

Lifespan Development, CPSY 506-03, Fall 2017
York Graduate Center, Room 116
Tuesdays, 9am-12:20pm
September 5-October 31, 2017

Lewis & Clark College
Professional Mental Health Counseling &
Professional Mental Health Counseling - Specialization in Addictions
Professor: Julianna Vermeys, MA, LPC, RYT
Office Hours: By appointment only
Phone: 503-307-3007
Email: julianna@lclark.edu

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

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

Required Text

Crain, W. (2005). *Theories of Development: Concepts and Applications, Fifth Edition*, Prentice Hall, NJ.

Suggested Reading

Atkinson, R. (1998). *The Life Story Interview*, Sage Publications, CA.

Erikson, E., Erikson, J. (1997). *The Life Cycle Completed, Extended Version*, W.W. Norton, NY.

Additional readings to be assigned in class.

Course Guidelines

CATALOG DESCRIPTION

In this course we examine social, cultural, biological, and learning developmental theories throughout an individual's lifespan, as well as research methods in lifespan development. This course includes the application of theory and research in lifespan development to clinical and other applied situations. (2 Credit Hours)

COURSE OBJECTIVES

In this course we will examine a variety of theoretical perspectives of how we understand human development across the lifespan. We will explore issues that impact development, clinical implications and potential. Examples of these issues are the nature-nurture controversy, the bio-social model of emotion, attachment theory and the impact of early experience, parenting styles, the development of cognition and morality, the development of personality and social relationships, the development of intimate relationships, social/emotional and human development with the impact of trauma, and developmental changes in adulthood.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) 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.

STUDENTS WITH DISABILITIES POLICY

Lewis & Clark College is committed to serving the needs of its students with disabilities. Professional staff in the office of Student Support Services ensure that disabled students receive all of the benefits of a comprehensive selection of services, and a formal Student Disability Grievance Procedure provides prompt and equitable resolution of any complaints arising out the College's responsibilities under the ADA Amendments Act, the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability anti-discrimination

laws. Please see the Student Support Services website for more information: http://www.lclark.edu/offices/student_support_services/rights/disability_policy/http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

CLASSROOM EXPECTATIONS

- As a therapist in training you are expected to approach your classmates and instructor with respect and empathy. Reactions to your peers or course material are understandable and expected, but please take responsibility for your reactions and own them as yours rather than judge others harshly, shut down or write anyone off.
- Honesty and direct communication are honored in this course. Do your best to practice and experiment with these.
- You are expected to participate fully in group projects with your peers. Should you have any interpersonal difficulties collaborating throughout the course, please contact me and I'd be glad to mediate as needed.
- Please feel free to contact me to discuss concerns or thoughts. We can meet outside of class time. I'm available via email, phone and to meet up in person. You can expect fair, direct and open communication from me as your instructor.
- Feel free to contact your advisor or another administrative ally in the counseling program to discuss your concerns or thoughts.
- Please be respectful about the use of technology in the classroom. Laptops should be used for note taking purposes only during lecture time. If this becomes problematic, the use of laptops will no longer be acceptable during class time for all students. Please keep your cell phones put away during class time. For special considerations please talk with professor.
- Late assignment policy: Inability to facilitate on assigned date without previous permission from instructor will result in a drop in a full grade. Late assignments will result in a loss of 3 points deduction per day following the assignment due date.

Course Requirements

CLASS PARTICIPATION (10 pts)

Participation in full class discussions, small group discussions, assigned activities, group projects and participation, both as a member and a facilitator is expected.

While you are expected to attend each class on time and in completion, please inform me if you are going to be absent via email or phone so we can make arrangements for an assignment that will serve as hours needed to fulfill class requirements (i.e. 1 absence = additional log). In addition to required attendance, your class participation is crucial to the class being a successful and meaningful aspect of your education, growth as a counselor, and your personal development. It is my hope through various modes of learning and dynamic experiences between you and your classmates, this class will synthesize an understanding of your growth and personhood and the ways in which your life and group experiences influence your practice of helping others through counseling. Should class participation prove challenging for you, please contact me outside of class time to discuss.

