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
Justin D. Henderson, Ph.D.

Office: Lewis & Clark Community Counseling Center
        4445 SW Barbur Blvd., Suite 107
E-mail: justinhenderson@lclark.edu
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:

1. Demonstrate ability to articulate and critique concepts of development, theoretical positions regarding development, and scientific research.
2. Demonstrate the ability to link developmental theory and science to implementation of human service interventions.
3. Demonstrate knowledge of the biological, sociocultural, and macro-systemic influences to development.

REQUIRED TEXTBOOK

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.

Readings:


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**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.*
Classroom Discussion and Participation (200 points)

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.

Readings Reflections (25 points each; 100 total points)

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.

Developmental Theory Application Term Paper (100 points)

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 8-10 pages, please demonstrate your knowledge of developmental theory, how it is relevant to your own life, and how it can apply to your future work.

**SUMMARY OF POINTS**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Theory Analysis</td>
<td>100</td>
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<td>Class Attendance</td>
<td>200</td>
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<tr>
<td>Reading Reflection</td>
<td>100</td>
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<td>Term Paper</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
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**CLASS STRUCTURE AND SCHEDULE FALL 2016**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Reading</th>
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<tbody>
<tr>
<td>9/12</td>
<td><strong>Introduction to Course</strong></td>
</tr>
<tr>
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<td>Developmental Psychology, Benefits and Challenges of Developmental Theory, the</td>
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<td></td>
<td>Wilber-Integral framework.</td>
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<td>9/19</td>
<td><strong>Ethological Theories:</strong></td>
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<td>Crain Chapter 3; Mahoney Chapter 7</td>
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<td>9/26</td>
<td><strong>Constructivist Theories:</strong></td>
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<td>Crain Chapter 6 and 7, Eriksen article; Sue &amp; Sue Chapter 2</td>
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<td>10/3</td>
<td><strong>Behavioral and Learning Theories:</strong></td>
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<td></td>
<td>Crain Chapter 8; Biglan Chapter 1 &amp; 2</td>
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<td>10/10</td>
<td><strong>Social Learning Theory &amp; Intro to Risk and Resilience Research:</strong></td>
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<td>Crain Chapter 9; Arbona &amp; Coleman article.</td>
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<tr>
<td>10/17</td>
<td><strong>Erikson's Stage Theory/ Life Span Considerations</strong></td>
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<td>Date</td>
<td>Topic</td>
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| 10/24    | Moral Development  
Crain Chapter 157; Gilligan Chapter 1 & 2                          |
| 10/31    | Systemic Inequalities, Social Ecological Theory  
Biglan Chapter 8; Kozol *Savage Inequalities* article; Bronfenbrenner article. |
| 11/7     | Relational-Cultural Theory, Identity Salience Model, and Other Cultural Contexts  
Yakushko et al. article; Comstock et al. article |
| 11/14    | Development in Context: Class Topics                                  |