

## **CPSY 506 Life Span Development - Fall 2013**

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Office hours in Rogers 410: Mondays 2-5 PM and by appointment

### **Course Description (catalog)**

*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.*

### **Instructor Statement**

Life span development is a “classic course” for counselors and educators, and ideally should be enjoyable and relevant. While developmental theories may go “out of style,” the topic itself does not since we live it every day. People (including ourselves and our clients) experience life and maturation, compare themselves with others, and think about their ages and “where they should be” in their lives. They make “life decisions,” deal with transitions, and experience periods of stability and crisis. In this course, we will adopt a Critical-Realist Perspective regarding life span development that balances objective scientific measurement (for example Gesell’s studies of infant maturation) with the importance of socio-cultural context, values and justice (for example understanding the influence of economic conditions on health for different groups across the lifespan). We will use examples from contemporary films to bring the emotional depth of life to our discussions. Students will build their confidence regarding performing a developmental interview of a person outside the course. Along the way, we’ll see if the classic theories still hold weight.

### **Course Objectives**

Students will demonstrate knowledge of the following subject areas, as well as the awareness of how to apply this knowledge in relevant settings (i.e., schools, communities, families, workplace). These objectives align with those required by NASP, CACREP, and COAMFTE.

1. Human developmental processes, psychopathology, and associated biological, cultural and social influences on behavior (NASP 2.4)
2. Theories of learning, personality, and identity development (class, sexuality, ethnicity) (NASP 2.5)
3. Socialization and the influences of families, peers, teachers, and others on development (NASP 2.8)
4. Development of behavioral, affective, adaptive and social skills; developmental milestones (NASP 2.8)
5. Life cycle of families
6. Developmental crises, situational and environmental factors that affect both normal and abnormal behavior (NASP 2.7)
7. Strategies for facilitating optimal development over the life-span
8. Multicultural and pluralistic trends affecting development, including characteristics and concerns between and within diverse groups nationally and internationally
9. Ethical and legal considerations about working with clients/students and about research procedure and application

Additional objectives emphasized by the instructor:

- Demonstrate the ability to articulate and critique classic theories of development in a 21<sup>st</sup> century cultural and economic context using a critical-realist perspective
- Highlight the implications of life span development theories and findings for students' the self-in-role as a professional counselor or school psychologist
- Practice dialogue, interviewing and group facilitation skills
- Solidify professional writing and oral presentation skills

## Readings

*Book to borrow / rent / purchase / read on reserve:*

Crain, W. (2003). *Theories of Human Development: Concepts and Applications* (6<sup>th</sup>. Ed.). Upper Saddle River, NJ: Prentice Hall. (Note: 5<sup>th</sup> Edition is acceptable.)

*Supplemental Readings:*

See each week. Available on the course Moodle site ([moodle.lclark.edu](http://moodle.lclark.edu), code: lifespan) or by hyperlink.

## Course Requirements and Grading

Attendance (10% of final grade): On-time attendance of all sessions is required. Per department policy, missing more than one class session of this course will be grounds for an incomplete. Students are responsible for accessing information about missed class activities from peers. is based on this dimension.

Participation (20% of final grade): This course is organized around the idea of a 'learning community', which means that each student's contributions to our collective learning are as important as his or her individual products. This includes class 'participation', but also depends on background research outside of class, careful preparation for class discussion, and willingness to foster dialogue during class. Evaluate is on a scale from low (just showing up), medium, and high (consistently appropriate and serious contributions). Submit participation goals on Moodle (see Forum) by Week Three. Approximately 20% of the final grade is based on this dimension.

Weekly Essays (30% of final grade): Submit seven brief, one-page essays over the course of the semester (due for classes #2 - #8). Each essay should open with a question that may be posed for general class discussion. The essay should demonstrate brief consideration of issue(s) raised within that week's readings (e.g., "What concept(s) are you finding most intriguing, useful, or problematic as you work to deepen your understanding of change and development?" Feel free to pose answers to your questions.). Essays should be ~ 250 words (i.e., one page, double spaced) in length. These will account for. Missing essays will reduce final grade total by 2% per essay.