Small group work on assigned course text and lectures is required. You will utilize small groups throughout the semester to discuss and analyze course readings. Your participation in these conversations is part of your class participation grade.

LOGS (4 pt x 5= 20 pts.)

An opportunity to synthesize your thoughts around readings and the class experience, you will write at least 5, 1-3 page logs engaging in critical thinking and integration of theory and personal reflections. You will utilize concepts from the text, independently found or shared articles/videos/readings, and classroom experiential learning to support your thoughts and conceptualizations of successful group therapy practice. These logs will be used to guide small group discussion. **A emailed copy of your logs are due by the beginning of class.**

GROUP PRESENTATION (20 pts.)

Small groups will be determined on the first day of class. You will develop a presentation together on a theory from our text (or from a different text with approval from professor). You will be expected to distill the basics of the theory; consider two different populations where in one the theory is relevant and important in intervention building and the other where it misses critical considerations. Finally, you will describe how the theory has contributed to our understanding of human growth. You may include a multimedia (powerpoint, videos, research, etc.) and experiential component (i.e. writing/drawing, outdoor activity) to the presentation. Group members will provide an outline with credit to each member for their role in the presentation. Further details to be discussed in class.

LIFE STORY INTERVIEW AND REFLECTION (30 pts)

You will find a person in your life or community who is of a different life stage, gender, orientation, race or age from you to interview with a series of questions or prompts over a one hour period. Write a 3-5 page paper reflecting on the experience of the interview, what you learned, what you witnessed and how you made space for your interviewee. Please utilize 1-3 developmental theories to help you develop questions and conceptualize the person's life experience.

PERSONAL REFLECTION (20 pts)

Choose a time in your life that is significant to your development of Self to reflect on. Use at least one theory and significant contribution to the field of counseling (i.e. trauma, alternative healing, social/political justice) to reflect on this understanding. This is a creative project. It can be a written reflection 3 pages, a poem, or piece of artwork that you can share with the class. Further details to be discussed in class.

Your papers should be formatted in APA essay style, with title page, abstract and a references section. You should have a minimum of 2 appropriate references other than the text for this course. The paper should be 3-4 pages.

Grading scale:

93 - 100 = A	77 - 79 = C+
90 - 92 = A-	73 - 76 = C
87 - 89 = B+	70 - 72 = C-
83 - 86 = B	69 and below = F
80 - 82 = B-	Total possible 100 points

SCHEDULE

Week	Date	Class Content	Assignments due
Week 1	September 5	Introductions, Class expectations, Learning Theories discussion, Small group formation & Presentation sign-up, Experiential learning and discussion	none
Week 2	September 12	Theme: Developmental Theory and Counseling & Education, Wellness/Basic Needs Discussion of readings/log shares	Reading: Ch 1, 18 and Epilogue Log due
Week 3	September 19	Theme: Attachment Group 1 Presentation, Group discussion, lecture/video and experiential learning	Reading:Ch 2-3 Log due
Week 4	September 26	Theme: Erikson's Life Stages;Development as a Constant Group 2 presentation, Discussion, lecture/video, experiential learning	Reading: Ch. 12 Log due
Week 5	October 3	Theme: Holistic Self Discovery Group 4 presentation, Discussion, lecture/video, experiential learning	Reading:Ch. 4-5 Log due
Week 6	October 10	Theme: Cognitive & Moral Cycles of Development Group 3 presentation, Discussion, experiential learning, Life Story Shares	Reading:Ch. 6-7 Log due Life Story Interviews due
Week 7	October 17	Theme: Disabilities and Individuation Group 5 presentation, Discussion, Guest Speaker	Reading: Ch.13-14 Log due
Week 8	October 24	Theme: Human Nature Group 6 presentation, Discussion, lecture/video, experiential learning	Reading:Ch.10-11 Log due
Week 9	October 31	Theme: Spirituality and Knowing Group 7 presentation, Discussion, Personal Reflection shares	Reading: Ch. 15-16 Personal Reflection due

*Videos will be shown throughout the semester. Should you find something of relevance you'd like to share with the class (i.e. a video, article or book) please let me know so it can be added to schedule.

*Schedule subject to change.