

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

No required assignments for MHC and MHCA: Students demonstrate knowledge through CPCE exam and overall course grade of B or above.

CPSY 506 Fall, 2016

Charles Dickerman, LMFT, CADC I

Adjunct Professor of Counseling Psychology
Professional Mental Health Counseling Faculty

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Office Hours: By Appointment Only

COURSE INFORMATION

Time: Monday, 8:30AM - 11:30AM

Dates: 9/12/2016- 11/14/2016

Location: York Graduate Center, Room 101

Credits: 2 credit hours

Pre-requisites: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, MHCA 502 and MHC 513.

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 POLICIES

Email Policy

I maintain a 48-hour response policy for all email communications not including weekends. If you receive an email from me during the weekend, it is the exception and not the rule. You are free to email me at any time and I will do my best to get back to you as my schedule allows. Please do me the courtesy of respecting my time and schedule and I will do the same with yours. If you have a question, by all means ask.

Participation and Attendance

Participation: Participation: A portion of this class is to facilitate learning as part of a community of peers (and future colleagues), meaning that everyone contributes to the collective learning environment. Individual assignments are only a small part of the intellectual and experiential portion of the class, with other contributions being more dependent on external research, being prepared for class topics and willingness to have ongoing dialogue. I encourage students to ask or post questions, share insights or realizations and to add articles or readings that are applicable to the topics we will be going through, either in class or on the course Moodle webpage. You will be required to log in to Moodle on a weekly basis and keep up with class discussion, at the minimum reviewing what others have posted and keeping up to date. I evaluate participation in a range from low (warm body in a class room or logging in and glancing at things) to high (consistent contributions, engaging with respect). Quality is far more important than quantity, for instance asking significant questions or sharing complex insight is more productive than being able to restate information from one of the readings. Participation is worth 50 points towards the final grade, at 5 points per class with extra credit awardable for exceptional contributions.

The class Moodle webpage is at: <https://moodle.lclark.edu/>. I am glad to provide basic assistance with Moodle but cannot help you troubleshoot issues with your computer or phone.

Attendance: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 3.0 hours for a 30 hour class (2 credits). 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.

ASSIGNMENTS (EMAIL PREFERRED)

My preferred way that I receive assignments is email. Please send me homework or papers to charles@lclark.edu. I will acknowledge receipt and send feedback as necessary. Please use Word or Adobe Acrobat formats.

Personal Narrative Paper (50 points)

Write a brief story (3-5 pages, typed, double-spaced) of an incident or a time from your own personal experience as a child or adolescent (age 3-19). This could be a story that you think of in the context of class content or something that was triggered through your observation of other children when you were young. It could be any event in your life that was in some way developmentally significant for you. Select a story that was or is meaningful to you rather than one that may be more meaningful to others (such as a story your family tells). The purpose of this exercise is to allow you to share a developmentally important story in your life and to be able to share it or portions of it with others in class.

Consider your personal story in the context of developmental theories or themes that you are already aware of, including notions of personal growth or change that you may have in a more general sense. Speak to how you understand what happened and how it affected your development in terms of moral, social and perhaps even physiological contexts. Try to think about how your perspective at the time may have been limited by your physical or mental development and what age based constraints play on your memories of the event. Please e-mail a copy of this assignment to me prior to class 2 (9/19). You may also wish to bring a physical copy of this assignment to be discussed to your comfort level in the second class.

Lifespan Reports (100 points)

You will break up into groups of 3-4 (and one group of 5) to report on a lifespan developmental level using sources from inside and outside of class. Reports will include an overview of the characteristics of the level in question using Piaget, Erickson, Kohlberg, et al, as well as a discussion of counseling theories appropriate to this developmental level and appropriate attitudes, skills, and techniques appropriate to working with the developmental level. Groups will select from the following levels of development: a. Early Childhood/Middle Childhood b. Early Adolescence/Adolescence c. Young Adulthood d. Middle Adulthood e. Late Adulthood. Each group will provide a 15-20 minute PowerPoint or Prezi presentation and may use video or other visual mediums to enhance the project. More specific requirements for this project and a brief paper associated with it will be provided in class 2 (9/19). Groups, topic area, and presentation dates will need to be selected and submitted to me via email no later than 9/26. Developmental areas and presentation dates are selected on a first-come, first-served basis.

Reading Responses (150 points, 25 points each): As part of class readings, you will submit 6 reading responses by email to charles@lclark.edu. You will have 9 opportunities based on the readings to submit, skipping three of the readings to write on, which you are still required to read. Responses are due at least one hour before the beginning of the class period in which we will discuss them. The main function of this assignment is for you to organize your thoughts about each reading prior to discussion, allowing everyone to have something to share. Reading responses should include the following:

1. A subject line in your email that says: **Reading Response #(1, 2, 3, etc.) – Your name – Date.** The response can be typed in the body of an email, a Microsoft Word Document or an Adobe Acrobat file.
2. Write an explanation of your understanding or insight that captures some aspect of new understanding or a concept that stood out for you. This should be at least a couple of paragraphs and at most, a page. Explain how this idea is new for you, how it might differ from a way of thinking you have had in the past or why it is important in the present. It is essential to consider the implications that each topic has for how you examine your own life, professional practice or conceptualize cases.
3. Describe a significant puzzling idea or question that comes up from reading, which can be expressed in a couple of sentences. It should be something that you would like or be able to discuss with others during the following class.

Each reading response is worth 25 points. I will acknowledge receipt of your response but not necessarily offer feedback, barring occasional comments or questions in response.

EVALUATION METHODS

<u>Item</u>	<u>Value</u>	<u>Due Date</u>
Participation	50 points (5/class)	Calculated at end of term.
Personal Narrative Paper	50 points	9/19, before class
Lifespan Reports	100 points	11/7 or 11/14
Reading Responses	150 points (25/reading)	Weekly, 1 hour before class (choose 6)
Total	350	