

Lewis & Clark  
Graduate School of  
Education and Counseling



**MHC 506: Lifespan Development  
Fall Semester, 2023**

**Instructor:** Jessica Calcagni, LMFT  
**Class Day and Time:** Mondays 1:00- 4:00pm (3 hours weekly; 30 contact hours)  
**Class Location:** York 101  
**Office Hours:** 9-11 am Mon. via Zoom (please email), 12:30-1 pm/ 4-4:30 pm in-person Mon.  
Please email for other options and I will gladly find time.  
**Phone:** 505-301-3906  
**Email:** jessicacalcagni@lclark.edu  
**Credit:** 2 credits, 10 weeks/30 hours

**Required Texts (hard copy or e-book):**

Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). *Human growth and development across the lifespan: Applications for counselors*. John Wiley & Sons, Inc.

Available for rent through Libby app (sample is Chapters 1-2) and Watzlek library.

\*Additional required reading will be posted to Moodle.

**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**

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.

**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

**Methods of Instruction for this Course:** Lectures, small and large group discussions, course readings, case studies, presentations, videos, and activities.

**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.

Student Support Services is available via email ([access@lclark.edu](mailto:access@lclark.edu)), phone (503-768-7192), and appointment ([www.lclark.edu/offices/student\\_support\\_services/](http://www.lclark.edu/offices/student_support_services/)).

**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](http://go.lclark.edu/gsec-nondiscrimination)
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct)
- Sexual misconduct: [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX)

**Technical Support:** Visit Lewis & Clark's Moodle Resources page or contact support via email ([ITservice@lclark.edu](mailto:ITservice@lclark.edu)) or by phone (503-768-7225).

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

Any missed assignments will result in an Incomplete grade until they are completed. Assignments turned in late will have 10% subtracted daily from the grade unless there was a formal request of an incomplete grade for the semester or the student has discussed a later deadline with the instructor.

**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

Signature Assignment: 40 points

Weekly Assignment: 80 points (10 each)

Self-Narrative and Development: 40 points

Attendance: 40 points (4 points each)

**Total: 200 points**

**Class Attendance and Policy: 40 points (4 points each class)**

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor (see below).

**Makeup Assignment:** In the case of **one** missed class, a makeup assignment will be prepared that follows the week's topic. You will have 2 weeks from the missed class to turn it in or else to get the attendance points for the missed week's class. If you are missing more than one class without prior.

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 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.

Students are expected to be on time to class. Unless previously discussed, tardiness may be seen as an absence that requires make-up work.

### **Signature Assignment - Developmental Theory (40 points) Due 9 am November 13**

Choose one developmental theory presented in the course that seems interesting and salient to your future work.

Length: 1 handout front and back or Trifold handout. Be creative with this activity. They will be posted to Moodle for the class to have as a quick reference guide for each theory to have for future use.

Please include a separate reference page. Cite all references using APA 7 formatting

<https://ggu.libguides.com/c.php?g=106881&p=5822455>

#### **Theory Overview:**

- What are the primary concepts, principles, and assumptions? (10 points)
- Review and share some of the recent research (last 5 years) including theory and application, clinical practice that use the theory. (10 points)
- What are the limitations of the theory and its modern application? (10 points)

Case Conceptualization: Choose a fictitious character from a movie, show, book as a fictitious client.

- How can this theory be used to provide insight into their experiences or characteristics ? (10 points)

#### **Theory options:**

##### **Learning and Behavioral Theories**

- Social Learning Theory (Albert Bandura)
- Operant Conditioning (B.F. Skinner and E.L. Thorndike)
- Stimulus-Response Behaviorism (John Watson)

##### **Cognitive Theories**

- CBT (Aaron Beck)
- Cognitive Behavior Modification (Donald Meichenbaum)
- Theory of Cognitive Development (Piaget)

##### **Moral Development**

- Gilligan Theory of Moral Development
- Kohlberg's Stages of Moral Development
- Four-Component Model of Morality (Rest)

##### **Stages of Development**

- Erikson's Stages of Development
- Loevinger's Stages of Development

- Vocational development theory (Donald Super)

- Ego Psychology (Anna Freud)

##### **Social/cultural**

- Relational-Cultural Theory (Miller)
- Sociocultural viewpoint (Lev Vygotsky)

##### **Psychological Theories**

- Psychoanalysis and Drive Theory (Sigmund Freud)
- Object Relations (Winnicott and Kernberg)
- Psychodynamic (Chodorow)
- Ecological Systems Theory (Urie Bronfenbrenner)
- Attachment Theory (John Bowlby)
- Phenomenological Worldview (Carl Rogers)
- Relational Psychoanalysis (Greenberg and Mitchell)
- Self Psychology (Kohut)

### **Self-Narrative and Development (40 points) - Due 9 am November 13**

Think about a specific aspect of your life or part of your identity that is/was significant to your development.

