

BRIERCREST

PSY 606 Lifespan Development Spring 2022

Professor: Tamara Strijack
Email: tamara@neufeldinstitute.com
Phone: 604-897-2277
Course Dates: May 30 - June 3, 2022

3 Credit Hours

COURSE DESCRIPTION

This course surveys the psychological models for understanding human development. Emphasis is given to personality, social, intellectual, spiritual and physical development, and the major theories used to describe how people change throughout their life span.

COURSE INTEGRATION

This course provides an understanding of development that is foundational for any work with children, adolescents or adults. It aims to create an awareness of the maturation processes in the context of attachment, from how we connect and relate to ourselves, our family system, our community and our God, throughout the lifespan.

COURSE TEXTS

Pre-Course Readings and Media:

Crain, William. *Theories of Development: Concepts and Application*. NJ: Prentice Hall
(note that the 6th Edition (2010) is the most recent (375 pages), but you can use any edition for the purposes of this course)

MacNamara, D. (2016). *Rest Play Grow*. Vancouver, BC: Aona Books (306 pages)

Weller, Francis (2015). *The Wild Edge of Sorrow*. CA: North Atlantic Books (224 pages)

Movies:

Inside Out. (2019). Walt Disney/Pixar Animation

Freedom Writers. (2007). Paramount Pictures.

Video Clip (5 min): Erikson's 8 Stages of Development: <https://www.youtube.com/watch?v=AEfL-yUScxk>

Post Course Reading:

Olthuis, James H. (2006). *The Beautiful Risk*. OR: Wipf and Stock Publishers (238 pages)

Recommended:

Neufeld, G. & Mate, G. (2013; updated version). *Hold On To Your Kids*. Toronto, ON: Vintage Canada (352 pages)

Viorst, Judith (1998). *Necessary Losses*. New York: Fireside

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of this course, each student should:

- 1) learn an integrative developmental paradigm;
- 2) have a working knowledge of the factors of attachment, vulnerability and maturation, especially as they apply to children, adolescents and adults;
- 3) be able to evaluate and assess the needs at different stages of development;
- 4) learn and apply interventions using the factors of attachment, vulnerability and maturation in working with children, adolescents and adults.

COURSE OUTLINE AND CONTENT

- A. Understanding attachment, maturation and vulnerability
- B. Understanding the role of emotion in development throughout the lifespan
- C. Understanding the role of play in development and healing throughout the lifespan
- D. Understanding the role of grief, loss and transition throughout the lifespan
- E. Understanding the role of the therapist in the context of development

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:**Course readings / movie viewings:**

Crain, MacNamara, and Weller are to be completed before the first day of class (May 30, 2022), as well as viewing the movies *Inside Out* and *Freedom Writers*.

Self-reflection on Crain's text of developmental theories through the lens of your own cultural background, traditions and/or experiences. due May 26, 2022 10%

This assignment is to be taken as a process of inner reflection looking at your own family history, experiences, cultural dynamics, traditions, practices etc. As part of this assignment, share your thoughts on how these theories fit, don't fit, or are culturally limited in today's world.

[suggested length: 3 to 5 pages]

Case Study of child (based on MacNamara's book) due May 26, 2022 10%

Choose a preschooler in your life (or someone who acts like one) and apply your learnings from *Rest Play Grow* to make sense of them from the inside out. (Note that you have an option of choosing a non-fiction character in a book or movie as an alternative).

[suggested length 4 to 6 pages]

Movies/Videos:**Inside Out:**

Watch this movie before the first day of class with thoughts of emotion within the span of child development. Come prepared with notes to share in small group discussion (no formal assignment is to be handed in; this will be counted toward the participation/contribution mark).

Freedom Writers:

Watch this movie before the first day of class with thoughts of adolescent development and also in regard to relationships within the generations. Come prepared with notes to share in small group discussion (no formal assignment is to be handed in; this will be counted toward the participation/contribution mark).

Watch Video Clip (5 min): Erikson's 8 Stages of Development:

<https://www.youtube.com/watch?v=AEfL-yUScxk>

Mid-Course Assignments:

Class responses: due in class/end of day 5%

You will be asked to briefly reflect on the class material at the end of each day, including highlights, key learnings, and an opportunity to pose any questions that were stirred up.

Participation/Contribution 10%

There may be some additional forum posting and/or activities throughout the week, in addition to general participation in class discussions.

Post-Course Assignments:

Insights Paper (based on class material and Weller's book) due July 29, 2022 20%

Apply your learnings on maturation, vulnerability and attachment through the lifespan to your own journey. As part of this process, reflect on your relationship with grief and loss throughout the lifespan (*i.e.*, *Have you been able to embrace grief or have you resisted it? Has grief become lost or eclipsed or avoided?*) How might these insights impact your experience working with others? How will it impact how you see yourself, and how you see others?

[suggested length: 3 to 4 pages]

Creative Application Assignment – snapshots in time due July 29, 2022 20%

You will create 7 snapshots in time – at age 7, 17, 27, 37, 47, 67, 87 – where you will interpret what might be going on at these times of development. Drawing on the material from class readings and discussion, this creative application assignment is to be in the form of a personal projection or reflection of what life might have looked like, or will potentially look like, at each of these ages. You may do this assignment through the use of collage, poetry, pictures, song, or any other creative expression of your choosing. More information to be given in class.

[suggested length: 4 to 8 pages]

Case Study incorporating reading of Beautiful Risk (Olthius) due July 29, 2022 25%

Write a case study choosing a child, adolescent, or adult to make sense of.

Part 1: Using the course material (readings and class teachings) as a guideline, describe what you see. Use the lens of attachment, maturation and vulnerability to guide your insights. If you choose an adult, include a retrospective look at their childhood and adolescence; if you choose a child or adolescent, include a projection of how things might unfold in adulthood.

Part 2: Using these observations within your case study, apply your learnings from both class and

the Beautiful Risk. In thinking about yourself as the counsellor as well as the person you are working with, how might you hold space for this person? (Include possible approaches and ideas, with reasoning to support your suggestions.)

[suggested length: 6 to 8 pages]

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:
<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (egordon@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).