

Lewis & Clark College
Professional Mental Health Counseling Program
CPSY 506
Lifespan Development
Brittian Bullock, LMHC, MA, MHP, NCC, CVS
brittianbullock@lclark.edu

Catalogue Description (*copy from current catalogue*): In this course we examine social, cultural, biological, and learning developmental theories throughout an individual's lifespan, as well as research methods in lifespan development. This course includes the application of theory and research in lifespan development to clinical and other applied situations.

Course Description: In this course we will examine a variety of theoretical perspectives as they apply to various issues that occur across the lifespan. Examples of these issues are the nature-nurture controversy, the bio-social model of emotion, attachment theory and the impact of early experience, parenting styles, the development of cognition and morality, the development of personality and social relationships, the development of intimate relationships, family processes and the impact of divorce, and developmental changes in adulthood. Clinical implications of the issues covered within the course will also be examined. We additionally examine the impact of this current environment—the civilization project—on the individual, and discuss optimal modes of development, as well as the adaptive emotional model as a framework for normal and abnormal psychology.

Course Goals and Objectives:

Students will demonstrate knowledge of the following subject areas, as well as the awareness of how to apply this knowledge in relevant settings (i.e., schools, communities, families, workplace):

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.

Required Reading:

Crain, W. (2005). *Theories of Development: Concepts and Applications*, Fifth Edition, Prentice Hall, NJ.

Kegan, R. (1982). *The Evolving Self: Problems and Process in Human Development*. Cambridge, Mass., Harvard Univ. Press

Additional readings to be assigned in class

Course Requirements and Grading

Participation: The basic approach of this class is that of a “wisdom community,” in which all hands are on deck. This means that each student’s contributions to our collective learning are as important as his or her individual 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. I evaluate this participation roughly in a range from low (just showing up), medium, and high (consistently appropriate and serious contributions). Approximately 30% of the final grade is based on this dimension.

1. Class attendance and participation is vital. It is important that you not miss classes. You may miss one class without penalty to your grade. Missing a second class will result in decrease of course grade by one step (e.g. B+ to B). Missing three classes will likely mean you will not pass the class.
2. You will be expected to participate in a weekly discussion based upon assigned readings. Weekly discussions will utilize an approach capitalizing on your generation of one page commentaries or essays. These are to be typed and turned in (beginning Sept 19th) by the end of every class. Each commentary should open with a question that may be posed for general class discussion. The essential question for each essay is something like: *“What concept(s) are you finding most intriguing, useful, or problematic as you work to deepen your understanding of change and development? Elaborate, explore.”*

Essays will be evaluated on these dimensions: importance/centrality of issues

addressed; care in developing an 'argument', idea, or insight; and clarity of written expression in formulating your question. The commentary itself should demonstrate your thoughtful consideration of an issue raised within the readings. If low quality writing interferes with reader comprehension, essays will be returned for editing and resubmission for a grade. The commentaries will account for 20% of your final grade. Late commentaries will not be accepted. Missing commentaries will reduce final grade total by 2% per commentary. Commentaries should be no longer than one page (double spaced) in length.

Stories: The stories that we tell reinforce the concepts that we think about and turn over in our mind. One of the themes in our class will be the role of narrative in development and learning. You will be asked to reflect upon your own development, observing and describing just what it is that you are bearing witness to.

1. You will be expected to submit at least 4 "Story essays" over the course of the semester. These story prompts will be taken from "Your Mythic Journey" by Keen and Valley-Fox, and readings will be handed out in class. You will be permitted to work at your own pace upon these. Each reflection should be about 500 words (usually about two double-spaced pages). At least a few of these should be submitted during the first half of the semester, and the rest during the second half. The task of each story based essay is to illuminate the content of your own lived experience in a way that brings meaning and value to you. In any case, I ask you to choose a "middle story" — a story about subject matter that is neither completely stale nor completely raw and unprocessed. In the write-up, imagine you are telling it to someone in our class and be prepared to share it with others during class time. Essays will be evaluated on these dimensions: thoroughness of personal reflection; care in developing an idea, or insight; and clarity of written expression. If low quality writing interferes with reader comprehension, essays will be returned for editing and resubmission for a grade. Each essay is worth 5% of the final grade, for 20% total.
2. Please conduct a life story interview with an adult who differs from you in terms of age, gender, sexual orientation, ethnicity, race, class, or culture. Class readings and discussions will help you for this project. Please address the following two pieces as you work on this: Developmental theme: To conduct the life story interview: 1) choose at least one developmental theme (e.g. identity, generativity, moratorium, integration, support and risk, disequilibrium, etc.); 2) develop questions based on that theme; and 3) choose quotes from class texts to share with the interviewee (You can choose this theme before the interview or pick up on a theme while the interview is in progress, following up with relevant questions and quotations). Your notes from this interview are due October 17th.
3. After you have completed this interview you will be expected to write up a 3-5 page pager that will serve to complete this life story assignment and bring closure to your experience of this course. Please include the following concepts within the pager: whom did you interview, why, where, under what conditions, did the interview surprise you, what themes emerged, how did you internally respond to what was being said to you. Include at least three examples of helpful or

unhelpful exchanges between you and the interviewee. Additionally tease out in what ways the interviewee's story reflected developmental or narrative theory. Did the interviewee find the theory you shared helpful? What evidence of "myth-making" were apparent in their story? If low quality writing interferes with reader comprehension, essays will be returned for editing and resubmission for a grade. This paper counts as the final 15% of your paper and is due by the final day of class.

