

**SYLLABUS**  
**CPSY 506**  
**LIFESPAN DEVELOPMENT**  
**SUMMER, 2005**

*“Human being is the composing of meaning, including of course, the occasional inability to compose meaning, which we often experience as the loss of our own composure.”*  
(Keegan, 1982)

Steve Berman

Phone: (503) 238-5899

Email: [berman@lclark.edu](mailto:berman@lclark.edu)

Office hours: By appointment.

**Overview:** Knowledge of human development is crucial to the counselor, not only as a tool for understanding your client, but as a means to know yourself. Your ability to facilitate the development of your clients will, in large part, be dependent on your own attainment of the higher stages of cognitive, emotional, moral, social, and cultural development.

This class will look at development from both the inside and the outside of both the client and the counselor. We will study the major theories of development as they apply to children, adolescents and adults and will use a narrative/constructivist approach to self-exploration using a life story interview format. This class will ask you to interpret and reinterpret your own life story particularly as it relates to your work as a counselor, and you will use selected theories to analyze the life story.

We will consider how individual development is influenced by cultural and social factors and discuss how a counselor can help create conditions that facilitate development for individuals, families, and communities.

**Related Authorizations:** Successful completion of this course is necessary for fulfillment of degree requirements for any of the specialty areas in the Counseling Psychology Department. This course is also necessary for gaining access to licensure as a professional counselor, school psychologist, or school counselor.

**Instructional Methods:** The class will combine didactic and experiential methods. Class periods will include lecture, discussion, exercises, videos and demonstrations.

### **Required Texts:**

Atkinson, R. (1998). *The Life Story Interview*. Sage.

Crain, W. (2005). *Theories of Development: Concepts and Applications, 5<sup>th</sup> ed.* Prentice Hall.

Keegan, R. (1982). *The Evolving Self*. Harvard University Press.

McAdams, D. (1993) *The Stories We Live By*. Guilford.

Additional readings will be handed out in class.

### **Course Requirements:**

1. Active engagement through participation in class discussions.
2. Attendance is mandatory. One excused absence will be allowed without penalty. Each absence beyond the first will result in a five point grade reduction. Missing three or more classes will result in a failing grade.
3. Completion of **all** assigned readings.
4. Life Story Project (see below).
5. Final Exam (see below)

### **Evaluation:**

Class Participation: 50 points

Life Story Project: 100 points

Final Exam 50 points

Total Possible 200 points

Grading scale: 190-200 = A

180-189 = A-

170-179 = B+

160-169 = B

150-159 = B-

### **Class Schedule:**

#### **May 12:**

Introductions

Overview

Discussion of Life Story Project

#### **May 19:**

Read chapters 1-3 of Atkinson, skim the rest.

Start reading McAdams. (Finish by June 23.)

Begin interviews

**May 26:**

Crain: Chapters 1 - 3  
Continue reading McAdams  
Continue interviews

**June 2:**

Crain: Chapters 4-5  
Keegan: Prologue  
Continue reading McAdams  
Continue interviews

**June 9:**

Crain: Chapter 6  
Keegan: Chapter 1  
Continue reading McAdams  
Continue interviews

**June 16:**

Crain: Chapter 7  
Keegan: Chapter 2  
Continue reading McAdams  
Continue interviews.

**June 23:**

Crain: Chapters 8-9  
Keegan: Chapter 3  
Finish McAdams  
Complete interviews

**June 30**

Crain: Chapters 10 – 11  
Keegan: Chapter 4  
De-brief interviews

**July 7:**

Crain: Chapter 12  
Keegan: Chapter 5  
**Interview reaction paper due.**

**July 14:**

Crain: Chapters 13 – 15

Keegan: Chapter 6

**July 21:**

Crain: Chapter 16

Keegan: Chapter 7

**Life Story Due**

**July 28:**

Crain: Chapter 17

Keegan: Chapter 8

**August 4:**

Crain: Chapter 18

Keegan: Chapter 9

**Analysis Due**

**August 11:****Final Exam****Life Story Project:**

The Life Story Project is a multi-part assignment that will comprise half of your grade. You will be randomly assigned a partner with whom you will complete the interview portion of the assignment. All papers should be double spaced, using 12 point font with one inch margins.

**Part One: The Interview:** You and your partner will interview each other on your life stories, using the Atkinson and McAdams books, and in-class discussions as guides. You will be given class time to work on these interviews in one hour segments. Possible content of the interviews will be discussed in class. Each interview must total at least three hours so there will be a minimum of six hours of interview time. All interviews must be recorded either digitally or on tape. The interviewer should prepare a list of questions before each interview segment to use as a guide but may deviate freely from this list.

Interview Ground Rules:

1. The interviewee may refuse to answer any question and may declare certain topics off-limits.
2. The recording of the interview is the property of the interviewee.

3. All interviews are confidential. Content is only available to the interview partners and the instructor unless written permission is given by the interviewee to share the contents with others.
4. Interview partners should limit their interactions outside of the interview format until the interviews are completed.
5. The interviewer should refrain from commenting on the interviewee's answers except for those responses that indicate active listening and empathy.

After the six hours of interviews have been completed, the partners will meet one more time to de-brief the interviews. You will share your experiences of what worked, what didn't work, what could have been done differently, what was missed, what emotions were evoked, and what you liked or didn't like. After the de-brief, each student will turn in a brief (3-4 pages) paper describing your experience of interviewing and being interviewed. This paper is worth 10 points. **Due July 7.**

**Part Two: The Life Story:** When the interview is complete, each student will listen to the recording of him/herself being interviewed. Using this material, as well as material that was not covered in the interview, the student will write his/her life story. This will be straight forward, first-person narrative. You may use sections of transcript from the interview if you wish. You may also include pictures. This will be a 10-14 page paper worth 50 points. **Due July 21.**

**Part Three: Analysis of the Life Story:** After you write your life story you will do an analysis. Read your life story carefully. Using material from the Atkinson and McAdams books analyze the story for narrative tone, imagery, themes of agency and communion, ideological setting, character of, ontology of self, nuclear episodes, identity formation, and notable omissions. In addition, you will select one of the developmental theories we will study this term and use it as a lens through which to examine your life story. Discuss how the theory applies to, or makes sense of, selected aspects of your story. This paper should be 6-8 pages and is worth 40 points. **Due August 4.**

Students may earn extra credit on this project by volunteering to share their life story in class.

### **Final Exam:**

The final will be an in-class, open note test covering the developmental theories we will have studied. It will consist of approximately ten short answer essay questions. It will be given on **August 11.**