Film Commentary, (20% of final grade): Demonstrate your ability to interpret aspects of a contemporary feature film or documentary in light of the developmental issues and theories covered in the course. Questions include: "How does the film reflect enduring truths about human development? How does the film address culture and issues of life in the 21<sup>st</sup> century?" Film examples will be discussed during the semester. Length: 750 words (3 double-spaced pages). Due Class #9. Film examples:

- Apted, M. & Almond, P. (2012). *56-Up* <http://www.imdb.com/title/tt2147134/>
- Bambaugh, N. (2012). *Frances Ha* . [http://www.imdb.com/title/tt2347569/?ref\\_=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt2347569/?ref_=fn_al_tt_1)
- Dosunmu, A (2013). *Mother of George*. [http://www.imdb.com/title/tt2094890/?ref\\_=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt2094890/?ref_=fn_al_tt_1)
- Farhadi, A. (2012). *A Separation*. [http://www.imdb.com/title/tt1832382/?ref\\_=sr\\_1](http://www.imdb.com/title/tt1832382/?ref_=sr_1)
- Moss, R. (2003). *The Same River Twice* <http://www.imdb.com/title/tt0342956/>
- Nichols, J. (2012). *Mud*. [http://www.imdb.com/title/tt1935179/?ref\\_=sr\\_1](http://www.imdb.com/title/tt1935179/?ref_=sr_1)

- Schreier, J. (2012). *Robot & Frank*. [http://www.imdb.com/title/tt1990314/?ref\\_=sr\\_1](http://www.imdb.com/title/tt1990314/?ref_=sr_1)

Developmental Interview (20% of the final grade): Each student will interview a person outside of the class on about a developmental theme and present an anonymous case study presentation and paper based on the interview (presentation 5 minutes, paper 500-750 words, 2-3 Double Space pages). Presentations and write-ups are due at the final course meeting. Interviews will be evaluated for their application of theories, models and findings; their clarity; and relevance for counseling or school psychology.

APA Style: All papers in the course should be formatted APA style, with clear introduction and closing statements or paragraphs, and inline citations and reference lists (if needed). No separate title pages needed. If low quality writing or format interferes with reader comprehension, papers will be returned for editing and resubmission for a grade.

## **Class Topics (subject to change)**

### **Sept 9**

#### **“Life Span Development” from a “Critical Realist” perspective**

Overview of course objectives, assignments, student and faculty goals, and grading. Initial discussion of “life span development” using a “Critical Realist” perspective. Differentiating theories, models, and empirical findings, and associated ways of knowing and standards of evidence.

- “Stage of Change” exercise: Self-assessment of ability to apply developmental perspectives to the craft of counseling.
- Video Excerpt: Apted, M. & Almond, P. (2012). *56-Up* <http://www.imdb.com/title/tt2147134/>

### **Sept 16**

#### **Physical Development & Maturational Perspectives: Early Life and Beyond**

Key Concepts: Developmental Periods, Age and Behavior Norms, “Child Rearing,” Attachment, Interpersonal Neurobiology

Text Readings: Crain Chapter 2 Gesell’s Maturational Theory (entire) and Chapter: 3 Ethological Theories (Page 47-67) on Bowlby and Ainsworth

- Video Excerpt: Balmes, T. (2010). *Babies* <http://www.imdb.com/title/tt1020938/>
- Video Excerpt: National Geographic (2005) *In the Womb* <http://channel.nationalgeographic.com/channel/in-the-womb/videos/in-the-womb/>

Supplemental Reading(s):

On Gesell:

- About.com: Arnold Gesell and Your Child from Five to Ten
  - <http://childparenting.about.com/od/childdevelopment/a/geselletal.htm>
- Pappano, L. (2010). Kids Haven’t Changed; Kindergarten Has - New data support a return to “balance” in kindergarten. Harvard Education Letter, 26,
  - <http://hepg.org/hel/article/479>

- Curtis, S. (2001). "Tangible as Tissue": Arnold Gesell, Infant Behavior, and Film Analysis. *Science in Context* 24, 417–442
  - <http://www.communication.northwestern.edu/files/faculty/CurtisTangibleasTissue.pdf>

On Attachment:

- Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, "mindsight," and neural integration. *Infant Mental Health Journal*, 22, 67-94.
- Henk Jan Conradi, Peter De Jonge, Albert Neeleman, Peter Simons & Sjoerd Sytema (2011): Partner Attachment as a Predictor of Long-Term Response to Treatment with Couples Therapy, *Journal of Sex & Marital Therapy*, 37:4, 286-297
  - <http://www.tandfonline.com/doi/full/10.1080/0092623X.2011.582435>
- Inge Seiffge-Krenke (2011). Coping With Relationship Stressors: A Decade Review. *Journal of Research on Adolescence*, 21, 196 – 210.
  - <http://onlinelibrary.wiley.com.watzekpx.lclark.edu/doi/10.1111/j.1532-7795.2010.00723.x/full>

### Sept 23

#### Social-Historical Perspectives: Culture, Socio-Economic Class & Technology

Text Reading(s): Crain Chapter(s): Vygotsky's Social-Historical Theory of Cognitive Development

Video: Richard Wilkinson: How economic inequality harms societies

[http://www.ted.com/talks/richard\\_wilkinson.html](http://www.ted.com/talks/richard_wilkinson.html)

Supplemental Reading(s):