Leadership: Part of becoming a therapist, educator, or individuated human being is "finding your voice." A focus of this overall course will be assisting you in developing your perception about perception, alongside your ability to describe your observations.

1. The primary mode of demonstrating this will be a group presentation of a developmental topic. These begin the second week of class and extend through the term. The goal of this time is not to present a lecture, but rather to assist the class in considering a dialectical dilemma (nature versus nurture, developmentalism versus behaviorism, etc...). Groups will be triadic and must work together to engage the class in a thirty minute time around their topic. It should include academic perspectives on these topics, an emotional or popular appeal (why would the average person care about these things), the impact of this on clinical/educational environments, and something of your own experience/story. The presentation element should involve our senses: visuals (posters, sculptures, paintings, powerpoints), sounds (TED talks, recordings, music), tactile, etc... Additional there must be an experiential component to this presentation. In other words—you must engage the audience in a way where we are able to integrate the conversation. **PLEASE DO NOT STRAIN YOURSELF ON THIS PROJECT.** The goal is to explore a dialectic or developmental topic and find your voice within this framework. This project counts as 15% of your final grade.

Evaluation and Assessment: In grading your written work I will be looking for your ability to critically evaluate and integrate the information that we have been covering in the course. This requires you to go beyond the information given and to reflect on how different perspectives presented within the course relate, to consider the implications and applications of these perspectives, and to make informed decisions about the strengths and weaknesses of these perspectives.

Participation-30 points

Weekly Commentaries-20 points

Story Prompt Essays-20 points

Life Story Interview-15 points

Presentation-15 points

Grades will be assigned as follows:

A level work:	Exceptional
B level work:	Competent and sound
C level work:	Minimal competence
D level work:	Insufficient evidence of minimum mastery
F level work:	Failure to demonstrate learning

Calendar

9/12

Introduction: Initial thoughts on change and developmental theory, discussion of mindfulness and dialectical approach to “Life Span Development”; study of lives; overview of course objectives, requirements, schedule; sign-up for groups

Group: Curiosity Game

Lecture: Narrative: The Stories that We Are

9/19

Readings: Crain Chapter’s 2, 3, 5; Kegan Prologue

Theories Discussion: Maturational Theory, Ethnological Theories, Organismic Theory

Due: Weekly Commentary #1

Lecture: The Normal Human Life: A Biological Basis for being Human

Group: “Nature vs. Nurture”

9/26

Readings: Crain Chapter’s 6 and 7; Kegan Chapter 1

Theories Discussion: Cognitive-Constructivist Theories: Piaget and Kohlberg

Due: Weekly Commentary #2, Life Story 1

Lecture: How the Mind Once Lived

Group: Developmentalism and Behaviorism

10/3

Readings: Crain Chapter’s 11 and 13; Kegan Chapter’s 2 & 3, Ainsworth, M. (1989). Attachments beyond infancy (<http://n.ereserve.fiu.edu/010018141-1.pdf>)

Theories Discussion: Attachment Theory, Psychodynamic perspectives, Resilience, Self-Making

Due: Weekly Commentary #3,

Lecture: Child Rearing in the Wild

Group: Attachment and Independence

10/10

Readings: Crain Chapter’s 8,9,10 ; Kegan Chapter 4

Theories Discussion: Learning Theory, Social development, historical conditioning, , Bandura, Vygotsky

Due: Weekly Commentary #4, two of your Story prompts should have been turned in

Lecture: Sedentary, Nomadic, and Agricultural Impact

Group: Community versus the Individual

10/17

Readings: Crain Chapter 12; Kegan Chapter s 5, 6

Theories Discussion: Erickson's Stages, The Incorporative Self, The Impulsive Self, The Imperial Self

Due: Weekly Commentary #5, Life Story Interview

Lecture: The Fall: Ego's Development

Group: Gender Role Development

10/24

Readings: Crain Chapter 16; Kegan Chapter s 7, 8; What is it about 20somethings: (<http://www.nytimes.com/2010/08/22/magazine/22Adulthood-t.html?pagewanted=all>)

Theories Discussion: Jung's Two Halves of Life, Interpersonal and Institutional Self, Developing Adulthood

Due: Weekly Commentary #6

Lecture: Eldership

Group: Work and Vocation

10/31—NO CLASS

11/7

Readings: Plotkin, B. The Wild Human.

<http://www.natureandthehumansoul.com/Shift%20-%20summer%2008.pdf> , Kegan Chapter 9, Crain Chapter 18

Theories Discussion: Humanistic and ecological approaches to development

Due: Weekly Commentary #7

Lecture: Trauma: The Sacred Wound

Group: Morality and Ethics

11/14

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

<http://www.johnwelwood.com/articles/Embodying.pdf>, Ken Wilber "Integral Psychology" 159-194

Theories Discussion:

Due: Weekly Commentary #8, Final Paper, last two story prompts are due.

Lecture: Wisdom

Group: Death and Suicide