

Counseling Psychology - CPSY 506 - Lifespan Development  
Graduate School of Education and Counseling  
Lewis and Clark College  
Professor Tod Sloan  
Spring 2008, Wednesdays, 5:30-8:45 pm

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**Graduate School Catalogue 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.

**Overview:** This course approaches the topic of lifespan development from the standpoints of psychodynamic, cognitive-constructivist, and sociocultural theories of human development. Life narratives and depth interview materials are used extensively to explore special topics such as intimacy, meaning, gender, ethnicity, class, lifestyle, social action, and character. Students gain experience in theoretical writing and in conducting and analyzing life history interviews. Course requirements consistently encourage a re-interpretation of the individual as also social, cultural and historical, and an examination of the implications of this reinterpretation for counseling, community practice, and social transformation.

### Course Objectives

1. Develop and demonstrate skill in participating productively in discussions of psychological theory and its relation to social practice and social transformation. (GSE guiding principles 1 - Learning and Living Environments and 8 - Leadership and Collaboration; CACREP 1fg)
2. Show mastery of core concepts and knowledge related to the psychological, social and cultural contexts of human development and connect these to problem-solving practices relevant to individuals and communities. (GSE guiding principle 2 - Content Knowledge; CACREP 2bd, 3a-d, 4d)
3. Attain basic skill in life history interviewing. Utilize life history information and life narratives to advance conceptualization of developmental processes. (GSE guiding principles 4 - Connection to Community and 5 - Professional/Technical Resources; CACREP 5b, 8b)
4. Deepen ability to employ the essay form as a practice of reflection on theory. (GSE guiding principle 7 - Research and Reflection)

## Course Format

A seminar format is employed in the following manner: Readings and topics are introduced briefly by the instructor a week prior to class discussion. Students read the material and write essays in response to general themes as preparation for class discussion. The aims of discussion are to clarify the material, synthesize across different approaches and concepts, and to improve abilities to discuss theory productively.

## Course Requirements and Grading

1. **Critiques** - Submit 6 brief critiques in relation to the week's reading material. These should be 2-page essays, word-processed, double-spaced. Critiques may be submitted at the beginning of any 6 of the 8 class periods from Jan 16 to Mar 12. (No more than one per week.) Each critique is worth 5 percent of the grade for the course, for a total of 30 percent. Criteria for evaluation will be elaborated in class. [Meets objectives 2 and 4]
2. **Concept definition papers** - For 6 of the 8 "Topics" listed from Jan 16 to Mar 12, prepare a handout for your classmates on a concept that is central to the topic. This concept should be chosen after doing a half hour of library exploration on the topic and checking several sources. Spend a half hour writing up a half-page of helpful notes on the topic (include sources). Each concept definition paper is worth 5 percent of the grade for the course, for a total of 30 percent.
3. **Life story project** - Conduct and record a 20-minute life story interview, transcribe the tape recording for analysis and interpretation, and write a 10-page case study illustrating issues in developmental theory. See handout for detailed criteria for the project and grading. Worth 30 percent of course grade. [Meets objective 3]
4. **Class participation** - Constructive contributions to class dialogue and group work, based on thorough preparation, are noted and appreciated. Worth 10 percent of course grade. [Meets objective 1]
5. **Attendance** - Weekly attendance is expected. Email the professor prior to class if unable to attend. Missing more than one class session may be grounds for failing the class.

## Required Text

Gardiner, H. W. and Kosmitzki, C. (2008). *Lives across Cultures: Cross-Cultural Human Development*. Boston: Allyn and Bacon.

## Course Calendar

- Jan 9            **Course Overview, Reflections on Change and Development**  
Topics: critical theory and practice
- Jan 16           **Theory and Methodology**  
Readings: LAC, Chs. 1 and 2  
Topic: Culture/Ideology
- Jan 23           **Socialization**  
Readings: LAC, Ch. 3  
Topics: Sigmund Freud
- Jan 30           **Physical and Cognitive Development**  
Readings: LAC, Chs. 4 and 5  
Topics: Lev Vygotsky
- Feb 6            **Self and Identity**  
Readings: LAC, Ch. 6  
Topics: Erik Erikson
- Feb 13           **Gender and Sexuality**  
Readings: LAC, Ch. 7  
Topics: Foucault and Judith Butler
- Feb 20           **Social and Moral Behavior**  
Readings: LAC, Ch. 8  
Topics: Lawrence Kohlberg and Carol Gilligan  
Visitor: Hall
- Feb 27           **Family, Parenting, Partnering**  
Readings: LAC, Ch. 9  
Topics: Bowlby, Winnicott, and object relations theory  
Visitor: Luvmoor
- Mar 5            **Physical and Mental Health**  
Readings: LAC, Ch. 10  
Topics: Anti-psychiatry, radical psychology
- Mar 12           **Meaning, Symbols, and Understanding**  
Reading: TBA  
Topics: Jung and depth psychology
- Mar 19           Transcribe interviews (prof at conference)
- Mar 26           *Spring Break*
- Apr 2            **Life Story Work**  
(Transcripts of interviews due in class)
- Apr 9            **Life Story Work**
- April 16           (session postponed to April 23)
- Apr 23           **Conclusions**  
Life Story Case Study due at beginning of class