

CPSY 506 Lifespan Development
Section 2
Spring, 2010
Lewis and Clark Graduate School of Education and Counseling

Class Meets: 5:30 – 8:45 p.m., Wednesdays 1/13/10 – 4/21/10
John R. Howard Hall, Room 132

Instructor: Roberta K. Deppe, M.A., Ph.D.
deppe@lclark.edu
Meetings by appointment

Required Text: Crain, W. (2005). *Theories of Development: Concepts and Applications*. Fifth Edition, Prentice Hall, N.J.

Catalog Description: Exploration of lifespan 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 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, work place):

1. Human developmental processes, psychopathology, and associated biological, cultural and social influences on behavior
2. Theories of learning, personality, and identity development (class, sexuality, ethnicity)
3. Socialization and the influences of families, peers, teachers, and others on development
4. Development of behavioral, affective, adaptive and social skills; developmental milestones
5. Life cycle of families
6. Developmental crises, situational and environmental factors that affect both normal and abnormal behavior
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

Course Requirements and Evaluation:

Reading journal entries and posts to Moodle: After completing the reading assignment for the week, each student will write a reading journal entry. In this three or four page (word-processed, double-spaced) entry, respond to the following prompts: What are the main points/themes of the readings and what key terms/constructs are important to remember in the long term? What applications of the theory come to mind from your own experience? How might you apply this theory in your professional work? How did the original source or application reading differ from or expand the textbook reading? What are the strengths and weaknesses of each reading?

Bring your printed reading journal entry to class to be turned in after discussion of the material. Prior to class, post two questions on Moodle about the readings. Your questions will be used to structure our class discussion. Contribute questions that will help us make connections between ideas and consider possible applications of theory. One of your questions each week may be a request for clarification. These kinds of questions can be very helpful, too.

Each reading journal entry and posted set of questions is worth a possible 15 points (135 points, total). Late entries will lose points; make sure that you have left plenty of time before class for printer difficulties.

You can earn an additional 5 points once during the term by posting a link to one article from the psychological or counseling literature that helps to address one of the objectives of the course. When you post the link, annotate it by writing a paragraph describing it and articulating how it relates to what we have studied so far in the class.

Attendance and active participation in discussion: The departmental policy on attendance is that a student who misses one class meeting must make up the work for that class and that a student who misses two class meetings may not pass the class. Active participation in class discussion and interviews of guests is required. We will discuss what active participation “looks like” in class. Students who do not participate in class in positive ways will lose points from the reading journal assignment relevant to that class session and your instructor will work with you to clarify expectations about class participation.

Quizzes: Students will complete three twenty-question multiple point quizzes during the term. The quizzes are designed to give students the opportunity to practice answering questions about terms and main points from the readings in a multiple-choice format. Each quiz is worth a possible 20 points. Quizzes are not cumulative and do not include questions about material assigned for the day of the quiz (60 points, total).

Life story interview: One major assignment for this course is to conduct, transcribe, write up and present a life story interview of an elder. Please discuss your choice of interview subject with your instructor before proceeding with the interview. Once your choice of interviewee is approved, design an interview using information from the Life Story Center at the University of Southern Maine. Prepare a release form and select the questions you would like to ask. Carefully review the Center’s suggestions for preparation of the interview prior to contacting the interviewee.

Each student will record a one to four hour interview and transcribe at least 20 minutes of this interview. This transcription will serve as much of the source material for your paper.

Turn in a paper in which you tell part of the person's story and then demonstrate how a developmental theory maps on to particular elements of the person's story. Excellent papers will be clearly written (grammatical sentences, coherent paragraphs, etc...) and will demonstrate a clear understanding of course terms and concepts as demonstrated in correct application of terms to examples. You might start your paper by describing briefly where you interviewed the person and what your prior relationship was with this person. Some students will write the person's life story as if in the first person (but will probably not use all direct quotes from the interview).

Papers should be 10-15 pages in length (double spaced, 12 pt font). Turn in your transcription and your release form along with your paper. Papers are worth a possible 70 points.

Presentations about life story interviews are scheduled for the last four class meetings. Please prepare a 15 minute presentation for the class. In your presentation, please describe briefly why you chose the person you interviewed and the context for the interview. Based on your interview of the person, tell us about the person. Then, tell us some of that person's story in their own words. Finally, explain how elements of this person's life illustrate (or contradict) the work of a theorist or theorists we have studied in this class. You are invited to use audio clips or pictures shared by this person, but you are not required to include these things in your presentation. Presentations are worth a possible 30 points.

Final course grades will be based on the following point totals:

- A = 279-300
- A- = 270-278
- B+ = 261-269
- B = 249-260
- B- = 240-248
- C+ = 234-239
- C = 219-233
- C- = 210-218
- D+ = 204 -209
- D = 180 -203
- F= 179 and below

On-line resources: Our class has an online presence via Moodle. We will use Moodle to lower costs for students by posting many of the class readings there. Moodle will also be helpful in allowing everyone to be an active participant in shaping class discussion in a class where there are many students. You can log in at <https://moodle.lclark.edu/login/index.php>

Date	Topic	Due
January 13	Introduction to Course and to Theories of Development	Log in to Moodle
January 20	Preformationists, Locke, Rousseau & Gesell	Crain Chapters 1 and 2 Life Story Interview website Locke & Rousseau excerpts posted on Moodle
January 27	Freud and Neo Freudians, Erikson	Crain Chapter 11 and 12 Freud and Erikson excerpts posted on Moodle
February 3	First Quiz Ethological Theories and Attachment	Crain Chapter 3 Schore & Schore article posted on Moodle
February 10	Learning and Social Learning Theories <i>Guest speaker - Ruth Gonzalez, Ph.D</i>	Crain Chapters 8 and 9 Gewirtz & Edleson reading posted on Moodle
February 17	Mahler, Montessori and Werner <i>Guest speaker - Enid Nielsen, M.A</i>	Crain Chapters 4, 5 & 13 Montessori chapter posted on Moodle
February 24	Second Quiz Piaget and Vygotsky	Crain Chapters 6 and 10 Piaget excerpt posted on Moodle
March 3	Chomsky, Jung and Humanistic Psychology	Crain Chapter 17, 16 and 18
March 10	Kolberg and Gilligan Attempts to Describe Perspective and Privilege	Crain Ch 7 "Intro to Privilege" article posted on Moodle
March 17	Family Life Cycle Cross Cultural Approaches and Critiques of Mainstream Research	McGoldrick chapter and Coll et al. article posted on Moodle
March 24	Spring Break No class meeting	-----
March 31	Third Quiz Life Story Presentations (5)	Life Story Papers Due for Presenters
April 7	Life Story Presentations	Life Story Papers Due for Presenters
April 14	Life Story Presentations	Life Story Papers Due for Presenters
April 21	Life Story Presentations	Life Story Papers Due for Presenters

COURSE SYLLABUS COVER SHEET
Lewis & Clark College

Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	Lifespan Development
Course Number	CPSY 506
Term	GS 2010
Department	Counseling Psychology
Faculty Name	Roberta Deppe

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.

Guiding Principles/Standards Addressed in Course:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

Guiding Principles/Standards

<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.	X
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).	X

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

Early Childhood	Pre-Kindergarten-4 th Grade in a preprimary school, a primary school, or an elementary school.	X
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	X
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	X
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	X

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).