- 2013 The State of US Health, 1990-2010 Burden of Diseases, Injuries, and Risk Factors
- UK 2010 Healthy Lives, Healthy People- Our strategy for public health in England.pdf
  - [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216096/dh\\_127424.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216096/dh_127424.pdf)
- McLaughlin, K.A., et al. (2012). Home foreclosure and risk of psychiatric morbidity during the recent financial crisis. *Psychological Medicine*, 42, 1441-1448 doi:10.1017/S0033291711002613
- Simms, E. (2008). Children's lived spaces in the inner city: Historical and political aspects of the psychology of place. *The Humanistic Psychologist*, 36, 72- 89 doi: 10.1080/08873260701828888

### Sept 30

#### Ecopsychological Perspectives, Nature and Development Across the Lifespan

Text Readings: Crain Chapter 6 Piaget's Cognitive-Developmental Theory, 9 Bandura's Social Learning Theory

Video Excerpt: Hessen Schei, T. (2010). *Play Again*. [http://www.imdb.com/title/tt1567665/?ref\\_=fn\\_al\\_tt\\_1](http://www.imdb.com/title/tt1567665/?ref_=fn_al_tt_1)

Supplemental Reading(s):

- Child & Nature Network Research Page: <http://www.childrenandnature.org/documents/C118/>
- Sobel, D. *Beyond Ecophobia* [http://www.eenorthcarolina.org/beyond\\_ecophobia.pdf](http://www.eenorthcarolina.org/beyond_ecophobia.pdf)
- Alter (2013) How Nature Resets Our Minds and Bodies - Health - The Atlantic
- Johnson, K. (2013, Sept 5). National Parks Try to Appeal to Minorities

- [http://www.nytimes.com/2013/09/06/us/national-parks-try-to-appeal-to-minorities.html?hp&\\_r=0](http://www.nytimes.com/2013/09/06/us/national-parks-try-to-appeal-to-minorities.html?hp&_r=0)

### Oct 7

#### Constructivist and Social Learning Perspectives: Implications for Partnering, Marriage, Parenting, and Self Changing

Text Reading(s): Review Crain Chapters 6 Piaget's Cognitive-Developmental Theory & 9 Bandura's Social Learning Theory, Add Pages 181-196 Skinner & Operant Conditioning

Supplemental Reading(s):

- Kegan, R. (1994). *In over our Heads: The Mental Demands of Modern Life*. (Selection)
- Discussion of Carol Dweck's research on "mindset" - <http://nymag.com/news/features/27840/>
- Effects of Becoming a Love and Logic Parent training program on parents' perceptions of their children's behavior in their own parental competence: A preliminary investigation.
  - [http://www.loveandlogic.com/pdfs/research\\_data\\_bllp.pdf](http://www.loveandlogic.com/pdfs/research_data_bllp.pdf)
- Solnit, R. (2012) Why mansplaining is still a problem.
  - <http://www.alternet.org/why-mansplaining-still-problem?paging=off>
- Huntsberger, B. (2013, Sept 13). What's in a credit score? Probably the fate of your relationship
  - [http://www.oregonlive.com/finance/index.ssf/2013/09/whats\\_in\\_a\\_credit\\_score\\_the\\_li.html#ncart\\_river](http://www.oregonlive.com/finance/index.ssf/2013/09/whats_in_a_credit_score_the_li.html#ncart_river)
- BBC News (2013, Sept 9). Testicle size 'link to father role'
  - <http://www.bbc.co.uk/news/health-24016988>

### Oct 14

#### Stage Theories and the Great 20<sup>th</sup> Century Longitudinal Studies

Topics: Emerging Adulthood, Life Tasks, The Mid-life Crisis, Generativity

Text Reading(s): Crain Chapter(s): 12 Erikson & the Eight Stages of Life

Supplementary Readings:

- Excerpts from Levinson et. Al (1978). *Seasons of a Man's Life*.
  - [http://books.google.com/books?id=F7HcrLYJGjAC&dq=seasons+of+a+man's+life+excerpt&source=gbp\\_navlinks\\_s](http://books.google.com/books?id=F7HcrLYJGjAC&dq=seasons+of+a+man's+life+excerpt&source=gbp_navlinks_s)
- Cohen, P. (2012, January). Get A Midlife *The New York Times*
  - [http://www.nytimes.com/2012/01/08/sunday-review/get-a-midlife.html?\\_r=4&ref=patriciacohen&pagewanted=all](http://www.nytimes.com/2012/01/08/sunday-review/get-a-midlife.html?_r=4&ref=patriciacohen&pagewanted=all)
- Shenk, J. W. (2009 June). What Makes Us Happy? *The Atlantic* Online
  - <http://www.theatlantic.com/magazine/archive/2009/06/what-makes-us-happy/307439/>

