

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.

Methods of Instruction for this Course

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

Lewis & Clark
Graduate School of
Education and Counseling



CPSY 506: Lifespan Development

Fall Semester, 2018

Instructor:	Jeffrey Christensen, Ph.D., LPC, LMHC
Class Day and Time:	Monday 9:00- 12:00pm (3 hour weekly; 30 contact hours)
Class Location:	York 101
Office Location:	Rogers 329
Office Hours:	Tuesdays 12-2pm; by appointment
Phone:	503-768-6071
Email (preferred):	jchristensen@lclark.edu
Prerequisite:	MHC 503 or MHCA 502
Credit:	2 hours

Required Text

Theories of Development: Concepts and Applications 6th ed. By William Crain

(additional readings will be required)

Additional Materials & Equipment Required

Not Applicable

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.

Course Goals and Objectives (Also Refer to Cover Sheet)

1. Students will understand some of the core theories regarding development across the lifespan and be able to articulate and critique these theories, using findings that are grounded in the literature.
2. Demonstrate an ability to apply developmental models towards clinical practice, with specific attention to case conceptualizations and clinical practice.
3. Further one's ability to engage in dialogue and discussion in a group setting.
4. Develop one's professional writing and presentation abilities.

CPSY Department Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. 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 are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Disability Services Statement

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Assignments & Activities Scale

Developmental Theory Application Paper = 100 points

This paper will demonstrate your understanding of human psychological development and its relevant maturational process and how it applies to professional practice. Based on the readings, discussion, and other information covered in this course, which theories seem particularly salient to your developmental process? Students may choose which theories they would like to write on and it is expected that students will have read some of the original works on the theorists and to cite these references in their writing, using APA formatting. **This paper will be 8-10 pages** (and does not include the cover sheet or reference page).

When writing this 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.
- How do you see such information/theory/research contributing to your work as a therapist, counselor, helper, administrator, educator, etc.?

Reading Reflections = 25 points each x 3 = 75 points

At select points of the course, three prompts will be posted on Moodle. These prompts will contain 2-3 questions and you are expected to write your responses to these questions, using material from the text and additional readings (in APA format). You can write in 1st person format, though any references must be properly cited and in APA format. Responses to these prompts should be around 2-3 pages (not counting reference page).

Participation = 25 points

Participation in class includes;

- Giving attention to the instructor and/or other students when they are presenting.
- Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on peers and participate in class.
- Engaging in group discussions with attention and energy.
- Dealing with other students and/or instructor in a respectful fashion.

Course grading scale

94-100% = A

90-93% = A-

87-89% = B+

84-86% = B

80-83% = B-

77-79% = C+

74-76% = C

70-73% = C-

≤69% = F

Course Outline

This outline is designed to be our schedule for the Fall semester. Based off class discussion, additional readings may be assigned. If there is a change needed, it will be discussed in class.

DATE	TOPIC(S)	ASSIGNMENT
9/10	Introduction to Course	Read syllabus & Cover Sheet

	Introductions, class expectations, review syllabus	
9/17	Foundations of Theory Locke, Rousseau, Gessel	Crain Chapters 1-2 “Theories as Windows for Looking to See”
9/24	Ethological Theories & Werner Darwin, Bowlby, Ainsworth, Werner	Crain Chapters 3 & 5
10/1	Cognitive Development and Constructivist Theories Piaget, Loevinger	Reflection 1 “Sex Education” & “Counselor as Pacer” Crain Chapter 6
10/8	Moral Development Theory Kohlberg, Gilligan, Rest	Crain Chapter 7 “In a different voice” “A Neo-Kohlbergian Approach”
10/15	Erikson’s Stage Theory/Life Span Considerations; Social Learning Erikson, Bandura	Reflection 2 Crain Chapter 9 & 12
10/22	Systemic Inequalities, Social Ecological Theory	“The Nurture effect,” “Savage inequalities,” “Ecology of the family as a context for human development.”
10/29	Relational-Cultural Theory, Identity Salience Model and Other Cultural Contexts	Reflection 3 “Identity Salience Model” & “Relational-Cultural Theory.”
11/5	Topic TBD	In-Class Assignment
11/12	Class Wrap up	Developmental Theory Paper DUE

