

ADVANCED DEVELOPMENTAL COUNSELING PSYCHOLOGY

HDC 6440-01

Meeting Location: Sony 2071; Weekend dates: Fri. 4 p.m – 8 pm; Sat. 8:30 a.m. – 5:30 p.m

COURSE PURPOSE

This course is designed to integrate concepts learned in Developmental Counseling Psychology with appropriate methods and interventions laying the groundwork for a broad understanding of developmental counseling practice. It assumes familiarity with basic developmental constructs. It also assumes a familiarity with the basic listening skills needed to effectively work in consultation and counseling.

Special attention will be given to the principles and processes that constitute developmentally appropriate counseling practice. Additionally, students will be given opportunities to generalize learning to other settings which may be most relevant to their career goals. The developing individual studied in the context of systems allows for a more comprehensive, culturally sensitive and realistic perspective on helping.

CACREP CURRICULUM STANDARDS

Standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) are adhered to in this class as well as all HDC courses. Human Growth and Development and Counseling Growth and Relationships are two of the eight common core areas required of all students in CACREP accredited graduate programs. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students. Additionally standards relevant to the CMHC specialty and related to goals of this course will be addressed.

Knowledge and Skill Outcomes

(NOTE: CACREP 2016 standards are coded below and are assessed via Final Exam[E], case formulation (also key assignment) [CF/K*], Developmental Interview [DI], group presentation [G] and class exercises [CE].

*This course uses the Key Assignment for Case Conceptualization to demonstrate the student has met both CACREP standards and learning objectives for this class.

At the conclusion of this course, the student will be able to:

- Address the role of constructivist and developmental theory in shaping ideas about human growth and change. (E, CF)
- Identify salient brain/body/attachment principles and concepts that undergird effective assessment and treatment planning. (E, CF)
- Understand the relationship between structural theory, individual meaning-making and culture as it relates to assessment and treatment planning. (CF, DI, CE)
- Understand the role of culture and context in shaping learning as it relates to assessment of cultural identity, social barriers and social supports.(CF, DI, CE)
- Analyze and apply developmental concepts to hypothetical and real life case examples

across the life span. (E, G, CE)

- Gain practice in synthesizing, writing and presenting an organized theoretical framework for analyzing clinical cases. (G, CF)
- Identify strategies which are developmentally appropriate in order to more effectively assist persons to better adapt to a variety of life transitions and contexts. (E, G, CF)

2016 CACREP Clinical Mental Health Counseling Standards

Standard		How Measured
5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	C
5.C.2.g	Impact of biological and neurological mechanisms on mental health	E, CF
5.C.3.b	Techniques and interventions for prevention and treatment of a broad range of mental health issues	CE, E, CF
5.C.3.d	Strategies for interfacing with behavioral health care professionals	CE, E

2016 CACREP Core Standards

Standard		How Measured
2.F.3.e	biological, physiological and neurological factors that affect human development functioning and behavior	E, CF
2.F.3.f	systemic and environmental factors that affect human development functioning	E, CF, DI
2.F.3.i	ethically and culturally relevant strategies for promoting resilience and wellness across the life span	E, G
2.F.5.c	theories, models and strategies for practicing consultation	E
2.F.5.g	essential interviewing counseling and case conceptualization skills	CF, CE
2.F.5.j	evidence based counseling strategies and techniques for prevention and intervention	E, CF, G

CONCEPTUAL STRUCTURE

This course will begin with an introduction to the biopsychosocial framework and review principles related to case formulation and treatment planning. Theories will be examined with a specific focus on understanding key concepts that include implications for counseling and counselor practice. Specific to effective practice is a focus on the individual in the system as he or she develops in relation to significant holding environments. Case conceptualization forms the basis for understanding how development is shaped through attachment, culture and the psychological structures that give meaning to behavior. While core hypotheses will be included in conceptualization of cases, key assignments will be structured to examine core concepts from three primary theoretical frames: attachment/mind body/trauma, structural/cognitive and cultural/contextual theory.

The first weekend is designed to expose students to systems thinking and the role of culture in influencing development. Emphasis will be given to building cultural competencies in clinical and school settings with diverse clients and students and identifying cultural hypotheses that incorporate appropriate treatment strategies. The developing individual studied in the context of systems allows for a more comprehensive and realistic perspective on helping. Culture and context are presented as the overarching backdrop that embeds developing

individuals in their cultural roots, history and social identities. Special attention will be given to the principles and processes that constitute effective therapeutic practice.

The second weekend will include integrating trauma informed care in individual and agency practice. Students will address how trauma informs development across the lifespan and identify processes and practices that support healthy development. Theory and research in attachment offers a practical frame for viewing the important role of the caregiver(s) in shaping early brain development and the internal working model. This perspective emphasizes the importance of identifying intervention and prevention approaches that support healthy brain development and later interpersonal relating. Prevention and intervention strategies that support as well as remediate attachment related disorders will be discussed.

