

LIFESPAN DEVELOPMENT: IMPLICATIONS FOR COUNSELING  
CNS 748  
Fall 2008

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**Text:**

Santrock, J.W. (2008). *Life-span development (11<sup>th</sup> ed.)*. Boston: McGraw-Hill.

**Description:**

This course provides an examination of major theories of human development, including those from physical, psychological, cognitive, social, and moral perspectives. Development is viewed across the human life span in each of these areas. The course is designed to encourage an integrated concept of these theoretical perspectives, which serves as a developmental framework for the counseling process.

**Course Objectives:**

After completion of this course the student will be able to

1. Discuss theories of the life-span physiological, intellectual, emotional, attitudinal, and social development of human beings (CACREP II-K-3-a; DPI 2-1)
2. Provide a perspective on the changes and transitions that take place during an individual's life from birth to death (CACREP II-K-3-c; DPI 2-4, 2-5)
3. Examine possible causes or sources of developmental change and reasons for disturbances in the developmental process (CACREP II-K-3-b; DPI 2-6);
4. Demonstrate how different theoretical perspectives affect or determine research and applications that arise from them (CACREP KK-K-3-b; DPI 2-2);
5. Apply objective techniques and skills for observing human behavior (CACREP II-K-3-d; DPI 2-3)
6. Discuss ways in which social, political, and cultural trends affect the individual (CACREP II-K-2-a; DPI 3-2, 3-3)
7. Recognize the general similarities and differences within and among people of all ages, cultures, and backgrounds (CACREP II-K-2-a; DPI 3-2, 3-3)
8. Apply implications from varying developmental models to the counseling process (CACREP II-K-3; DPI 2).

**Course Requirements:**

Three Tests	75%
Participation in class debate	15%
Interactions with different age groups	10%
Contact	extra credit that I will explain

## Tentative Class Schedule

DATE	TOPIC	READING
9/1/08	Orientation, Study	<i>Sanrock</i> , 1, 2 Assignments
9/8/08	Reports Early Childhood	<i>Sanrock</i> , 8, 9
9/15/08	Middle and Late Childhood (Debate)	<i>Sanrock</i> , 10, 11
9/22/08	Middle and Late Childhood Reports	<i>Sanrock</i> , 10, 11 <a href="http://wholechildeducation.org">wholechildeducation.org</a>
9/29/08	<b>Test</b>	<b><i>Sanrock</i>, 1, 2, 8-11</b>
10/6/08	Adolescence (Debate)	<i>Sanrock</i> , 12, 13
10/13/08	Adolescence	<i>Sanrock</i> , 12, 13
10/20/08	Early Adulthood (Debate)	<i>Sanrock</i> , 14, 15
10/27/08	Early Adulthood	<i>Sanrock</i> , 14, 15
11/3/08	<b>Test</b>	<b><i>Sanrock</i>, 12-15</b>
11/10/08	Middle Adulthood	<i>Sanrock</i> , 16, 17
11/17/08	Middle Adulthood, Late Adulthood	<i>Sanrock</i> , 17 <i>Sanrock</i> 18, 19, 20
11/24/08	Late Adulthood (Debate)	<i>Sanrock</i> , 18, 19, 20
12/1/08	Endings	<i>Sanrock</i> , 21
12/8/08	<b>Test</b>	<b><i>Sanrock</i>, 16 - 21</b>

## Observations:

Listen to people in different age spans. The following suggestions may help you grasp differences and similarities across ages. You may want to experiment with these:

### Young children:

Ask them to tell you a joke.

Ask them to draw you a picture and tell you a story about it.

Ask them to teach you how to play a game.

Ask them to explain their favorite something (show, game, song).

### Middle childhood:

Ask them to tell you a joke.

Ask them to teach you how to play a game.

Ask them to teach you about something that is important in their world about which you know nothing.

Ask them to explain their family and the "jobs" each person in their family has.

### Teens

See if they will talk to you.

Ask them what you should be asking to help you understand their world and Listen.

### Young adults

Check in with a friend you had in high school and see what has happened since then. Ask about their job(s), their family, their hopes and dreams and their plans for what's next.

### Middle adults

Sit with someone in this age group and ask about a typical day in their life, their hopes and dreams, their joys and sorrows and the sources of their strengths. Check about their career and what they see as ways they have changed as they have matured.

### Older adults

Hopefully with someone you know well or want to know well, complete a life review.

## **Debates:**

We will use a modified debate format. Your team should prepare by identifying the important developmental issues in the argument and accumulate evidence for the affirmative and the negative positions. We will flip a coin the week before the debate is scheduled to determine which team will argue which position. The debate will be divided into 5-minute speeches. The affirmative side will begin with sides alternating constructive (initial) speeches, with the order reversed during the second, rebuttal phase. A 5-minute intermission/strategy review period will occur between the constructive and rebuttal speeches. The grade for the debate will be based on the average of all scores reported on the rubric that you will be given.

## **Debate Topics**

**School Years - Universal health care should be provided for everyone 18 and younger.**

**Adolescents - Juveniles charged with violent crimes should be tried as adults.**

**Adults - Government subsidized affordable homes would decrease the impact of poverty on families.**

**Adults - Assisted suicide should be legal.**

## **Contact:**

You are strongly encouraged to take advantage of a more structured opportunity to interact with children. A local school is allowing us to schedule 30-minute meetings with children who are in elementary school. You would be expected to meet with an individual child once a week for a ten-week period. More details will be provided in class.

Healthy: Rob, Kristen, Heather

Safe: Ned, Dee, Jill

Engaged: David, Holly, Latasha

Supported: Kyle, Ed, Annamarie, Anna

Challenged: Jane, Kathleen, Maddie, Sabrina