

**Toronto Centre For Psychotherapy And Counselling Education**  
**TCP 5100 Human Development And Psychotherapy**  
**Fall Semester – Year One**  
**Mondays, 9:00 am – 12:00 pm**  
**Instructor: Catherine Skillin, PsyD, RP, RMFT**

**COURSE DESCRIPTION**

This graduate level course (36 academic course-credit hours) will focus on theories related to human development. Attention is given to classical perspectives in developmental psychology and their relationship to understanding human development and implications for psychotherapy. Students will also learn the norms and milestones of human development throughout the lifespan. Students will reflect on how personality, intellect, morality and meaning systems are shaped and how they can be integrated into the practice of psychotherapy. As students consider the various theories of human development, they will begin to form their own working understanding of human development which will later inform their practice of psychotherapy. Students will also learn to critique developmental theories and apply their knowledge to assessment, treatment and the safe and effective use of self in the therapeutic relationship. This course will be of interest to students preparing for certification in the College of Registered Psychotherapists of Ontario.

**COURSE FORMAT**

The class will meet weekly on Monday mornings from 9:00 am to 12:00 pm. The course format will consist of the following: theory presentations, skills development, discussions of readings, and in course training utilizing the format of supervised practice therapy sessions.

**COURSE OUTCOMES**

As students consider the various theories of human development, they will begin to:

- form their own working understanding and framework of human development which will later inform their practice of psychotherapy
- understand and critique classical developmental theories
- apply their knowledge to assessment, treatment and the safe and effective use of self in the therapeutic relationship.
- Understand the developmental goals and milestones of each stage of life throughout the lifespan.

**RELATIONSHIP TO CURRICULUM**

This is a required course for students pursuing a certificate in psychotherapy from the Toronto Centre for Psychotherapy and Counselling Education (TCPCE).

**PREREQUISITES**

This is a foundational course and therefore there is no prerequisite.

**REQUIRED READING**

Boeree, C. George, R. (2017). *Personality Theories: From Freud to Frankl*. South Carolina: CreateSpace Independent Publishing Platform.

Boyd, D., Johnson, P and Bee, H. (2017). *Lifespan Development 6<sup>th</sup> Canadian Edition*. Pearson: Toronto.

Other Course Readings / Journal articles will be assigned in class.

## ASSIGNMENTS

### **Personal Development Reflection Paper (20%) Due: October 7, 2019**

The student will write an 8 page reflection paper regarding his or her own developmental process. The student will select 2 established theories of development and discuss where they see themselves, at their current stage of life, functioning within each of the chosen theories. It is a major professional competency of CRPO that Registered Psychotherapists have a working theory of Human Development which governs their practice. (Competency 1.1) Students will identify how the exploration of their own stage of development can assist them in better understanding the clients that they work with.

### **Human Development Research Paper (30%) Due: November 4, 2019**

The student will write a 10 page **research paper** with references cited wherein they will compare and contrast two major theories of Human Development. The student may choose any two recognized theories of development, including those not presented in the course. The student will also include a section at the end of the paper discussing how they will integrate the knowledge gained about the two theories into their functioning as Psychotherapists.

### **Final Examination (20%) - Written during class time on Week 12**

The final examination will be in the format of a multiple choice examination based on the theories presented in the course. The multiple choice format will be of assistance to students in becoming familiar with the format of examination used in the CRPO registration examination. More details will be given to students closer to the time of the examination.

### **Class Presentation (20%) Due date varies with class schedule.**

Students will present a specific topic related to Lifespan Development during the class. The presentation is expected to be 60-90 minutes in duration and will thoroughly cover the specific Lifespan segment assigned. Students are expected to produce a PowerPoint presentation and a handout for the class for their presentation. The presentation may include class discussion in addition to the sharing of information. Students should be prepared to respond to questions from their peers. The presentations may be done individually, dyadically or as a small group. This will be determined by class size.

### **Class participation and attendance (10%)**

Class participation and attendance are central components of this course. Students are expected to attend regularly and to participate fully in all aspects of the course.

