

# **Life Span Development**

## **CPSY 506-03 Counseling Psychology**

**Department of Counseling Psychology Lewis and Clark College Graduate School**

Fall Semester 2015 Wednesday September 9th, 2015 through Wednesday November 11<sup>th</sup>, 2015

5:30 to 8:30p.m.

York Graduate Center #116

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### **Class 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.

Prerequisites: For Professional Mental Health Counseling--Addictions students, MHCA 502 and MHC 513.

Credits: 2 semester hours.

### **Books & Required Reading:**

*Theories of Development: Concepts & Applications.* 6<sup>th</sup> Edition. Crain, William

(older editions are permitted)

*Integral Psychology.* Wilber, Ken

Other readings on Moodle as assigned.

### **Essential Goals**

Students will establish a foundation for their professional role as effective counselors through the study of theories, models and frames of development across the lifespan. Through readings, class discussions, small group dialogues, reflective writing and exercises utilized to evoke the application of theory to clinical counseling practice, students will develop awareness and intentionality in the conceptualization of clinical practices for working with diverse populations. Awareness of a personal worldview including race, power and privilege and the relationship of these elements to human development and theory itself will create a foundation of accountability when considering impact of treatment with clients.

### **Course Objectives**

- 1) To understand and teach back major theories in development in preparation for licensing exams.
- 2) To increase self-awareness through reflection on impact and influence of development in the student's life and/or the lives of family members and significant others.
- 3) To synthesize theories of development and integrate one's own working theory of development through critical thinking and analysis.
- 4) To develop skills in applying developmental theory to clinical practice.

## **CACREP/NASP OBJECTIVES**

The following program objectives as well as objectives defined by **CACREP/NASP** are the standards for “helping relationships” These broad objectives will be pragmatically and experientially integrated into the classroom assignments and experiences.

### **CPSY 506**

#### **From the CACREP Standards**

##### Professional Identity 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

- 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.

#### **From the NASP Standards**

The following NASP domains are addressed in this course:

### **2.3 Interventions and Instructional Support to Develop Academic Skills**

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

### **2.4 Interventions and Mental Health Services to Develop Social and Life Skills**

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

### **2.6 Preventive and Responsive Services**

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

### **2.7 Family-School Collaboration Services**

School psychologists have knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

## **2.8 Diversity in Development and Learning**

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

### **Format and Outcomes**

Students will demonstrate their understanding of theories, and clinical applications of interventive and effective clinical conceptualization used in working with individuals across the human lifespan. Emphasis will be placed on developing skills in the application of theory to clinical practice. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through readings, class discussions, reflective assignments, as well as various classroom activities. Recognition of positions of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be explored. The class will be developed as a community of collaborative learners where each will be an active agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

### **Confidentiality and Ethical Guidelines**

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. Guidelines, parameters and boundaries are implemented into assignments and class discussions and it is expected that anything presented by students during class presentations, assignments and discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

### **Evaluation of Professional Qualities**

Each student will be evaluated in the areas of demonstration of self-awareness, empathetic presence, ethical considerations, effectiveness of oral and written communication, and openness to feedback. This includes the expectation for completion of all assignments as well as a respectful and earnest attitude towards classmates, instructor and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in an incomplete or failure of the class. If there are concerns about a student's work a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes during the course of the semester.

## Assignments

**Reading & Reflection Journal:** Purchase a bound journal (redbook, moleskin, or a three ring notebook) . This journal will be used for in class personal reflections and reading reflections.

**1. Personal Reflections = 40 points. (9 weeks, 5 points per week – one extra credit possible)**

Each week the class instructor will provide a scenario from life experience that is related to current class material. Students will write a brief reflection connecting the scenario to their personal experience or experience of a significant other.

**2. Reading Reflections = 80 points. (8 weeks,10 points per week)**

For each chapter assigned identify two intriguing ideas or compelling concepts or possibly points of confusion. Reflective Writing –reflect on why they are intriguing, compelling or confusing, and any impact the readings had on your thinking. At least one paragraph per idea.

**3. Presentation of Developmental Theory= 100 points**

In groups, students will present the essence and details of a theory of development. Rubric for the presentation will be distributed at the end of week 3 class session, and discussed in detail in week 4 class session.

