

WASHINGTON ADVENTIST UNIVERSITY
Takoma Park, MD 20912
Department of Psychology & Counseling
School of Graduate and Professional Studies

COURSE SYLLABUS
ADVANCED LIFESPAN DEVELOPMENT
Course Number: CPSY 510
August 31,2016-October 19,2016

Instructor: Grant Leitma, Ph.D.
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Course Grades: <https://www.wau.edu/>, **Desire2Learn(D2L)**

Course Location & Time: See Class Schedule

Instructor: Grant Leitma, Ph.D. Chair/Professor of Psychology/Clinical Internship Coordinator

Office Hours: Monday- Thursday 8:00am-3:00pm

Course Description:

An examination of how specific stages of development help to understand the influence and risks associated with the development of psychopathology from infancy through young adulthood. The demographic, sociological, physiological, and psychological factors that contribute to both dysfunctional and optimal functioning will be discussed. Factors associated with the development of the healthy personality are also covered.

Course Objectives:

The CACREP, CPCE, NCE, and core objectives for this course are to:

1. Describe the theories of individual and family development across the lifespan
[CACREP Standard 5.C.1.b]
2. Describe the various theories of learning
[CACREP Standard 5.C.1.b]
3. Describe the various theories of normal and abnormal personality development
[CACREP Standard 5.C.1.b]
4. Describe the various theories and etiology of addictions and addictive behaviors
[CACREP Standard 5.C.2.b]
5. Describe the biological, neurological, and physiological factors that affect human development, functioning, and behavior
[CACREP Standard 5.C.2.g]
6. Describe the systemic and environmental factors that affect human development, functioning, and behavior
[CACREP Standard 5.C.2.g]
7. Describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.
[CACREP Standard 5.C.2.f]
8. Describe a general framework for understanding differing abilities and strategies for differentiated interventions
[CACREP Standard 5.C.3.b]
9. Describe the ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
[CACREP Standard 5.C.2.j]

10. Describe the theories of individual and family development across the lifespan.
[CACREP Standard 5.C.2.j]
11. Describe a biblically based world view to understand life span development and Counseling.

A. **Clinical Mental Health Counseling Objectives:**

1. Students develop knowledge in the eight common core curricular experiences identified in CACREP standards. These include: professional orientation and ethical practice, social and cultural diversity, human growth and development, group work, assessment, helping relationships, research and program evaluation, and career development.
2. Theory and Research to Practice
Students develop an understanding of a range of counseling theories consistent with a developmental perspective. Students develop treatment plans and interventions consistent with their own theoretical orientation, a critical evaluation of the literature, client mental health needs and goals in counseling, diagnosis, and best practices in the profession.
3. Clinical Skill (Helping Relationships)
Students develop therapeutic communications skills, emphasize the client-counselor relationship, and facilitate and manage the counseling process with individuals, families, and groups.
4. Self as Counselor (Reflective Practitioners)
Students develop a strong awareness of their own values and worldviews, recognize their own competencies and limitations, maintain openness to supervision, and recognize/acknowledge/remediate personal issues that may impact client care.
5. Multicultural Competence
Students develop awareness of power, privilege, and difference and their own cultural attitudes, beliefs, and effects of social location, and learn strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups.
6. Professional Counseling Identity
Students develop understanding of the history of professional counseling, knowledge of the philosophical foundations of the profession, knowledge of the roles and functions of counselors, professional pride/professional engagement, and knowledge and understanding of professional ethics. Students recognize the importance of career counseling as unique to the counseling profession, and recognize the value of career work in all counseling settings.
7. Ethical Practice
Students commit to and follow professional ethics consistent with the American Counseling Association ethical guidelines. They seek supervision/consultation to resolve ethical dilemmas and take personal responsibility in the event an ethical error is committed.
8. Mental Health Advocacy and Community Involvement
Students develop an ability to recognize the critical issues that affect physical,

academic, career, economic, and mental well-being of individuals and learn skill sets to help clients resolve personal and family problems that have an impact on the society.

9. Research and Assessment

Students develop an understanding and skills in the use of research, assessment and program evaluation to inform and improve clinical practice.

10. Practice & Spirituality

Students develop sensitivity to the client's emotional, spiritual, and physical health in order to facilitate the healing process. As a result, students develop a biblical worldview for the mental health counseling profession.

Course Requirements:

1. **Required Texts:**

- A. *Developmental Psychopathology*, 6th Edition, by Patricia Kerig and Charles Wenar, published by McGraw Hill, 2014, ISBN: 978-0077171759
- B. *Taking Sides: Clashing Views in Life Span Development*, 5th Edition, by Allison A. Buskirk-Cohn, McGraw Hill, 2015. ISBN: 978-1-259-21618-3
- C. *American Counseling Association code of ethics: Section -C.* (2014). American Counseling Association. Alexandria, VA. Retrieved from: <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4%20>

Recommended Texts:

- A. *Could It Be That Simple: A Biblical Model for Healing the Mind*, by Timothy Jennings, Autumn House Publishing, 2007.
- B. *Healing the Broken Brain* by Elden Chalmers, Remnant Publications, 1998
- C. *Magnificent Minds* by Amen, 2008.
- D. *Ministry of Healing* by Ellen White, Pacific Press Publishing, 1905.
- E. *Mind, Character, & Personality* by Ellen White, Pacific Press,

2. **Learning Evaluation:**

- A. Seven Exams: 100 points each/ Essay Questions
- B. Five Article Critiques. Choose **one** critical issue from Unit 2 through Unit 6 from the book *Taking Sides* for weeks three through six. 15 Points each

Due Week Threechoose either issue 2.1, 2.2, or 2.3...	Wed.Sept.14
Due Week Fourchoose either issue 3.1 or 3.2	Sept.21
Due Week Fivechoose either issue 4.1 or 4.2	Sept.28
Due Week Sixchoose either issue 5.1 or 5.2	Oct.5
Due Week Seven ...choose either 6.1., 6.2. or 6.3	Oct.12

Assignment: Weeks three through seven a 1 to 3 typed page position paper must be submitted by you. Explain the position you took and why. Be prepared to defend your perspective in class.

