

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
CPSY 506-03
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

Instruction Method	Mark All That Apply
Lecture	x
Small Group Discussion	x
Large Group Discussion	x
Course Readings	x
Group Presentation	x
Individual Presentation	x
DVD/Video Presentation	x
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, Psy.D.

Office Hours: By appointment, arranged via e-mail; Mondays only

E-Mail: nsarcher@lclark.edu

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 is 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 per instructor:

- Demonstrate the ability to examine, discuss, and think critically about developmental concepts, as well as how they relate to counselling 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 aspects of identity (e.g. ethnicity, social class, ability, sexuality, gender, etc.) affect development; further, be able to recognize tenets of theories of development of various identities across the lifespan
- Participate in discussion and dialogue with regards to your own experiences of identity, cultural, biological, psychological, sociological, cognitive development; as well, to juxtapose these experiences against commonly accepted developmental theories
- 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

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

Suggested Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)* Washington, DC: Author

Additional readings outlined in syllabus can will be added to the Moodle for this course and are accessible using the link via Waztek Library, unless otherwise noted.

Attendance

Class attendance and participation are paramount to your success in the course; each of you has something to contribute to our learning environment. As you develop your professional identity as a counselor, I encourage you to develop professional behaviors such as working towards deadlines, attentiveness to the class material and discussions, and engagement in our class. You are adult learners, making professional and personal decisions that will help you as grow and develop in your career path.

*****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 students with disabilities. Professional staff in the office of Student Support Services ensure that students with disabilities receive all 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 Lewis & Clark 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.

Lewis & Clark Disability 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 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.*

Please see the Student Support Services website for more information:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

Laptops / Smart Phones / Tablets

This is your learning experience. Should you choose to use class time to spend more than a few minutes on your phone or computer doing non-class-related things, I understand. However, if you spend the majority of the class session doing so, you will be taking yourself away from the richness the classroom environment provides. This is your choice, completely, and I trust that, being in grad school, you will choose to be engaged. I will not be monitoring you. Having said that, general non-engagement will affect your participation mark.

A Word About Language

We will be discussing this more when create our class norms. Please be aware that many of your classmates come from marginalized backgrounds based on a variety of identities; they are not enrolled in this class to experience further marginalization and oppression. If a person requests that you, or we as a group, use or not use specific terms to describe them or their family, please

respect this. As well, if a classmate states they use specific names, pronouns, terms to describe themselves, again, respect this. This is a skill that will also serve you well as you proceed through your career.

Success

I want you to succeed in my class. I have been in your position and I know how trying balancing a course load can be. Please communicate with me so that we can work together to develop a plan for your success. I have office hours, albeit limited, and I am relatively prompt with e-mail replies. Please take advantage of this; it's part of what I'm here for.

Course Requirements / Evaluation Methods

*****Please Note: I only accept written assignments via e-mail (nsarcher@lclark.edu), and they must be in Word, Google Doc, or Pages format. Please do not upload assignments to Moodle or Taskstream. Please do not submit your assignment as a PDF; I use Track Changes or Suggest Edits options to provide comments, feedback, etc. and submitting using the above-referenced formats makes this easiest both for me to use and for you to read.*****

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 15 points.

Personal Reflection Creative Projects: Our class meets 10 times, including our first class. Each week after the first class, you have an opportunity to bring or turn in one of the following: a four-page, double-spaced paper discussing a specific aspect of your own development across your lifespan (you may cite or reference specific readings, but this is meant to be in a narrative style); a reflection paper (again, four pages, double-spaced) of experiences you have observed in various populations that appear to contradict theories presented and / or read about in class; a short video / song / poem that you have located and would like to share with this class that is reflective of the material / a significant moment in your own development [identity, psychosocial, biological, sexual orientation, gender, cognitive, etc.] and a brief explanation of how this relates to the course material; a work you have created yourself (poetry, music, short videos, short stories / essays), again, that is reflective of the material / a significant moment in your own development [identity, psychosocial, biological, sexual orientation, gender, cognitive, etc.], and again, with a brief talk on how this relates to the course material. We will discuss scheduling, etc., the first day of class. These reflective activities are worth up to 20 points.

Personal Narrative Projects: Choose a time or specific aspect of your life or part of your identity that is significant to your development for reflection. I would like you to use the *Mindsight* text to discuss the contribution this has made to your interpersonal development as well; you will be reading this text at your own pace. I would also like you to incorporate at least one developmental theory and some significant contribution to the field of counselling (e.g. trauma-informed, alternative healing, social / political justice) to reflect on this understanding. This is a creative project. It can be a written reflection of four pages, a poem, or piece of artwork that you can share with the class. Regardless of the format you choose, you will provide a brief overview of the project you chose to create. Further details to be discussed in class. The project is due one hour before class begins on 11/11 (final class), with presentations that same day. This assignment is worth up to 35 points.

