

**COURSE SYLLABUS COVER SHEET**  
Lewis & Clark College  
Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

<b>Course Name</b>	<b>Life Span Development</b>
<b>Course Number</b>	<b>585-02</b>
<b>Term</b>	<b>Fall 2008</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Peter Mortola</b>

**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.

Credit: 3 semester hours.

**Guiding Principles/Standards Addressed in Course:**

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

<b>Guiding Principles/Standards</b>	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<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.	<b>X</b>
<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.	<b>X</b>
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<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 well-being.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels (for TSPC-approved programs only):**

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).

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

\*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).

Lewis and Clark College  
Graduate School of Education and Counseling  
Fall 2008

## CPSY 506: Lifespan Development



Peter Mortola, Ph.D.

Associate Professor of Counseling Psychology

Office: Rogers Hall 323, Phone: 768 6072

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

Class meeting time: 1:00-4:15 pm, Fridays, Rogers 105

Office hours: Thursday, 2:30-4:30 pm (call CPSY office for appt. 768-6060)

“What do we do when we raise a child, teach a student, or educate a person as a member of society? All these forms of pedagogy require painful yet exhilarating departures from home and encounters with otherness. Like the swimmer who plunges into the river’s current to reach the opposite bank, the person who wishes to learn must risk a voyage from the familiar to the strange...Do schoolmasters realize that they only fully taught those they thwarted, or rather, completed, those they forces to cross? Certainly, I never learned anything unless I left, nor taught someone else without inviting him to leave his nest.”  
Michel Serres (1997)

## General Class Information

### Required Reading: Texts

Crain, W. (1992), *Theories of Development: Concepts and Applications*, Prentice Hall, NJ  
Atkinson, R. (1998), *The Life Story Interview*, Sage Publications, Inc., Thousand Oaks, CA

### Required Readings: Packet distributed in class

Oaklander, V. (1998) *Gestalt Play Therapy in Handbook of Play Therapy, Volume Two: Advances and Innovations* (eds. O'Conner, Schaefer) John Wiley and Sons, NY  
Mortola, P., (2001) *Sharing Disequilibrium: Links Between Gestalt Therapy Theory and Child Development Theory*, Gestalt Review, The Analytic Press, Hillsdale, NJ  
Mortola, P., (1999) *Narrative formation and gestalt closure: helping clients make sense of "disequilibrium" through stories in the therapeutic setting*. Gestalt Review, 3(4): 308-320, The Analytic Press, NJ  
Mortola, P., (2007) *Image before word: Making good contact with boys*, Counseling Children and Young People, June 2007, 28-31, British Association for Counseling and Psychotherapy, Lutterworth, UK  
Santrock, J.W. (1998) *Adolescence*, McGraw Hill, Boston, MA Seventh Edition  
McConville, M. (2003) *Lewinian Field Theory, Adolescent Development and Psychotherapy*, Gestalt Review, in press  
Csikszentmihalyi, M. (1990) *Flow: The psychology of optimal experience*, Harper Perennial, NY  
Csikszentmihalyi, M. ((1993) *Talented Teenagers: The roots of success and failure*, Cambridge University Press, MA.  
Feldman, R.S. (2000), *Development across the lifespan* (second edition) Prentice Hall, NJ  
Fredricson, I., Handlon, J.H. (2003) *The later years from a gestalt systems/field perspective: Therapeutic considerations*, Gestalt Review, The Analytic Press, Hillsdale, NY

### CPSY 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

### Course Goals

In this class, we will explore aspects of lifespan development as seen from varying theoretical perspectives. The goal of the class is to provide some conceptual frameworks that will enable us to better understand and work with children, adolescents, and adults as they grow and change throughout their lives. Additionally, this class will provide opportunities to practice and learn developmentally appropriate approaches in the mental health professions. Particular emphasis will be placed on developing skills and dispositions that will enable students to:

- Differentiate and integrate developmental theories and readings
- Apply developmental theory to practice and the experience of living
- See the role of counselors as facilitators of the developmental process
- Reflect on experiences in development to better help and understand the development of others
- Understand developmental difference and commonality in human experience

### Course outline by date, themes, and readings

2008	Lifespan Themes & Assignments	Readings
1 9/5	Overview of class themes/syllabus	• handouts provided in class
2 9/12	Support and risk 1: Attachment	• Crain 3: Ethological • Crain 12: Erikson
3 9/19	Support and risk 2: Relational work	• Crain 5: Werner • Packet: Oaklander
4 9/26	Support and risk 3: Flow	• Packet: Csikszentmihalyi (2 articles) • Crain 10: Vygotsky
5 10/3	Project 1 due Reading Quiz 1	
6 10/10	Equilibrium and disequilibrium 1: The “trouble” with learning	• Crain 6: Piaget • Crain 4: Montessori
7 10/17	The pulse of development Dr. Daniel Schiff, guest lecturer	• Packet: McConville
8 10/24	Equilibrium and disequilibrium 2: The “trouble” across theories	• Packet: Mortola, “Sharing disequilibrium...” • Packet: Santrock
9 10/31	Equilibrium and disequilibrium 3: The “trouble” with narrative	• Packet: Mortola, “Narrative formation...” • Crain 12: Erikson
10 11/7	Project 2 due Reading Quiz 2	
11 11/14	Integration and differentiation 1: Gender development	• Packet: Mortola, “Images before words” • <b>Crain 9: Bandura</b>
12 11/21	Integration and differentiation 2: Identity development	• Packet: Feldman • <b>Crain 12: Erikson</b>
11/28	Thanksgiving	No Class
13 12/5	Integration and differentiation 3: Adult development	• Atkinson • Packet: Fredrickson & Handlon
14 12/12	Project 3 due Reading Quiz 3	• Crain: Conclusion & Epilogue

## **Class Participation**

### Attendance

Regular class attendance, completion of all class readings, and active participation in class discussions and exercises are expected and necessary to make this a rich and dynamic learning experience for all involved. More than one absence from class over the term may result in a failing or incomplete grade. Because of its key role in setting up the course, missing the first session of the course will require that the class be dropped. I will expect you to contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. If you miss an entire class session (or more than two hours of a class session) I will expect the following make-up assignment: Please consult with me by either phone, email or in person, interview two students from the class, study the reading assignments from that class, and turn in a three page paper in which you describe what was covered in class, how it relates to the readings, and what your own reflections or questions on the topic might be.

### Expectations for participation

Expectations for participation in each individual class session are described below as I outline the basic four-part structure that each class will contain:

**Reading discussion:** During this period, you will be expected to draw upon your close readings of the course materials in order to contribute to the discussion by first sharing a passage from the reading that caught your interest and then sharing your reflections/questions/concerns sparked from that passage. Such individual contributions will be noted as a way for me to gauge your overall participation in the class.

**Drawing on development:** In this portion of the class, I will facilitate a “hands on” experience with varying media, mainly drawing materials. I will also usually demonstrate with an individual or small group how such media can be used counseling contexts. Your active and willing participation with each experience and media is expected in order to increase your understanding of the developmental themes being addressed. Your participation as part of the demonstration with me in front of the group is voluntary and will not be counted as part of your grade.

**Teamwork with media:** After I have demonstrated how to work with the media with an individual or small group, it will be your turn to practice this work. We will break up into small groups of three in which you will take on the roles of client, therapist and observer. These experiences and practice sessions will provide you with data to be used in your class papers (described below).

**Activity discussion:** In this closing activity of each class session, we will regroup to discuss our experience with these materials and in these different roles. Like the “reading discussion” described above, your participation in these discussions will be noted as a way for me to gauge your overall participation in the class. Comments that link the activities of the day with the class readings will be particularly appreciated.