- C. **Various in-class activities** will be given during the course. Each in-assignment is worth 10 points.
- D. **A theoretical/integration paper** developed over the course of the MA program that describes how the student understands counseling from a biblical worldview. This paper becomes a part of the student's departmental portfolio. The paper is discussed and submitted during Clinical Internship CPSY 699.

Grading Scale: 100%-90% = A; 89%-80% =B; 79%-70% =C

Course Outline:

Week One: Introduction; Kerig Textbook Chapters 1 & 2: Jan.14, 2016
Week Two: Kerig Chapters 4 & 5 Infancy
Week Three: Kerig, Chapters 6 & 7 Preschool
Week Four: Kerig, Chapters 8 & 9 Childhood
Week Five: Kerig, Chapters 10 & 11 Late childhood
Week Six: Kerig,;Chapters 12 & 13 Adolescence
Week Seven: Kerig, Chapter 14 Early Adulthood
Week Eight: Final Exam – March 3,2016

Academic Honesty, Cheating, Destruction of Library Material, and Plagiarism

All students are expected to maintain a high level of responsibility with respect to academic honesty. Students engaged in cheating or academic dishonesty of any form will be subject to disciplinary penalties which include the possibility of failure for the course and/or dismissal from the University. Cheating, dishonesty, plagiarism, copying portions of another student's work are totally unacceptable and will be dealt with seriously. A minimum penalty will be a zero for the course work submitted. Further action may be taken at the instructor's discretion. In view of the fact that such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

Psychology & Counseling Department's Statement of Faith and Learning

Washington Adventist University is a Seventh-day Adventist community of Christian scholars committed to preparing students for service to the world and for citizenship in the heavenly kingdom. Our faculty challenges students to develop a Christian character, so as future psychologists and counselors, they may share their faith to all communities throughout the world in preparation for the imminent return of Christ. Therefore, students are encouraged to understand the discipline of psychology and counseling from a biblically based worldview.

Disability Services

It is our purpose at Washington Adventist University to provide an equitable and exemplary education for all of our students. To that end, we strive to provide reasonable accommodations to students with disabilities to ensure their academic success. It is the student's responsibility to disclose any disabilities he/she wishes to have accommodated. Disability documentation must be within seven years of the student's application for assistance (unless in some instances where the evaluation was completed after the student was 18 years of age and the evaluation utilized appropriate adult standardized tests and is considered to adequately represent an individual's current functioning).

Documentation must be comprehensive, including history, diagnostic interview, test results (including standardized test scores when available), differential diagnosis, details regarding the student's functional limitations, and recommendations, which are appropriate in college.

All disability-related information is treated with the highest confidentiality and will only be provided to faculty, staff or other individuals with a student's permission, per a signed Release of Information form.

Reasonable accommodations provided to our students are:

- Readers
- Special registration services
- Note-takers
- Testing accommodation
- Physical modification of class set-up
- Assistive technology

For information, contact Fitzroy Thomas, Assistant Director of the Betty Howard Center and Disability Services Coordinator.

Disclaimer

The Department reserves the right to make adjustments to this course outline as deemed necessary.

Course Objectives	Program Outcomes	Institutional Learning Outcomes	CACREP and CMHC Standards	ASSESSMENTS
1. Describe the theories of individual and family development across the lifespan	1	3,7	5.C.1.b	6 Unit Exams for chapters 1 thru 14

2. Describe the various theories of learning	1	3,7	5.C.1.b	3 Unit Exams for chapters 1 thru 9
3. Describe the various theories of normal and abnormal personality development	2	3,7		Final Exam
4. Describe the various theories and etiology of addictions and addictive behaviors	3	3,7	5.C.2.b	2 Unit Exams for chapters 10 thru 14
5. Describe the biological, neurological, and physiological factors that affect human development, functioning, and behavior	3	3,7	5.C.2.g	Unit 5 Exam Chapters 13 & 14
6. Describe the systemic and environmental factors that affect human development, functioning, and behavior	8	3,7	5.C.2.g	Unit 1 and 2 Unit Exams for chapters 1 thru 4
7. Describe the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.	8	3,7	5.C.2.f	Unit 5 Exam for chapters 13 & 14
8. Describe a general framework for understanding differing abilities and strategies for	10	3,7	5.C.3.b	Chapter 17 Review Critique

differentiated interventions				
9. Describe the ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	4,5	3,6	5.C.2.j	Unit 1, chapters 1,2 Exam
10. Describe the theories of individual and family development across the lifespan	1,3	3,7	5.C.2.j	Units 1 & 2 Exam, Chapters 1-4
11. Describe a biblically based world view to understand life span development and counseling	10	1		Covered throughout the course and a written paper is due at the end of the clinical internship.