Choose one of the theories of development. Please choose a different one than chosen for the Signature Assignment.

Apply it to this aspect of your own developmental journey in a creative way: a short story, a poem, collage, or piece of artwork that you create (10 points).

Accompany your interpretive narrative with a 1–2-page double spaced explanation of it (10 points).

**Weekly Assignments (10 points each, 80 points total) – Due 9 am each Monday**

Assignment of the Week will be option A or B. Please see Course Schedule for that week's assignment.

Submit to Moodle and bring assignment with you to discuss in class.

Use material from the text and any additional readings. You can write in 1st person format. Responses should be around 1 page double spaced (separate from reference page).

**Option A. Reading Reflections:** Based on the readings from the week, complete the following:

1. Kudos: A section, topic, or aspect of the chapter that was applicable, useful, or important
2. Challenge: A section, topic, or aspect you want to challenge (i.e., harmful, problematic, brought up discomfort, you disagree with).

End with an open-ended question that can be used for class discussion.

**Option B. Evaluate The Theories:** Choose a theory discussed from this week's readings. Consider the implications, applications, strengths, and weaknesses of the theory's perspectives for that developmental stage. End with an open-ended question that can be used for class discussion.

**Course Outline**

This outline is designed to be our schedule for the Fall semester. Additional readings may be assigned. Students will be informed in class and via Moodle of any changes.

DATE	TOPIC(S)	ASSIGNMENT/READINGS FOR THAT WEEK
9/11	Introductions, class expectations, review syllabus Human Development: Counseling the Ever-Changing Person in Context	Capuzzi & Stauffer (2016) Chapters 1-2  Weekly Assign. Option B. Evaluate The Theories
9/18	Theories of Human Development Spiritual and Moral Development	Capuzzi & Stauffer (2016) Chapters 3-4  Weekly Assign. Option A. Reading Reflections
9/25	Continued Moral Development Cross-cultural Counseling and Human Development	Capuzzi & Stauffer (2016) Chapters 5-6  Weekly Assign. Option B. Evaluate The Theories
10/2	<i>Birth and Infancy:</i> Physical, Cognitive, Emotional, and Social Development	Capuzzi & Stauffer (2016) Chapters 7-8  Weekly Assign. Option A. Reading Reflections
10/9	<i>Early Childhood:</i> Physical, Cognitive, Emotional, and Social Development	Capuzzi & Stauffer (2016) Chapters 9-10  Weekly Assign. Option B. Evaluate The Theories
10/16	<i>Middle Childhood:</i> Physical, Cognitive, Emotional, and Social Development	Capuzzi & Stauffer (2016) Chapters 11-14  Weekly Assign. Option A. Reading Reflections
10/23	<i>Adolescence:</i> Physical, Cognitive, Emotional, and Social Development	Capuzzi & Stauffer (2016) Chapters 15-16  Weekly Assign. Option B. Evaluate The Theories

	<i>Young Adulthood</i> : Physical, Cognitive, Emotional,, and Social Development	
10/30	<i>Middle Adulthood</i> : Physical, Cognitive, Emotional, and Social Development	Capuzzi & Stauffer (2016) Chapters 17-18 Weekly Assign. Option A. Reading Reflections
11/6	<i>Late Adulthood</i> : Physical, Cognitive, Emotional, and Social Development	Capuzzi & Stauffer (2016) Chapter 19  Signature Assignment Self-Narrative and Development
11/13	<i>End of life</i> : Generativity, Death, Dying, and Bereavement  Present Self-Narratives and Development <u>or</u> Signature Assignment	Signature Assignment due 11/13 9 am Self-Narrative and Development due 11/13 9 am  Evaluations