

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 | X |
| Individual Presentation | X |
| DVD/Video Presentation | |
| Supervised Small Group Work | X |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | X |
| Debate | |
| Class Visitor / Guest Lecturer | |
| Off-Campus / Field Visit | |
| Other: interactive online activities, discussion forums, videos, podcasts, music | X |
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CPSY 506 – Life Span Development – Fall 2020

Mondays 9:00-12:00 synchronous with weekly asynchronous activities; 2 credits

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Office hours:
Tues 2:00-3:30, Wed. 12:30-2:00
Thurs 12:30-3:30 + other times
when arranged in advance

Please email me to make appointments for office hours and make sure I have confirmed the appointment through Google Calendar. Appointment times often fill up quickly, especially nearing the end of the semester. Appointments will be over phone or video conference. Thank you!

Catalog 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 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.

Instructor Learning Objectives:

1. Students will learn the language of/vocabulary for Life Span Development in the counseling profession in order to score well on the National Counseling Exam (NCE) for licensing.
2. Students will gain practice the skill of critically evaluating theory and research in the counseling profession.
3. Students will learn to appreciate and apply the constructs/research of this field in client populations and for their future work with clients

Non-discrimination, professional student conduct, sexual misconduct and academic integrity:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

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. Because our course delivery will be online this summer, it is particularly important that you talk to me soon about accommodations and needs.

During this online term, Student Support Services continues to be available via email (access@lclark.edu) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: (www.lclark.edu/offices/student_support_services/). Appointments will be conducted either by phone or Zoom.

Technical requirements students need to be aware as we begin a new virtual semester:

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access weekly learning modules and all course materials. Please let me know ASAP if you do not see our course in your Moodle dashboard. Zoom will be used for synchronous class sessions. Enrolled students will have received information for how and when to log into class through Zoom. If something happens to my internet connection during a synchronous Zoom session (e.g., I'm suddenly gone or I freeze), I will try to get back on ASAP. If I am not back on within a couple of minutes, call me at the cell number listed at the top of this syllabus and I'll let you know what is going on.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

Required Texts:

Capuzzi, D., & Stauffer, Mark D. (2016). Human growth and development across the lifespan: Applications for counselors. Hoboken, New Jersey: Wiley. (Text is available as an e-book at Watzek Library)

Additional required reading links/citations will be posted to Moodle

Participation Expectations: This class will be held online/remotely, synchronously and asynchronously. Class participation in both types of instructional delivery is expected and required. Any missed asynchronous participation activities will result in an Incomplete grade until they are completed. Missing more than ten percent of class activities may result in failure to complete the class. In case of hardship and at the discretion of the instructor, a grade of incomplete may also 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.

Asynchronous readings and activities will be posted in weekly learning modules. Each module will be available 2 days after class (Wednesdays) at 9:30 a.m. at the latest and students will be expected to complete all readings and activities by the following Monday during the synchronous class period. While we will not always use the entire synchronous time allotted, you should be available during that time for course activities such as content lecture, small group discussions, course questions, and planning for group presentations.

Norms for Synchronous class meetings:

- Log on to Zoom at least 5-10 minutes in advance in case of any technical or logistical issues and also to enable the assignment to breakout groups prior to the beginning of class
- If you'd like to add your pronouns to your Zoom window, write them next to your name in your profile
- Locate yourself in a place with little to no background noise and disruption
- Turn your camera on unless you've spoken with your instructor about camera use
- Make sure there is adequate lighting so that you can be seen
- Use headphones/earbuds if needed to minimize background noise
- Decide how you will take notes while keeping Zoom screen open
- Remain on mute unless speaking or otherwise instructed
- If you are having technical difficulties, or know you will be late, make sure to send a google chat/email to the professor BEFORE class begins
- Be aware of issues involving confidentiality, especially for practicum and internship
- Any pets that interrupt should be introduced; you are encouraged to call them your colleague

Attendance policy modification for this course:

- Students may miss one synchronous class and must participate in ALL asynchronous activities.
- Any missed classes beyond the single class will require make-up work including any of the following; written work including research and literature review, professional reading with written review, special projects, etc., typically equivalent to a 10 page paper
- Any "planned absences" must be discussed with and approved by the course professor at least two weeks in advance of the absence.
- In case of illness and true emergencies, please notify your instructor as soon as possible.
- More than one absence a semester could result in a failure to complete the class.
- Late to class: More than 20 minutes will require make-up work at the discretion of the professor. Arriving late impacts the work of your classmates and may communicate disrespect for your instructor and your peers.

Course requirements:

1. "LOVED IT" and "HMM, NOT SO MUCH" reactions: 1% each pair (16% total)

Students will write 2 written responses (about a paragraph long) for each of the assigned chapters from the textbook (not the other readings or videos). 1) The "LOVED IT" response should discuss a section, topic, or aspect of the chapter that you appreciated or that you thought was helpful; 2) the "HMM, NOT SO MUCH" response should notice/call into question/point out particular concepts/phrases/ways of thinking that stood out negatively or did not sit well with you in the chapter. These responses will be posted in a discussion forum on Moodle with

the opportunity for classmates to further comment on each of your responses.

2. Asynchronous activities related to course readings or videos: 1% each week (9% total)

Each week there will be a number of very brief interactive activities posted to Moodle beginning the 2nd week of class that are related to the reading or the videos for that week's learning module. Completion of all the activities for each given week will result in full credit; any incomplete activities will result in no credit for asynchronous activities for that module.

3. Interpretive Narrative: 20%

Think about a specific aspect of your life or part of your identity that is significant to your development. Choose one of the theories of development and apply it to this aspect of your own developmental journey in a creative way: a short story, a poem, or piece of artwork that you create. Accompany your interpretive narrative with a 1-2 page explanation of it. Interpretive narrative is due by the last day of class.

4. Group presentation: 30%

Students will work in small groups of 2, 3, or 4 students and will give a 30-45 minute synchronous presentation of a population that is currently in one of the age-determined stages of life. Presentations should begin with five questions that will be answered in the course of the presentation (3 of these questions will be used for the end-of-term quiz) and should apply theory and/or research from the text that discusses the key aspects of the population. Presentations will also include a group interview of a person within the age range of the population that is being presented. You are encouraged to use multimedia for this presentation such as videos, recordings, slideshows, etc., and/or a type of experiential component of your choosing for your presentation that will help your audience engage in the topic. To ensure that each member has contributed to the project, each group will upload an outline of member contributions on the day of the presentation. Due date will be determined by the days scheduled for the population to be presented.

5. Mid-term quiz: 10%

This quiz will be a multiple choice quiz representing the kinds of questions that will be used for the NCE. The quiz will mainly include material discussed in the textbook from the first four weeks of class but may also include questions from the course readings.

6. End-of-term quiz: 15%

This quiz will be made of questions written by your classmates about each of the presentations. Each group will write 5 questions, 3 of which will be used for this quiz.

Students must also meet standards for program level on the Professional Qualities Evaluation (no 0s and minimal 1s) as applicable. Failure to do so will result in referral to an Academic Review Panel. See PMHC program handbook for more details.

Grading: This course is graded using a 4.0 GPA in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook

(http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system).

Assignments will be points from 1 to 4 that are weighted by percentage and then tallied to a final GPA. The final GPA is translated into a letter grade (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0). **Total grade points that fall in-between grades will be assigned to the closest available final grade, e.g., 3.49 would be a B+**

ASSIGNMENTS TURNED IN LATE WILL HAVE 1% EACH DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT UNLESS THE STUDENT HAS FORMALLY REQUESTED AN INCOMPLETE GRADE FOR THE SEMESTER.