**4. Application of Developmental Theory to Clinical Practice = 80 points (4 weeks, 20 points per week).** Points are awarded for participation in the activity conducted in class. Activities will range from role playing, clinical interviewing, and other experiential encounters.

**5. Synthesis & Integration Paper = 50 points**

Utilizing concepts developed by Ken Wilber in *Integral Psychology*, students will write a 5-7 page (double spaced) paper synthesizing developmental theory and integrating into one's working developmental theory. Rubric will be distributed at the end of class session 3 and discussed in detail in class session 4.

**6. Final Exam = 75 points**

The exam will be held during the last class session, and will consist of multiple choice and matching questions. The purpose of the exam is to assist in connecting developmental milestones and stages with the appropriate theorist in preparation for licensing exams.

## Schedule of Topics & Readings

Instructor reserves the right to change this schedule at the sole discretion of the instructor.  
Readings are listed during the week they are due.

Week 2 Sept 16	Epigenetics, Neurobiology, Biology. Adverse Childhood Experiences. <b>Readings on Moodle.</b>
Week 3 Sept 23	Attachment. <b>Crain Chapter 3 and supplemental readings on Moodle.</b> <i>Rubric for presentations and synthesis paper distributed tonight</i>
Week 4 Sept 30	Early Theories. <b>Crain Chapters 1 &amp; 2. Tentative: Supplemental on Moodle.</b> <i>Rubric for presentations and synthesis paper discussed tonight, groups formed.</i>
Week 5 Oct 7	Development & Education. <b>Crain Chapter 4. Tentative: Supplemental on Moodle.</b> <i>Time will be set aside for small group presentation planning tonight.</i>
Week 6 Oct 14	Cognitive Development. <b>Crain Chapter 6. Wilber Pgs 1-56. Tentative: Supplemental on Moodle.</b>
Week 7 Oct 21	Moral Development. <b>Crain Chapter 7. Wilber Pgs 57-128. Tentative: Supplemental on Moodle.</b>  <i>Theory Presentations: Groups 1 &amp; 2</i>
Week 8 Oct 28	Developmental Conflicts, Obstacles, Challenges. <b>Crain Chapters 11 &amp; 12. Wilber pgs 129-194. Tentative: Supplemental on Moodle</b>  <i>Theory Presentations: Groups 3 &amp; 4</i>
Week 9 Nov 4	Separation, Individuation, Aging. <b>Crain Chapters 13 &amp; 17. Tentative: Supplemental on Moodle</b>  <i>Theory Presentations: Groups 5 &amp; 6</i>
Week 10 Nov 11	<i>Theory Presentations: Groups 7 &amp; 8</i> <b>Final Exam</b>  <b>Synthesis Discussion</b>  <b>Potluck?</b>

**Synthesis Paper due via email November 18<sup>th</sup>, 5:30pm**

## Grading

425- 380= A 379-335 =B 334-290=C below a C (289) failure of class.

## Classroom Policies

**Missing Assignments:** Students are expected to do all assignments; any assignments not completed may result in a class incomplete or class failure. Missing class is loss of points earned in the missed class, make-up points may be earned through make-up assignment.

**Late Assignments:** 5 point deduction for a late assignment per day.

**Make-up Work and incompletes:** Incompletes will be determined before the final class, including what is expected and the timeframe for completion. **Make-up Assignment for missing class:** Please write a 5-6 page "interest" paper on a topic of interest for you related to Life Span Development. Please use at least 6 references. This is due the final day of class and can be sent by email.

**Absences:** Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time (**3 hours**, a graduate school policy) may result in **an incomplete or failure to complete class**.

**Laptops and Cell Phones:** Laptops maybe used to write notes as needed in class. Laptops may not be used during the experiential activities including classmate presentations unless designated by professor. Please come prepared to take hand written notes during these times. **Using computers or cellphones for non-classroom activities during classroom time unless directed by Professor will result in 10 pt. penalty. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time unless emergency. If there is an emergency you may exit the class to use your cell.** Laptops and cells phones may of course be used on breaks. If alternate learning needs require the use of a laptop please let the instructor know at the beginning of the semester.

**Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.**