

**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:  
LIFESPAN DEVELOPMENT**

Graduate School of Education and Counseling  
LEWIS & CLARK COLLEGE  
**Fall 2016**

INSTRUCTOR	
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Office Hours:	By appointment

COURSE DESCRIPTION
This course is designed to explore life span human development through the lenses of social, cultural, cognitive, behavioral, biological, and learning theories as well as review scientific research pertaining to human development. We will discuss conceptual models of development and apply models toward the work within the counseling, family therapy, and mental health field.

OBJECTIVES (ALSO REFER TO COVER SHEET)
The student will:
<ol style="list-style-type: none"> <li>1. Demonstrate ability to articulate and critique concepts of development, theoretical positions regarding development, and scientific research.</li> <li>2. Demonstrate the ability to link developmental theory and science to implementation of human service interventions.</li> <li>3. Demonstrate knowledge of the biological, sociocultural, and macro-systemic influences to development.</li> </ol>

REQUIRED TEXTBOOK
Crain, W. (2011). Theories of development: Concepts and applications. Prentice Hall: NJ.

ADDITIONAL READINGS
Additional articles, chapters, and other materials will be used during the course. These materials will be made available electronically or via hard copy handout(s) throughout the semester.
<b>Readings:</b> Arbona, A., & Coleman, N. (2008). Risk and resilience. In Brown, S. D., & Lent, R. W. (Eds). Handbook of Counseling Psychology (4 <sup>th</sup> ed.). John Wiley: NJ.

- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*.
- Biglan, A. (2015). The nurture effect: How the science of human behavior can improve our lives & our world. New Harbinger: CA.
- Comstock, D. L. et al. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling & Development*.
- Eriksen, K. (2006). The constructive developmental theory of Robert Kegan. *Family Journal*, 14, 290-298.
- Gilligan, C. (1982). In a different voice: Psychological theory and women's development. Harvard Press: MA.
- Green, M., & Piel, J. A. (2002). Theories of human development: A comparative approach. Allyn and Bacon: MA. *Chapter 1: Theories as windows for looking to see.*
- Kozol, J. (2003). Savage inequalities: Children in America's schools. In Ore, T. E. (Ed.): The social construction of difference and inequality: Race, class, gender, and sexuality (pp262-268). McGraw Hill: MA.
- Mahoney, M. J. (1991). Human change processes: The scientific foundations of psychotherapy. Basic Books: CA. *Chapter 7: Human Psychological Development.*
- Sue, D. W., & Sue, D. (2008). Counseling the culturally diverse: Theory and practice (5<sup>th</sup> edition). John Wiley & Sons: NJ. *Chapter 2: The superordinate nature of multicultural counseling and therapy.*
- Yakushko, O., Davidson, M. M., & Williams, E. N. (2009). Identity salience model: A paradigm for integrating multiple identities in clinical practice. *Psychotherapy theory, research, practice, training.*

## EVALUATION

### Theory Analysis Paper (100pts)

A significant part of this course is to learn various theoretical frameworks applied to the area of developmental psychology. Students will be expected to write an **8-10 page** thorough analysis regarding one theory or one cluster of theories. Students may choose which theories they would like to write on. It is expected that students will have read some of the original works of the theorists and reference such in their writing.

When writing the reflection paper, please consider the following factors:

- What areas/domains is the theory attempting to explain?
- What are the primary concepts, core explanatory principles employed by the theory?
- What assumptions (either implicit or explicit) does the theory make?
- Is the theory testable through research?
- Strengths and limitations of the theory
- If you could add anything to this theory what would it be?

Please review the article for general ideas of how to evaluate a theory: Green, M., & Piel, J. A. (2002). Theories of human development: A comparative approach. Allyn and Bacon: MA. *Chapter 1: Theories as windows for looking to see.*

<b>Classroom Discussion and Participation (200 points)</b>	
This course will focus a great deal on creating a space whereby we can all explore, elaborate, create, deconstruct, and theorize about human development. This requires that students attend and participate in these discussions. Students are allowed one excused absence from the course. Further absences may result in a reduction in classroom participation points.	
<b>Readings Reflections (25 points each; 100 total points)</b>	
Throughout the semester it will be important to spend some time reflecting on the content of the readings. To help facilitate this, students will be required to produce 4 reading reflection papers. These are not to exceed 2-3 pages each. Please state which reading or readings you are reflecting on and then proceed to note any personal and professional salience the readings may have had.	
<b>Developmental Theory Application Term Paper (100 points)</b>	
This term paper is an opportunity to reflect on how understanding human psychological development is relevant in your maturational process and how it can benefit you in your future career path. Based on the readings, discussion, and other information covered in this course, which theories seem particularly salient to your developmental process? Additionally, how do you see such information/theory/research contributing to your work as a therapist, counselor, helper, administrator, educator, etc.? In <b>8-10 pages</b> , please demonstrate your knowledge of developmental theory, how it is relevant to your own life, and how it can apply to your future work.	
<b>SUMMARY OF POINTS</b>	
Theory Analysis	<b>100 points</b>
Class Attendance	<b>200 points</b>
Reading Reflection	<b>100 points</b>
Term Paper	<b>100 points</b>
<b>TOTAL</b>	<b>500 points</b>

<b>CLASS STRUCTURE AND SCHEDULE FALL 2016</b>	
<b>Date</b>	<b>Topic &amp; Reading</b>
9/12	<b>Introduction to Course</b> Developmental Psychology, Benefits and Challenges of Developmental Theory, the Wilber-Integral framework.
9/19	<b>Ethological Theories:</b> Crain Chapter 3; Mahoney Chapter 7
9/26	<b>Constructivist Theories:</b> Crain Chapter 6 and 7, Eriksen article; Sue & Sue Chapter 2
10/3	<b>Behavioral and Learning Theories:</b> Crain Chapter 8; Biglan Chapter 1 & 2
10/10	<b>Social Learning Theory &amp; Intro to Risk and Resilience Research:</b> Crain Chapter 9; Arbona & Coleman article.
10/17	<b>Erikson's Stage Theory/ Life Span Considerations</b>

	Crain Chapter 12 <b>→THEORY ANALYSIS AND REFLECTION PAPER DUE←</b>
10/24	<b>Moral Development</b> Crain Chapter 157; Gilligan Chapter 1 & 2
10/31	<b>Systemic Inequalities, Social Ecological Theory</b> Biglan Chapter 8; Kozol <i>Savage Inequalities</i> article.; Bronfenbrenner article.;
11/7	<b>Relational-Cultural Theory, Identity Salience Model, and Other Cultural Contexts</b> Yakushko et al. article; Comstock et al. article <b>→TERM PAPER DUE←</b>
11/14	<b>Development in Context: Class Topics</b>