

**Lewis & Clark College**  
**Professional Mental Health Counseling & Professional Mental Health Counseling –**  
**Specialization in Addictions**  
**CPSY 506**  
**Lifespan 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.

Methods of Instruction for this Course

<b>Instruction Method</b>	<b>Mark All That Apply</b>
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	x
DVD/Video Presentation	
Supervised Small Group Work	x
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

**Instructor:** Natasha Archer

**Office Hours:** by appointment, arranged via e-mail

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**Course Description:** (*official catalogue*) 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.

*See course cover sheet for course objectives.*

**Additional objectives by instructor:**

- Demonstrate the ability to examine, discuss, and think critically about developmental concepts, as well as how they relate to counseling interventions, growth, healing, and overall well-being and functioning
- Examine the ways in which dominant discourse influences mainstream psychology's concepts of development and how these in turn affect the ways in which case conceptualization and pathology is understood
- Be able to discuss core biological, psychological, sociological concepts of development and the varieties of external and internal influences on these constructs
- Identify the ways in which various points of identity (e.g. ethnicity, social class, ability, sexuality, gender, etc.) effect development
- Further one's own ability to engage in dialogue and discussion in a group setting
- Develop one's professional writing and presentation abilities

**Required Texts**

Karen, R. (1994). *Becoming attached*. New York, NY: Oxford Press

Siegel, D. (2011). *Mindsight: The new science of personal transformation*. New York, NY: Bantam Books

Additional readings outlined in syllabus can be downloaded via Waztek Library, unless otherwise noted.

**Course Requirements / Evaluation Methods**

**Participation & Preparation:** This course relies heavily on dialogue and discussion of the materials. Each student's contribution to the discussion is paramount to the group's learning as a whole. As your instructor, I expect that you will do more than simply turn up for class, and will evaluate your participation and preparation as such. Please come to class having prepared for discussion by reading the materials assigned for that week, checking in on the course's Moodle page for additional relevant ideas for the material read that week, and ready to ask questions

about the material you read in preparation for class. I understand that not everyone is comfortable speaking in front of the whole group, and in light of this, there will be break out discussions, wherein you will discuss topics in small groups and then briefly relay the most salient points of your discussion to the class, as well as discussions involving the whole class. While I don't expect you to overwhelm yourself, I do expect that you step out of your comfort zone a bit and contribute to the overall process of learning and developing with your peers; what you have to contribute is important and essential to the group as a whole. Your participation is worth up to 20 points.

**Reading Reflections:** Our class meets ten times, including our first class. Each week for which you have an assigned reading (eight), you will have the opportunity to submit a short (2-3 pages, double-spaced) reflection paper on the assigned readings. You are expected to write six of these reflections. Your reflections should show not only that you read and understand the material, but that you also have questions, insights, and critiques regarding the material presented. These papers will not only allow you to develop your ability to think critically about the material, consider case conceptualization in light of the material presented, and deepen your understanding of various models and theories of development, but will also help you to develop ideas for large and small group discussions. Please submit three papers during the first half of the course, and three during the second; how you choose to break them down is up to you. Although a reflection is not required for each class meeting, it is assumed that you have read and prepared for the meeting just as diligently. The papers should be submitted to me via e-mail, [nsarcher@lclark.edu](mailto:nsarcher@lclark.edu), no later than one hour prior to class. At times, you will simply receive credit for having completed the assignment, although I will also provide feedback, answer questions, etc. from time to time. If there is a pressing issue in one of your reflections and I *don't* respond, please, feel free to ask me again. These reflections are worth 10 points each.

**Term Paper:** Using the insights you have gathered from careful reflection upon and engagement with the material presented, you will complete an additional, short (4-5 pages, double-spaced) paper wherein you critique a model of development presented in class *or* present a model of development that we did not review during our time together. Each student will provide a brief presentation of their critique or the new material presented. The paper itself should conform to APA formatting; if you have questions about APA formatting and have not already purchased a style guide, this website is an excellent resource:

<https://owl.english.purdue.edu/owl/section/2/10/> (although I highly suggest purchasing a copy of the APA's style guide for your own personal use). This paper is worth up to 20 points.

Your grading will be based on a 100-point scale, with the point values assigned above. Grading will be as follows: A = 93 – 100; A- = 90 – 92; B = 83 – 89; B- = 80 – 82; etc.

## Course Schedule

### **09/11:** Introduction

CACREP Objective 3a

Discussion of your overall experience with and exposure to topics related to the study of lifespan development, your initial thoughts regarding developmental psychology and its influence on counseling, and your ideas about critical reading / thought in general; overview of syllabus, course objectives, class requirements, etc.

### **09/18:** Theories of psychosexual and psychosocial development

CACREP Objectives 3c, 3f

#### **Readings:**

Garcia, J. L. (1995). Freud's psychosexual stage conception: A developmental metaphor for counselors. *Journal of Counseling & Development, 73*(5), 498-502.

Hamachek, D.E. (1988). Evaluating self-concept and ego development within Erikson's psychosocial framework: A formulation. *Journal of Counseling & Development, 66*(8), 354-360.

Hamachek, D. (1990). Evaluating self-concept and ego status in Erikson's last three psychosocial stages. *Journal of Counseling & Development, 68*(6), 677-683.

### **09/25:** Theories of cognitive, moral, and constructivist development

CACREP Objectives: 3a, 3b, 3c

#### **Readings:**

Eriksen, K. (2006). The constructive developmental model of Robert Kegan. *Family Journal, 14*, 290-298.

Flavell, J. H. (1992). Cognitive development: Past, present, and future. *Developmental Psychology, 28*(6), 998-1005.

Hayes, R. L. (1994). The legacy of Lawrence Kohlberg: Implications for counseling and human development. *Journal of Counseling & Development, 72*(3), 261-267.

### **10/02:** Attachment theory theory in infancy and childhood

CACREP Objectives: 3a, 3c, 3f

#### **Readings**

Karen text, chs. 1-3, 6-7, 10-12, 14, 18

### **10/09:** Attachment in adulthood

CACREP Objectives: 3a, 3c, 3f

#### **Readings**

Karen text, chpts. 22- 23, 25-26

Obegi, J.H. (2008). The development of the client-therapist bond through the lens of attachment theory. *Psychotherapy: Theory, Research, Practice, Training, 45*(4), 431-446.

### **10/16:** Neuroplasticity and development

CACREP Objectives: 3e, 3f

Siegel text, pp. 3 - 101

**10/23:** Trauma, resiliency, and integration

CACREP Objectives: 3e, 3i

Siegel text, pp. 102 - 261

**10/30:** Relational-cultural theory

CACREP Objectives: 2e, 3f, 3i

Comstock, D. L. et al. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling & Development, 86*(3), 279-287.

Frey, L. (2013). Relational-cultural therapy: Theory, research, and application to counseling competencies. *Professional Psychology: Research and Practice, 44* (3), 177-185.

**11/06:** Spirituality, aging, death / dying

CACREP Objectives: 2g, 3i

John Welwood article, "Embodying Your Realization: Psychological Work in the Service of Spiritual Development", available: <http://www.johnwelwood.com/articles/Embodying.pdf>

Wong, P. T. P. (1989). Personal meaning and successful aging. *Canadian Psychology / Psychologie Canadienne, 30*(3), 516-525.

**11/13:** Presentations and final thoughts

CACREP Objective 3a