## Class quizzes

Three quizzes will be used throughout the class for you to demonstrate learning related to the goals of the class. In particular the quizzes will be based on careful reading and comprehension of course readings so that you will be able to: 1) differentiate and integrate developmental theories and readings, and 2) show understanding of developmental difference and commonality in human experience.

## Written projects: Descriptions

Three cogent and succinct 4-page papers will be due during the term. Each of the papers will share a similar structure and format though each one will address a different theme in the course, as described below:

### **Project #1: Examples of support and risk**

In this paper, you will look to your in-class practice and exercises to find three brief examples of real life experience that can be linked to ideas and readings from the first three weeks of class on the role of support and risk in development.

### **Project #2: Examples of equilibrium and disequilibrium**

In this paper, you will look to your in-class practice and exercises to find three brief examples of real life experience that can be linked to ideas and readings from the first three weeks of class on the role of equilibrium and disequilibrium in development.

### **Project #3: Examples of integration and differentiation**

In this paper, you will look to your in- and out-of-class practice and exercises to find three brief examples of real life experience that can be linked to ideas and readings from the first three weeks of class on the role of integration and differentiation in development.

## Written projects: Grading guidelines

One of my main tasks as a professor is to help you better integrate your thoughts, feelings and actions regarding your personal learning and your professional practice. To me, clear writing plays a big part in accomplishing this goal. That is, good writing in this context reflects a conscientious and sustained effort to make clear and visible your thoughts, feelings and experiences about a relevant topic and how you should act in your professional role as a consequence of these reflections. Please attend to the following writing and grading guidelines carefully as you compose your three papers.

### **Demonstrating competency with pragmatics and content in writing**

1. The paper contains a cover page with title, course number, and author contact information (name, phone, and email).
2. The paper is printed, double-spaced, page-numbered, stapled (no covers), on-time, and 4-5 pages long.
3. The paper contains effective use of spelling, punctuation, and grammar in communicating ideas, resulting in clear writing.

Quotations of over 40 words are indented in block form.

**4. The paper contains effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful and thorough transitions between each provided.**

5. The paper contains each of the following sections, outlined in the following way:

**Introductory paragraph**

Describe what you intend to do in this paper, how you intend to do it, and why. The opening paragraph should be an overview of the ground you will cover in the paper and should be written last upon completion of the rest of your paper.

**Body (approximately 3 pages total)**

The body of this paper should contain the following: 1) two or three detailed work samples (passages a few lines long from your in-class practice or your narrative accounts) and a setting description (where, when, with whom, etc) for each; 2) a transition and a reference to relevant theoretical concepts (quotes a few lines long with citations) from course readings; and, 3) your own reflections and expansions on how the two are linked and how theory in this case informs your practice or experience.

**Summary paragraph**

The closing paragraph should contain: 1) an overall summary of the paper and a review of the ground you have covered; and, 2) a set of overall reflections of what you learned both as a person and as a professional from the project, specifically relating to the application of developmental theory to your professional role.

**Proofreading notes**

The proofreading notes should describe who read your paper (at least one other qualified person), what changes you made to your writing through the proofreading process, and what you learned from in the proofreading process overall.

**Demonstrating learning of course objectives in writing**

Although each paper addresses a different theme in the course, each of the papers will share the same format, structure and goals.

These course goals include being able to demonstrate in your writing the ability to:

- 1) differentiate and integrate developmental theories and readings
- 2) show understanding of developmental difference and commonality in human experience
- 3) apply developmental theory to practice and the experience of living
- 4) see the role of counselors as facilitators of the developmental process
- 5) reflect on own experiences in development to better help and understand the development of others

**Grading and points summary**

Quiz #1: Support and risk readings 50 points possible

Quiz #2: Equilibrium and disequilibrium readings 50 points possible

Quiz #3: Integration and differentiation readings 50 points possible

Project #1: Support and risk examples 100 points possible

Project #2: Equilibrium and disequilibrium examples 100 points possible

Project #3: Integration and differentiation examples 100 points possible

Attendance and class participation 150 points possible

**Total 600 points possible**

Support and risk

Attachment

“Draw a time as a child that you remember taking a risk”