Group Project: You will choose small groups at the first week of class. As a group, you will develop a presentation on a theory from either our text or other work (please obtain instructor approval prior to using another work). For the theory your group chooses, please provide the theoretical basics, and then consider two separate populations (completely up to the group); you are asked to discuss, for one population, how the theory you present fits this population easily and fully, while also discussing how the population misses the mark for the other population you discuss. Separately, you will also discuss how this theory has contributed to the field of human development. You are encouraged to use multimedia for this presentation such as videos, recordings, slideshows, etc. or a type of experiential component of your choosing for your presentation (e.g. encouraging a writing or art project for the class). To ensure that each member has contributed to the project, please provide an outline of each member's contributions prior to your presentation. The due date will be determined by the days we discuss individual theories of the class. This project is worth up to 30 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

09/09: Introduction, Subject: Nature v. nurture

CACREP Objective 3a, 3c 3e, 3f

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.

Lecture: Nature v. Nurture in Developmental Theory

Activity for discussion of Nature v. Nature: Viewing and discussion of *Twinsters*

Goo, K. (Producer), & Futterman, S. (Director). (2015). *Twinsters* [Motion picture]. United States: Small Package Films.

Additional Reading (link in Moodle):

Sameroff, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development, (81)*1, 6-22.

09/16: Subject: Freud & Erikson's developmental theories

CACREP Objectives 3a, 3c, 3f

Readings & Video (links in Moodle):

Freud's model of the human mind. *Journal Psyche* (n.d.). Retrieved from

<http://journalpsyche.org/understanding-the-human-mind/>

Balazs, T. [Balazs]. (2013, November 1). *Introduction to Freud: Topographic and structural models*. [Video file]. Retrieved from: https://www.youtube.com/watch?v=DphP_YPO92k

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.

Philip, T. (2010). Psychosexual Development: Freudian Concept.

- If interested, additional readings available on Moodle -

09/23: Object relations and attachment theories

CACREP Objectives: 3a, 3c, 3e, 3f

Readings (links in Moodle):

Ainsworth, M. D. S. (1989). Attachments beyond infancy. *American Psychologist, 44*(4), 709-716. doi: 10.1037/0003-066X.44.4.709.

Blanck, G. & Blanck, R. (1987). Developmental object relations theory. *Clinical Social Work Journal, (15)*4, 318-327.

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology, 28*(5), 759-775. doi: 10.1037/0012-1649.28.5.759.

Westen, D., Klepser, J., Ruffins, S. A., Silverman, M., Lifton, N., & Boekamp, J. (1991). Object relations in childhood and adolescence: The development of working representations. *Journal of Consulting and Clinical Psychology, 59*(3), 400-409. doi:10.1037/0022-006X.59.3.400.

- If interested, additional readings available on Moodle -

09/30: Theories of moral and constructivist development

CACREP Objectives: 2g., 3a, 3c, 3f

Readings (links in Moodle):

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

Gould, K. (1988). Old wine in new bottles: A feminist perspective on Gilligan's theory. *Social Work, 33*(5), 411-415.

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

Rest, J.R., Navarez, D., Thoma, S.J., & Bebeau, M. (2000). A Neo-Kohlbergian approach to morality research. *Journal of Moral Education, 29*(4), 381-395.

- If interested, additional readings available on Moodle -

10/07: Theories of constructivist and cognitive development

CACREP Objectives: 3a, 3b, 3c, 3e, 3f

Readings (links in Moodle):

Brofenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*(6), 723-742.

van Geert, P. (1998). A dynamic systems model of basic developmental mechanisms: Piaget, Vygotsky, and beyond. *Psychological Review, 105*(4), 634-637. doi: 10.1037/0033-295X.105.4.634-677.

- If interested, additional readings available on Moodle -

10/14: Relational-cultural theory

CACREP Objectives: 2e, 3a, 3e, 3f, 3i

Readings (links in Moodle):

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.

- If interested, additional readings available on Moodle -

10/21: Gender and sexual identity developmental theories

CACREP Objectives: 2e, 3a, 3e, 3f, 3i

Readings (links in Moodle):

Austin, A. (2016). "There I am": A grounded theory study of young adults navigating a transgender or gender nonconforming identity within a context of oppression and invisibility. *Sex Roles, 75*(5-6), 215-230. doi: 10.1007/s11199-016-0600-7

Bilodeau, B.L., & Renn, K.A. (2005). Analysis of LGBT identity development models and implications for practice. *New Directions for Student Services, (111)*, 25-39. Doi: 10.1002/ss.171

Brinkman, B. G., Rabenstein, K. L., Rosén, L. A., & Zimmerman, T. S. (2014). Children's gender identity development: The dynamic negotiation process between conformity and authenticity. *Youth & Society, 46*(6), 835-852. doi.: 10.1177/0044118X12455025

- If interested, additional readings available on Moodle -

10/28: Spirituality, aging, death / dying

CACREP Objectives: 2g, 3a, 3f, 3i

Readings (links in Moodle):

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.

11/04: Multicultural perspectives; critical thoughts regarding existing thoughts

No readings; lecture and discussion

CACREP Objective 2e, 2g, 3a, 3c, 3e, 3f, 3i

11/11: Presentations and final thoughts

CACREP Objective 3a, 3i