

CPSY 506-03/04 Life Span Development
Spring 2015

Instructor:

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Office Hours: After class or you can call me at anytime to schedule.

Time and Place:

1/14/2015-04/01/2015 Lecture *NO class on March 18th or 25th*
Wednesday 1:00-4:00pm 05:30PM - 08:30PM
York Graduate Center Room 116

Readings:

Lives Across Cultures by Harry Gardiner and Corinne Kosmitzki, Fifth Edition
Storycatcher by Christina Baldwin

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.

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)
3. Socialization and the influences of families, peers, teachers, and others on development (NASP)
4. Development of behavioral, affective, adaptive and social skills; developmental milestones
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)

ASSIGNMENTS

1. READING QUESTIONS

Weekly reading questions will be used to integrate the readings and provide rich conversation in small groups. Reading questions can be handwritten or typed and to be turned in at the end of class. You will not be evaluated on the content or grammar of these only given credit for completion and participation.

2. GROUP PRESENTATION: 30-45 minutes

With a group of two or three (depending on class size) present and instruct on this given topic. Feel free to use any media or instructional method you choose. Please include the following in your presentation. You will be evaluated by your peers.

Explanation of Development Topic or Theory
Cross cultural evaluation
Application across the lifespan (if applicable)
Practical Application to Counseling

3. FOUR STORIES: 4-8 pages

Interview four different individuals from four different generations and glean a story about their life. Write a 1-2 page double spaced paper on *each* story and what their story says about their development and about what influences them. *Include direct quotes from interview.*

Class	Date	Subject	Readings Due	Assignments Due
1	January 14 th	What influences our development?	None	None
2	January 21 st	The Hero's Journey: looking at the use of empowered story in human development	Storycatcher Chapter 1-3	Reading Questions
3	January 28 th	How culture influences development? Bronfenbrenner	Lives Across Cultures Chapter 1-2	Reading Questions
4	February 4 th	Attachment Theory	Storycatcher: Chapter 4-6	Reading Questions
5	February 11 th	Socialization and Family Development Theories:	Lives Across Cultures Chapter 3-4	Reading Questions
6	February 18 th	Language and Cognition Development of Personality and Identity	Lives Across Cultures Chapter 5 and 6	Reading Questions
7	February 25 th	Moral and Spiritual Development	Lives Across Cultures Chapter 7	Reading Questions
8	March 4 th	Gender and Sexual Development	Lives Across Cultures Chapter 8	Reading Questions
9	March 11 th	Development of Resilience and Later Adult Hood Development	Lives Across Cultures Chapter 9 and 10	Reading Questions
	March 18 th			
	March 25 th			
10	April 1 st	The Future and how we play our part	Storycatcher 7-10	Stories Due

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. **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) Your final paper should be 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.

Grading:

Attendance and Participation: 200
Reading Questions: 90
Group Presentation: 55
Four Stories: 65

Reading Questions:

You may hand write or type out your reading questions. These will be used for small group discussion and personal exploration as well as to support reading material. Please hand them in after each class. You will not be evaluated/graded on the quality of these but given credit for completion.

Date/ Readings	Questions
First Class:	<ol style="list-style-type: none"> 1) Think of an important story someone has told you. How did you feel when you were listening to this story? If you were given permission to share this story do so with your group or simply talk about what it was like to hear it. 2) How can being heard, being listened to, promote healing? 3) What are ways in which you know that someone is really listening? 4) What sort of rules or boundaries will make your core group a safe place to share? (as you share have one person write these down for your group) 5) What are your hopes for this course? What is one thing you can do to work towards that?
January 21 st <i>Storycatcher</i> <i>Chapter 1-3</i>	<ol style="list-style-type: none"> 6) What is one of your favorite stories (book, fable, movie, tv show, historical story) of all time? What about that story appeals to you? 7) When/how have you seen/experienced words or story change things? 8) What kind of stories do you find available on Facebook/social media? 9) Catch a story, any story, this week (either from someone you know, something you overheard, or something you see) and tell your core group about it. 10) Describe the place you come from. What is the landscape? Who lives there? Use all five senses to describe this place.
January 28 th <i>Lives Across</i> <i>Cultures</i> <i>Chapter 1-2</i>	<ol style="list-style-type: none"> 11) Are there any “universals” in human development? 12) How do different cultures view the elderly? 13) How do different cultures view children? 14) Give an example from your own development demonstrating each the “developmental niche” and “ecological model” perspective. 15) Have you ever traveled to another culture? Tell a story about what you noticed was different.
February 4 th <i>Storycatcher</i> <i>Chapter 4-6</i>	<ol style="list-style-type: none"> 16) Describe a typical family dinner in your home growing up. Use all your senses to describe the scene. What might this story say about your personal culture? (as you discuss in groups look for themes and for differences) 17) Describe a world event that had an impact on you? What were you like before? What were you like after? 18) Use the Spiral of Experience model and apply it to a trauma that might happen in a client’s (child, adolescent, or adult) life. 19) What are some ways in which “historical time” influences development? 20) What would you put in a time capsule for a future generation to find?