## ASSIGNMENT STYLE GUIDE

APA Style Guide, 6<sup>th</sup> Edition.

### LATE SUBMISSIONS / EXTENSIONS

Students are expected to submit assignments on their due dates. If a student is unable to meet an assignment deadline, they are required to request an extension from the instructor prior to the assignment due date. Extensions granted by the instructor will be no more than 1- 2 weeks.

### GRADING

TCPCE courses use the following system of grading.

A+	(90-100)
A	(85-89)
A-	(80-84)
B+	(77-79)
B	(73-76)
B-	(70-72)
Failure	

### CONFIDENTIALITY AGREEMENT

Early in the course, the issues related to confidentiality will be discussed. This will be most relevant to the in course training, practice therapy segments of the classes. Students will agree that they will not discuss any confidential or identifying information shared in class with others. Once this confidentiality agreement is discussed in class and verbally agreed to by the student, it will be understood that the student will comply with this agreement. Failure to comply will be considered ethical misconduct and will result in an incomplete grade for the course.

### ACADEMIC INTEGRITY AND POLICIES

Unless otherwise stated, the course follows established policies with respect to academic integrity and misconduct. The student is required to know these guidelines. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the program for cheating and the offence may appear on one's transcript.

**Plagiarism.** Students submitting written material in courses are expected to provide full citation of sources of both words and ideas. Direct quotations should be placed within quotation marks or indented as per the APA Style Guide. Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic and professional ethics.

### COURSE SCHEDULE

Date	Topics	Required Reading
Week 1	<b>Introduction To Course</b> <b>What is Human Development and How is it</b>	Lifespan Development Chap. 1, 2

	<b>Studied? Theories Of Development</b>	
Week 2	<b>Psychodynamic Perspective:</b> Sigmund Freud  <b>Prenatal Development And Birth</b>	From Freud To Frankl Chaps 1, 2 and 3 Complete MBTI – Distributed In Class Lifespan Development Chap 3
Week 3	<b>Analytical Psychology:</b> Carl Jung <b>Physical, Sensory, Cognitive and Perceptual Development In Infancy</b> <b>MBTI Due</b>	From Freud To Frankl Chapter 5 Lifespan Development Chapter 4, 5
Week 4	<b>MBTI</b> <b>Social and Personality Development In Infancy</b>	MBTI Handouts 1 and 2 Lifespan Development Chap 6
Week 5	<b>Individual Psychology:</b> Alfred Adler <b>Neo-Freudian:</b> Karen Horney <b>Physical, Cognitive, Social and Personality Development in Early Childhood</b> <b>Due: Personal Development Reflection Paper</b>	From Freud To Frankl Chapter 7-8  Lifespan Development Chap 7-8
<b>Second Monday of October: Thanksgiving /NO CLASS</b>		
Week 6	<b>Psychosocial Development:</b> Erik Erikson, Daniel Levinson <b>Physical, Cognitive, Social and Personality Development in Middle Childhood</b>	From Freud To Frankl Chapter 4 Levinson Article Lifespan Development Chap 9-10
Week 7	<b>Cognitive Development:</b> Piaget, Vygotsky, Belenky et al  <b>Physical, Cognitive, Social and Personality Development in Adolescence</b>  <b>Human Development Research Paper Due</b>	From Freud To Frankl Chapter 23 Article: – Difference Between Piaget and Vygotsky Article: Vgotsky and The Teaching Of Writing Article: – Women’s Ways Of Knowing Lifespan Development Chap 11-12
<b>Professional Development Day (Optional) Date and Topic to be confirmed</b>		
Week 8	<b>Trait Theory Perspectives:</b> Gordon Allport, Cattell and Eysenck  <b>Physical, Cognitive, Social and Personality Development in Early Adulthood</b>	From Freud To Frankl Chapter 12, 14  Lifespan Development Chap 13-14
Week 9	<b>Behavioural Perspectives:</b> B.F. Skinner, Dollard and Miller  <b>Physical, Cognitive, Social and Personality Development in Middle Adulthood</b>	From Freud To Frankl Chapter 11  Lifespan Development Chap 15-16
Week 10	<b>Social Cognitive Theory:</b> Bandura and Mischel, Wilson and Barash <b>Personal Construct Perspective:</b> George Kelly	From Freud To Frankl Chapter 13, 15, 24