Oaklander (micro support/risk)

“Draw a time you were embarrassed as a teen”

Flow

“Draw a picture of yourself in flow as an adult”

Equilibrium and disequilibrium

Piaget

“draw a time you were confused”

Mortola

“write a story about a significant developmental event in your life”

Narrative

Integration and differentiation

Gender

“draw a time when you stepped out of the box”

Identity exploration

“draw a costume you used to wear as an adolescent”

Intimacy

“draw a way in which you have been both close and far away from a partner”

<b>2008</b>	Lifespan Themes & Assignments	<b>Readings</b>	
<b>19/5</b>	Overview of class themes/syllabus		

2 9/12	Support and risk 1: Attachment	<ul style="list-style-type: none"> <li>• Crain 3: Ethological</li> <li>• Crain 12: Erikson</li> </ul>	“Draw a time as a child that you remember taking a risk”
3 9/19	Support and risk 2: Relational work	<ul style="list-style-type: none"> <li>• Crain 5: Werner</li> <li>• Packet: Oaklander</li> </ul>	“Draw a time in adolescence that you felt competent”
4 9/26	Support and risk 3: Flow	<ul style="list-style-type: none"> <li>• Packet: Csikszentmihalyi (play)</li> <li>• Crain 10: Vygotsky</li> </ul>	“Draw a time as an adult in which you experienced”
5 10/3	Project 1 due/Reading Quiz 1		
6 10/1 0	Equilibrium and disequilibrium 1: Cognitive development	<ul style="list-style-type: none"> <li>• Crain 6: Piaget</li> <li>• Crain 4: Montessori</li> </ul>	“Draw yourself as a child learning something new”
7 10/1 7	The pulse of development Dr. Daniel Schiff, guest lecturer	<ul style="list-style-type: none"> <li>• Packet: McConville</li> </ul>	
8 10/2 4	Equilibrium and disequilibrium 2: The “trouble” across theories	<ul style="list-style-type: none"> <li>• Packet: Mortola, “Sharing disequilibrium...”</li> <li>• Packet: Santrock</li> </ul>	“Draw an significant development event from adolescence”
9 10/3 1	Equilibrium and disequilibrium 3: The “trouble” with narrative	<ul style="list-style-type: none"> <li>• Packet: Mortola, “Narrative formation...”</li> <li>• Crain 12: Erikson</li> </ul>	“Work with transcript from last exercise”
10 11/7	Project 2 due/Reading Quiz 2		
11 11/1 4	Integration and differentiation 1: Gender development	<ul style="list-style-type: none"> <li>• Packet: Mortola, “Images before words”</li> <li>• <b>Crain 9: Bandura</b></li> </ul>	“Draw a way in which as a child you were outside the box”
12 11/2 1	Integration and differentiation 2: Identity development	<ul style="list-style-type: none"> <li>• Packet: Feldman</li> <li>• <b>Crain 12: Erikson</b></li> </ul>	“Draw a time in adolescence when you differentiated yourself”
11/2 8	Thanksgiving	No Class	
13 12/5	Integration and differentiation 3: Adult development	<ul style="list-style-type: none"> <li>• Atkinson</li> <li>• Packet: Fredrickson &amp; Handlon</li> </ul>	“Bring in a drawing/story from a life story interview”
14 12/1 2	Project 3 due/Reading quiz 3	<ul style="list-style-type: none"> <li>• Crain: Conclusion &amp; Epilogue</li> </ul>	

**Course grading summary**

Attendance

100 points possible

Participation

100 points possible

Readings quiz

50 points possible (to be detailed in class)

Final Paper

100 points possible

**Total**

**350 points possible**