

Lewis & Clark
Graduate School of
Education and Counseling



**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.

Instructor:

Mark Douglass, LPC, CADC II, CGAC II

Adjunct Professor of Counseling Psychology

Phone: 971-570-2118

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Office Hours: By appointment only - I do not have an office on campus, but can arrange to meet prior to class or at the end of class on Monday nights.

Course Info:

Time: Mondays 5:30-8:30 pm

Dates: Sept. 11 - Nov. 13, 2017

Location: Rogers Hall, Room #219

Credits: 2 credit hours

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.

Textbook:

Crain, William: Theories of Development: Concepts and Applications. (Both 5th and 6th editions are acceptable for this class.)

Course Policies:

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 on the weekly forums, 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 30 points towards the final grade, at 3 points per class with extra credit awardable for exceptional contributions.

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 and Grading:

- In-Class and Online Participation (30 points) - Participating in weekly Moodle forums, class discussions, and experiential exercises. 3 points per class.
- Development Theory Papers (two at 35 points each, total of 70 points) - Students will view two assigned movies in class (one at mid-term and one at the end of term) and write a paper analyzing the main character using one or more of the development theories studied in class. Papers will be graded on the following rubric:
 - Format: APA style, minimum of ten typed double-spaced pages (10 points)
 - Theory: Clear understanding and explanation of the theory(ies) utilized in the paper as applied to the main character (10 points)
 - Critical Analysis: Application of the theory(ies) to broader demographic groups (in comparison to the main character), examining strengths and weaknesses in application (15 points)

Schedule: (Readings listed in parentheses are optional)

Date	Topic	Reading and Assignments
9/11	Class Introduction - Syllabus - Nature vs Nurture Part 1	None
9/18	Nature vs Nurture Part 2	Crain Ch. 1-2
9/25	Attachment, Bonding, Social Development	Crain Ch. 3, 13 (14)

10/2	Symbol Recognition and Language	RFT Article on Moodle, Crain Ch. 5, 10 (15, 17)
10/9	Moral Development	Crain Ch. 7, Movie #1 shown in class
10/16	Learning Theories Part 1	Crain Ch. 4-6
10/23	Learning Theories Part 2	Crain Ch. 8-9
10/30	Adult Development Part 1	Crain Ch. 11-12
11/6	Class Review, Adult Development Part 2	Crain Ch. 16, 18 - Movie #2 shown in class
11/13	Sexual and Gender Development (Guest Presenter)	Readings TBA