	<b>Physical, Cognitive, Social and Personality Development in Late Adulthood</b>	Lifespan Development Chap 17-18
Week 11	<b>Faith And Moral Development:</b> James Fowler, Lawrence Kohlberg <b>Humanistic Psychology:</b> Abraham Maslow, Carl Rogers, <b>Existential Psychology:</b> Rollo May <b>Death, Dying And Bereavement</b>	Article: Kohlberg Chart: Fowler Stages Of Development From Freud To Frankl Chapters 17, 18, 22  Lifespan Development Chap 19
Week 12	<b>Final Examination</b>	

**RELATIONSHIP TO CRPO ENTRY-TO-PRACTICE COMPETENCIES  
FOR REGISTERED PSYCHOTHERAPISTS**

<b>CRPO Entry-To-Practice Competencies</b>		<b>Addressed In Human Development Course</b>
<b>1. Foundations</b>		
<b>1.1 Integrate a theory of human psychological functioning</b>		
a	Integrate knowledge of human development across the lifespan.	Issues related to lifespan development and its relevance to psychotherapy are discussed as a component of the presentations of the various developmental theories and stages in the Lifespan.
b	Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	Many of the developmental theories presented include reference to contextual and systemic factors that impair human functioning. As students learn the norms of human development for each lifespan stage, they will become aware of how to identify when a person is not meeting those norms. These are discussed in the class presentations.
c	Integrate knowledge of the psychological significance of spiritual, moral, social, emotional, cognitive, behavioural, sexual, gender, and biological development.	All of the developmental theories and lifespan stages presented in the course address specific developmental issues, tasks and processes. All of the types of development listed in this competency are address as specific to the various theories presented.
<b>1.2 Work within a framework based upon established psychotherapeutic theory</b>		
a	Integrate the theory or theories upon which the therapist's practice is based.	As Human Development and Psychotherapy is a foundation level course, students often have not yet formed their working theory or therapies upon which to base their practice. This course presents many developmental theories and their relevancy to psychotherapy. As the students learn the norms and issues of each lifespan stage, this will form a foundation on which they can begin to build a working knowledge which will inform their practice of psychotherapy.
b	Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation.	In this foundational course, students will learn the norms of each developmental stage. As students learn the norms, they will also come to understand what happens when the norms are not met. This will serve as a foundation to serve as a basis for further integration of knowledge of human problems.

<b>1.4 Integrate awareness of self in relation to professional role</b>		
a	Integrate knowledge of the impact of the therapist's self on the therapeutic process.	The concept of SEUS is introduced in this foundational course. As students review each of the developmental stages and theories and write a reflection paper on their own development consistent with their life stage, students will begin form an understanding of how the self of the therapist is important to the therapeutic process.
b	Recognize how the therapist's values and attitudes, both in and out of awareness, may impact diverse clients.	In the writing of a reflection paper, students will address their own development including values, attitudes etc. This will form a foundation for understanding how these can impact the therapeutic relationship.
c	Recognize the cognitive, emotional and behavioural patterns of the therapist that may influence therapeutic relationship.	In the writing of a reflection paper, students will address their own development including cognitive, emotional and behavioural patterns. This will form a foundation for understanding how these can impact the therapeutic relationship.
d	Recognize instances where the therapist's life experiences may enhance or compromise therapeutic effectiveness.	As students ponder their own developmental stage, they will come to learn how that development and its accompanying life tasks and experiences may enhance or compromise their therapeutic effectiveness.
<b>2. Collegial &amp; Interprofessional Relationships</b>		
<b>2.1 Use effective professional communication</b>		
a	Use clear and concise written communication.	Students are required to write both a research and a reflection paper during this course. They are required to demonstrate clear graduate level writing skills.
b	Use clear and concise oral communication.	Students are required to prepare and deliver a class presentation about a specific developmental stage. They are required to demonstrate clear and concise oral communication in this presentation. The student will also practice these skills in class discussions.
c	Use clear and concise electronic communication.	Students will practice clear and concise electronic communication skills in their communication with the instructor and also with their student peers.
d	Communicate in a manner appropriate to the recipient.	Students engage in communication with each other and with the instructor during the class presentations and discussion. They have opportunity to practice communication skills in all forms of communication.
f	Differentiate fact from opinion.	As each of the developmental stages and theories are presented, students will learn to different the facts of the theory from their own personal opinions and biases.
<b>2.2 Maintain effective relationships</b>		
a	Show respect to others.	Students are expected to show respect to each other and the instructors during all class activities.
c	Recognize and address conflict in a constructive manner.	While conflict is not normally expected in this course, should conflict arise, it will be dealt with by the instructor in a constructive manner as a model for the students to follow.
d	Demonstrate personal and professional integrity.	Students will demonstrate their personal and professional integrity in their oral and written communication with each other in all aspects of the course. They will also demonstrate personal integrity by