The third weekend will address the behavioral health field and the counselor's role in integrated healthcare. Structural (cognitive & constructive developmental) theories are included to allow for a broader conception of development that emphasizes the role of novelty, experience and pacing in cultural contexts. Belief systems are shaped by the individual's evolving meanings and values in interaction with family and cultural messages. How meanings are shaped through the interaction of temperament and environmental influences is of interest to counselors in designing effective interventions and prevention strategies that promote adaptation through complex systems.

An important focus of this class is learning to distinguish developmental concerns from diagnostic ones and reframing pathological labels when appropriate while identifying client strengths. Topics will be organized with a focus on assessment, intervention and application to clinical, educational and organizational settings. While the focus is largely the interaction of the individual within the system, the topics will explore institutional and systemic processes that influence development. Students in this class will also be asked to examine not only outer constraints but their own inner well being and self care as it relates to healthy practices that promote development through the life course.

The class is structured to allow students the opportunity to work experientially and in small groups around similar shared themes. Continuity is provided through revisiting themes, patterns and processes that emerge throughout the course. Group presentations at the end of the semester will serve as a culminating experience drawing on skills of synthesis, integration and application of material learned throughout the semester. Acquiring useful data, transforming it meaningfully into relevant conceptual frameworks, and generalizing to broader practice settings are overarching goals of this course.

CLASS FORMAT & ACTIVITIES

The method of delivery will incorporate lecture, seminar and group presentations. Both didactic and experiential approaches to learning will be utilized. The *activity* of problem construction and problem-solving will be emphasized with the responsibility for learning shared among peers in small group activities. Special topics will be sequenced to include relevant readings, speakers, video, case material and other instructional aids that relate to the weekend topic. The class will start or end with an experiential activity that relates to class readings and discussion. Each class will incorporate activities that allow students opportunities to actively construct what they are learning during that session. The course is structured to build on concepts learned from prior coursework as well as current field experiences.

TEXTBOOKS AND READINGS

REQUIRED TEXTS

Ingram, B. (2012). *Clinical case formulations: Matching the integrative treatment plan to the client*. Hoboken, NJ: John Wiley & Sons, Inc.

BACKGROUND TEXTS

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. New York, NY: Beacon Press.

Gambrill, E. (2012). *Critical thinking in clinical practice*. Hoboken, NJ: Wiley & Sons.

Hughes, D. (2009). *Attachment-Focused Parenting: Effective strategies to care for children*. New York, NY: W.W. Norton & Co.

Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.

Mahoney, M. (1991). *Human change processes: The scientific foundations of psychotherapy*. New, NY: Basic Books.

Siegel, D. (2010). *Mindsight: The new science of personal transformation*. New York, NY: Bantam Books.

Reading Assignments can be found on Brightspace in Course Content. The text you will need to purchase is noted above. Assignments and discussion may also draw on prior readings in core classes and those texts are listed as background reading.

ASSIGNMENTS AND EXAMS

- **Participation & Attendance – 10 percent:** Students will actively participate in all activities and discussions. Class participation will be evaluated by monitoring physical attendance and participation in class discussions. Students are expected to attend each class unless prohibited by illness or other special exception. Assigned readings are integral to class discussions and the learning process, and readings should be completed prior to class. **Of the readings assigned for class each weekend, select three and write a paragraph for each article or chapter that integrates your understanding of the major points reviewed. Write two questions for each reading that could be used for discussion during class.** The reading assignment for Weekend one will be assigned and due with the Weekend Two readings. Weekend 1 & 2 due **3/16**; Weekend 3 due **4/12**.
- **Take Home Exam – 30 percent:** Complete take home exam. Note that this exam will include two due dates. Material from Weekend One will be 10 percent and **due March 16**. Material from Weekend Two and Three will be due **April 22** at 4 p.m. Final can be submitted prior to that date.
- **Case Formulation – 25 percent:** A case formulation paper will be due **4/12**.
- **Developmental Interview – 15 percent:** Video interview that includes questions assessing developmental history, ability to perspective take and culture. Write a developmental conceptualization that includes these domains. Submit video interview, worksheet and conceptualization. (Guidelines & Worksheet provided) **Due 3/16**.