### Oct 21

#### Generation X and Postmodern Perspectives on Lifespan Development

Supplementary Readings:

- Strenger, C. (2004), *The Designed Self*. Hillsdale, NJ: The Analytic Press
  - Chapter 2: Nobrow: Forming an Identity in Urban Culture
  - Chapter3: The Bobo Dilemma
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469-480.
- Heckhausen, J., Wrosch, C., & Fleeson, W. (2001). Developmental regulation before and after a developmental deadline: The sample case of "biological clock" for childbearing. *Psychology and Aging*, 16(3), 400-413.
- Kreider, T. (2009, September 17). The Referendum. *The New York Times*
  - <http://opinionator.blogs.nytimes.com/2009/09/17/the-referendum/>
- Williams, A. (2012, August 24). For Gen Xers, a Wake-Up Call. *New York Times*
  - <http://www.nytimes.com/2012/08/26/fashion/paul-ryan-a-wake-up-call-for-gen-xers-cultural-studies.html?pagewanted=all>

## Oct 28

### Perspectives on Happiness & Living a Good Life

Text Reading(s): Crain Chapter 1 Early Theories and Chapter 7 Kohlberg's Stages of Moral Development

Supplemental Reading(s):

- Examples of Carol Gilligan's responses to Kohlberg's Model
- King, L. A., & Hicks, J. A. (2007). Whatever happened to "What might have been"? Regrets, happiness, and maturity. *American Psychologist*, 62, 625-636. doi:10.1037/0003-066X.62.7.625
- Waterman, A. S. (2012). The Humanistic Psychology–Positive Psychology Divide: Contrasts in Philosophical Foundations. *American Psychologist*, 68, 124–133
- Excerpt from Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion* – Chapter 1

## 11/4

### Myth & Story: Archetypal and Transpersonal Perspectives

Assignments: Movie Critique Due

Text Reading(s): Crain Chapter 16 Jung's Theory of Adulthood

Supplemental Reading(s):

- Welwood on spiritual bypassing: <http://www.johnwelwood.com/articles/Embodying.pdf>
- Plotkin, B. (2008). *Nature and the Human Soul*. Novato, CA: New World Library. (Excerpt)
- Estes, C. (1992/1996). Story: Vasalisa the Wise, In *Women Who Run With the Wolves: Myths and Stories of the Wild Woman Archetype*. Ballantine.
- Meade, M. (1994). Story: The Hunter & His Son, In *Men & The Water of Life*. Harper San Francisco

## 11/11

### "Younger Next Year": Healthy Aging and Critiques

Assignments: Interview & Presentation Due

## Supplemental Reading(s):

- Cruikshank, M. (2003). *Learning to be old*. Lanham, MD: Rowman & Littlefield (Selections)
- Video & Excerpt: Lodge & Crowley (2005) *Younger Next Year: A Guide to Living Like 50 Until You're 80 and Beyond*.
  - <http://www.youtube.com/watch?v=k7LNRC-w-lc>
- Greenhouse (2013, Sept 9). At Leisure, or Still at Work. *New York Times*
  - [http://www.nytimes.com/2013/09/10/business/retirementspecial/at-leisure-or-still-at-work.html?hp&\\_r=0](http://www.nytimes.com/2013/09/10/business/retirementspecial/at-leisure-or-still-at-work.html?hp&_r=0)
- Blog: The New Old Age, *New York Times*
  - <http://newoldage.blogs.nytimes.com/>

**Other Class Notes**

**Diversity, Culture & Accommodations:** The instructor will make efforts to recognize diversity, culture and individual differences in the classroom and to create a safe and collegial learning environment for all students. Please contact the instructor regarding any special needs or accommodations required.

**Sustainability:** We are all encouraged to consider personal and environmental impacts associated with this course. This includes reducing or mitigating high impact behaviors by practicing alternate or communal forms of transportation (e.g., using carpools, biking; see commuter tips below). This also includes being efficient with use of energy and resources (e.g., turning off lights, computers and power strips when not in use). The use of recycled paper is encouraged as well as double-sided printing or printing on the blank side of previously used papers (clearly draw a line through non-course content).

Sustainability also includes pacing yourself and remembering the basics (for you) of healthy diet, adequate rest, vigorous exercise, and nurturing relationships. Be mindful of screen time and immersion in information technology (both in terms of time spent and content). Get outdoors and outside of the human sphere and in contact with the rest of nature and other species. Remember why you are in school and what this means for you. Suffering is a part of life and suffering is best met when it has a purpose.

LC Commuter tips: <http://www.lclark.edu/live/news/22982-top-10-tips-for-lewis-amp-clark-commuters>

**Department attendance policy:** Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) 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.