		submitting assignments as required and by following the guidelines of academic integrity in those assignments.
<b>2.3 Contribute to a collaborative and productive atmosphere</b>		
b	Create and sustain working relationships with colleagues of diverse socio- cultural identities	Our students come from a variety of diverse socio – cultural identities. In the formation of student peer groups during this course, students will learn to create and sustain working relationships with a variety of people.
<b>3. Professional Responsibilities</b>		
<b>3.4 Evaluate and enhance professional practice</b>		
a	Undertake critical self-reflection.	As students consider their own development stage and processes, they will learn to critically evaluate themselves against the norms of that stage.
<b>4. Therapeutic Process</b>		
<b>4.2 Establish and maintain core conditions for therapy</b>		
a	Employ empathy, respect, and authenticity.	Students practice the skills of empathy, respect and authenticity during class discussions and their interaction with peers and instructors. This will serve as a foundation on which to build the utilization of these skills with clients.
e	Assume non-judgmental stance.	Students practice a non-judgmental stance during class discussions. Students are free to agree or disagree with others and with the material presented but this must be expressed in a non-judgmental manner. This will serve as a foundation on which to build their non-judgmental skills with clients.
l	Demonstrate dependability.	Students are expected to attend classes regularly and to be on time. They are also expected to complete assignments on time as scheduled. In so doing, they will demonstrate their dependability.
<b>5.1 Remain Current With Professional Literature</b>		
a	Read current professional literature relevant to practice area.	Students practice the skills of empathy, respect and authenticity during class discussions and their interaction with peers and instructors. This will serve as a foundation on which to build the utilization of these skills with clients.
b	Access information from a variety of current sources.	Students practice a non-judgmental stance during class discussions. Students are free to agree or disagree with others and with the material presented but this must be expressed in a non-judgmental manner. This will serve as a foundation on which to build their non-judgmental skills with clients.
c	Analyze information critically.	Students are expected to attend classes regularly and to be on time. They are also expected to complete assignments on time as scheduled. In so doing, they will demonstrate their dependability.
d	Determine the applicability of information to particular clinical situations.	As this is a foundational course, many of our students are not yet working with clients. However, they will learn a great deal of foundational information in this course that they can later apply to specific clinical situations.

e	Apply knowledge gathered to enhance practice	The knowledge gained in this course will serve as a foundation upon which the student can develop tools which will enhance their practice.
f	Remain current with developments in foundational areas	The required reading of this course includes up to date current material related to each lifespan stage.
<b>5.2 Use research findings to inform clinical practice.</b>		
a	Integrate knowledge of research methods and practices	Students will learn basic research methods, statistics and practices in this course. This will enable them to better understand the professional journal articles that they read.
c	Analyze research findings critically	As students understand the basic concepts of research methods and design, they will develop an ability to critique research findings and understand whether or not the material discussed are solid findings.
d	Apply knowledge gathered to enhance practice	The knowledge gained in this course will serve as a foundation upon which the student can develop tools which will enhance their practice.