Jungian Adult Development	Kagan Chapter 5	Reading Q's Film Review Paper Due
February 5 th	<u>Moral Development</u> Kohlberg and our quest for goodness Altruism around the World Multicultural Lens	Kagan Chapter 6	Reading Q's
February 12 th	<u>Emotional Development</u> Attachment Theory	Kagan Chapter 7	Reading Q's Current Event Group Presentations Due
February 19 th	<u>Arrested Development</u> Mental Illness Trauma, Crisis and Challenges	Kagan Chapter 8	Reading Q's
February 26 th	<u>New Certainties/ Old Uncertainties</u> Ethical Considerations Future of Development	Kagan Chapter 9	Reading Q's
March 5 th	<u>Facilitating Optimal Development</u> Counseling Practice and Application	Article (TBA)	Life Interview Paper Due
March 12 th	<u>Development of Happiness</u>		

Assignments:

1) **Class Participation:** Due to this class being experiential in nature your biggest assignment will be your presence and participation in class. This makes up most of your grade. Be ready for each class with the prepared readings and questions/ critique for discussion. Your peers will depend on you to enrich their learning experience as you will in turn will depend on them. If you need to miss a class please give advance notice to instructor. You will be asked to complete an additional make up assignment for the class which will consist of an *interview with a classmate and a two page paper* on what happened during the class.

2) **Reading Questions:** Our readings are dense and leave much room for exploration and questioning. For each week you will be given a set of reading questions to answer to help increase your integration of material. These will be then used for classroom discussion.

3) **Film Review Paper:** There are a host of amazing films on the human experience (see list attached). Choose one of these films (or suggest your own) and use your understanding of human development to describe the human behaviors or story of the film. 2-3 page paper.

4) **Current Event Group Presentations:** We will be learning about the affects of larger contextual forces on development. It is important to understand how current events will impact our world, our countries, communities and the families and individuals in these communities. In groups of 3 identify a current world event and give a 15 minute presentation with the following format: explain the event, impact on world/community/culture and the development of the individuals within, benefits and challenges to development, use of at least one theoretical model to explain benefits/ challenges. Also identify any possible solutions that we as counselors could provide for these individuals.

5) **Life Interview Project:** Interview a person from outside of class and record their life story. Write a 5-6 page paper on their life experience and the different developments their human life has encompassed. Cite developmental theories to explain your understanding of how this person came to be themselves. Answer the questions of biological, social, cognitive, impacts on their development.

Grading:	Points Possible
Class Attendance and Participation:	40
Reading Questions:	10
Film Review Paper:	10
Current Event Group Presentation:	15
Life Interview Project:	<u>25</u>
Total:	100