- **Group Paper and Presentation - 20 percent:** *You are working at a (school, clinic or community agency and have been invited to present on a topic that allows other professionals in your organization to understand the topic more fully and suggest interventions that address the topic including evidence based practices. (X is a problem and population that will be defined by your group.) Your presentation can address the group level (classroom or group setting) or individual level) but needs to incorporate how principles of development inform the area of consideration. Be sure to include cultural influences in your discussion. You will review and include one evidence based practice that you believe should be considered by the organization to address the concern. The presentation should include at least one cultural hypothesis and any other hypotheses from Ingram that you determine as a group fit the case.*
- Each group will be asked to submit a that synthesizes the literature, research and conclusions. Paper should be submitted in APA style. For this reason, it is recommended each student utilize the APA Style Manual (6th edition). **Due 4/12.**

All assignments will be posted in Brightspace

GRADING AND EVALUATION

Class requirements and their weight in terms of your course grade are as follows:

1)	Progressive Exam	Due	30 percent
2)	Group Presentation & Paper	Due	20 percent
3)	Case Concept/Interview	Due	15 percent
4)	Case Formulation	Due	25 percent
5)	Attendance/Reaction Papers	Due	10 percent

Writing Assignments and Group Presentations will be graded with the following general evaluation criteria noted below. Specific grading criteria for the Case Conceptualization and Formulation, Interview, Exam and Group Project will be posted to Brightspace.

- Clarity & depth of thinking and critical analysis
- Incorporation and comprehension of class material
- Use of data and citations to support assertions/descriptions
- Flow, spelling, grammar, and proper use of APA Style (especially for citations)

Late papers may lose five points for every day late unless approved by the instructor due to an emergency. The Vanderbilt Honor Code applies to all assignments.

Grading Scale (percentages):

A	94-100	C+	78-79
A-	90-93	C	74-77
B+	88-89	C-	70-73
B	84-87		
B-	80-83		

POLICY ON INSTRUCTIONAL MODIFICATIONS

Disability Statement

Vanderbilt University is committed to providing reasonable accommodations for all persons with disabilities that may affect your ability to complete course assignments or otherwise satisfy course requirements. If you may require accommodations, please contact the Office of Equal Opportunity, Affirmative Action, and Disability Services at Baker Building, Suite 108 (615) 322-4705 (V/TDD) to discuss and determine any accommodations. If you have a disability for which you may request accommodation in Vanderbilt University classes and have not contacted them, please do so as soon as possible. You are also encouraged to see your instructor(s) privately in regards to this matter, ideally no later than the second week of the semester, so that we can ensure that your needs are met appropriately and in a timely manner. (This is a modification of the disability statement that we had been using and Anjali updated the language to the current version above).

Inclusivity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity including gender, sexual orientation, sexual identity, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other areas of human difference. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Adapted from <http://www.education.uiowa.edu/dean/policies/syllabus#diversity>

Note:

At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients discuss is an important part of preparing to be a counselor.

<https://www.insidehighered.com/views/2014/05/29/essay-why-professor-adding-trigger-warning-his-syllabus>

Course Outline

	<u>Weekend One</u>	<u>Readings</u>
Friday 2/22	Constructive/Developmental Frame Social Constructivist Perspectives Bio Psycho Social Matrix Intake, Problem, Outcome Goals	Rosen Mahoney Borrell-Carrio Ingram Ch 3
Saturday 2/23	Cultural Hypotheses Cultural Relational Theory	Ingram, Ch. 4,6,14 Comstock

Cultural Relational
SES/Social Problem Hyp
Case Formulation Practice
Developmental Interview

Kim and Cardemil
Tomlinson-Clarke

Weekend Two

Friday **Mind Body Trauma Hypotheses**
3/15 Trauma Informed Care
Biological Hypothesis
Attachment

Readings
Ingram Ch. 8, 9
Samhsa
Shea
Siegel

Saturday
3/16 **Introduction to EBPs**
Working with Children
Working with Teens
Interventions
Working with Adults
Interventions

Kinneburg
Siegel
Perry

Weekend Three

Friday **Interprofessional Learning**
4/12 Behavioral Health: Communication in Teams
Assessment and Diagnosis in Teams

Readings
Ingram, Ch. 10

Saturday **Cognitive and Behavioral Hypothesis**
4/13 Assessment and Case Conception
Adaptive Leadership in Organizations
Presentations

References

- Allen, J.P., & Land, D. (1999). Attachment in adolescence. In J. Cassidy & P.R. Shaver (Eds.), *Handbook of Attachment: Theory, research, and clinical applications* (pp.319-335). New York: Guilford Press.
- Amatea, E.S. (2006). From family deficit to family strength: viewing families' contributions. *Professional School Counseling*, 9 (3) 177-189.
- Cohen, J.A. Mannarino, A.P., & Deblinger, E. (2006a). Affective expression and modulation. In J. Cohen, A. Mannarino, & E. Deblinger (Eds.), *Treating trauma and traumatic grief in children and adolescents* (pp. 87-118). New York: Guilford Press.
- Cohen, J.A., Mannarino, A.P., & Deblinger, E. (2006b). Cognitive coping and processing: The cognitive triangle. In J. Cohen, A. Mannarino, & E. Deblinger (Eds.), *Treating trauma and traumatic grief in children and adolescents* (pp. 87-118). New York: Guilford Press.
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- Goldberg, S. (2000). Beyond the family. In S. Goldberg (Ed.), *Attachment and*

