

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

Instructor:

Meg Jeske, MA, LPC, CDWF
Adjunct Professor of Counseling Psychology
Phone: 503-753-1184
E-mail: meg@lclark.edu
Office Hours: By appointment only. I'm open to meet, we just have to schedule it.

Course Info:

Time: Mondays 1 – 4:15 pm
Dates: Sept. 9 - Nov. 11, 2019
Location: York 101
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 conceptual understanding of healthy development and 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. (6th edition.)

Course Policies:

Participation: This class is designed to facilitate learning as part of a community of peers. It's imperative that everyone contributes to our collective learning environment. Individual assignments are only a small part of the intellectual and experiential portion of the class.

I expect you to come to class having prepared for discussion by reading the materials assigned for that week. 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, where 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.

I evaluate participation in a range from low (warm body in the room) 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 (although doing the reading is necessary!)

Attendance: **Class attendance is expected and required.** Any missed class time must 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 submitted to remove the incomplete must meet stated deadlines and expectations.

Assignments and Grading:

- **In-Class Participation** (25 points) - Participating in class discussions – large and small group, and experiential exercises.
- **Theory-specific in-class activity group project.** (10 points) – work with 2-3 of your peers to create an experiential activity related to a theory from the text. **DO NOT USE POWERPOINT** – this is not a lecture on the theory, it’s something to actively engage us with one another and the theory. Groups will have 30 minutes of class time to run their activity.
- **Development Theory Paper** (35 points) - Students will view two assigned movies in class and write a paper about one of them - 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)
Use this resource for APA formatting – it’s what I will grade from
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - 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)
- Choose **ONLY ONE** of the following two assignments

Life Story Interview and Reflection (30 pts)

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 (double-spaced pages) 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. (APA format not required or recommended.)

Personal Reflection (30 pts)

Choose a time in your life that is significant to your development of Self/identity to reflect on. Use at least one theory or significant contribution to the field of counseling (i.e. trauma, alternative healing, social/political justice) to reflect on this understanding. Write a 3-5 page (double-spaced pages) reflection paper that **ALSO** includes a contemporary news or literary article that relates to this area of personal development or the theory you are using as your lens. Examples discussed in class.(APA format not required or recommended.)

Schedule: (Readings listed in parentheses are optional)

Date	Topic	Reading and Assignments
9/9	Class Introduction - Syllabus Nature vs Nurture Part 1	None – Movie #1 in class 1hr36mins
9/16	Nature vs Nurture Part 2	Crain Ch. 1-2
9/23	Attachment, Bonding, Social Development	Crain Ch. 3, 13 (14) Group Activity #1 - Ch. 3
9/30	Symbol Recognition and Language	Crain Ch. 5, 10 (15, 17) Group Activity #2 – Ch. 5
10/7	Moral Development	Crain Ch. 7, Movie #2 shown in class 2hr13min
10/14	Learning Theories Part 1	Crain Ch. 4 and 6 Group Activity #3 – Ch. 6 Reflection / Interview papers DUE please email them to meg@lclark.edu
10/21	Learning Theories Part 2	Crain Ch. 8 and 9 Group Activity #4 – Ch. 8
10/28	Adult Development Part 1	Crain Ch. 11 and 12 Group Activity #5 – Ch. 12
11/4	Adult Development Part 2	Crain Ch. 16 and 18 Group Activity #6 – Ch. 16
11/11	Sexual and Gender Development	Readings TBA Developmental Theory papers DUE please email them to meg@lclark.edu