- development* (pp.97-114). New York: Oxford University Press.
- Greenberg, M.T. (2006). Promoting resilience in children: Preventive interventions and their interface with neuroscience. *Annals of New York Academy of Sciences*, 1094 (1), 139-150.
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- Kegan, R., & Lahey, L.L. (2009). *Immunity to change: How to overcome it and unlock the potential in yourself and your organization*. Boston, MA: Harvard Business Press.
- King, P.M., & Magolda, M.B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46 (6) 571-592.
- Konrath, S.H., O'Brien, E.H., & Hsing, C. (2010). Changes in dispositional empathy in american college students over time: A Meta-analysis. *Personality and Social Psychology Review* 20 (10) 1-19.
- Ladson-Billings, G. (2010). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35 (7) 3-12.
- Lee, C. D. (2010). Soaring above the clouds, delving the ocean's depths : Understanding the ecologies of human learning and the challenge for education science. *Educational Researcher*, 39 (9) 643-655.
- Massachusetts Institute of Technology HR Web [MIT] (n.d.). *Young adult development project*. Retrieved from <http://hrweb.mit.edu/worklife/youngadult/index.html>
- Masten, A.S., & Wright, M.O. (2009). Resilience over the lifespan: Developmental perspectives on resistance, recovery, and transformation. In J.W. Reich (Ed.), *Handbook of adult resilience* (pp.213-237). New York: Guilford.
- McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53 (2) 185-204.
- Nucci, L.P. (2001). *Education in the moral domain*. New York: Cambridge University Press.
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- Robb, C. (2006). Difference I. In C. Robb (Ed.), *This changes everything: The relational revolution in psychology* (pp. 3-33). New York: Farrar, Straus, and Giroux.
- Seigel, D.J. (1999). Interpersonal connection. In D.J. Seigel (Ed.), *The developing mind: How relationships and the brain interact to shape who we are* (pp.276-300). New York: Guilford Press.
- Yeh, C.J., & Hwang, M.Y. (2000). Interdependence in ethnic identity and self: Implications for theory and practice. *Journal of Counseling and Development*. 78 (4) 420.

Review of Concepts from Developmental Counseling

Below is a partial list of definitions students should familiarize themselves with early on in the course. Many of the definitions come from Sprinthall and Sprinthall's (1987) *Educational psychology: A developmental approach, 4th edition*. New York: Random House.

Accommodation – Concept used by Piaget in his discussion of cognitive development. Accommodation is the readjustment the individual makes when incorporating external reality. Piaget uses this concept in conjunction with assimilation, which is the individual's ability to internalize and conceptualize his or her environmental experiences.

Assimilation – Concept used by Piaget in his discussion of cognitive development. Assimilation is the process of taking within, or internalizing, one's environmental experience. Assimilation is used by Piaget in conjunction with the concept of accommodation. Piaget believes that assimilation is a spontaneous process on the part of the child.

Cognitive Conceit – Term used by Piaget to describe the adolescent's preoccupation with his or her appearance and behavior. Cognitive conceit is based on egocentrism, a thought process that focuses almost completely on the self. The adolescent also assumes that he or she can create ideas and theories, never before known to mankind, which will restructure the entire world and make it a better place in which to live. The adolescent also assumes these solutions will make them effective instruments of change.

Cognitive Dissonance – Concept introduced by social psychologist Leon Festinger. Individuals prefer to maintain a state of equilibrium among their various attitudes, beliefs, and behavior. Inconsistency between thoughts and actions sets up within the individual a state of cognitive dissonance, an uncomfortable state that the individual attempts to resolve by changing either his or her actions or beliefs. It is far more comfortable, and thus desirable from the individual's point of view, to attain cognitive consonance over cognitive dissonance.

Cognitive Learning – The view that learning is based on a restructuring of perceptions and thoughts occurring within the organism. This restructuring allows the learner to perceive new relationships, solve new problems, and gain understanding of a subject area. Cognitive learning theorists stress the reorganization of one's perceptions in order to achieve understanding, as opposed to the conditioning theorists who stress the importance of associations formed between stimuli and responses. Gestalt psychology has been oriented toward the cognitive view of learning.

Competence Drive – Part of the theory of competence motivation developed by the personality theorist Robert White. White feels that all humans, even some animals, have a basic drive to achieve competence as a way of developing control over their environments. People have a need to be competent in some areas. Of course, as competence increases, so too does enjoyment. Competence is a key concept for many educators, and is viewed as being synonymous with personal mastery and self-direction.

Developmental Stage – A growth and/or behavior organization category that satisfies the following four criteria:

- 1) It is qualitatively different from the preceding stage.
- 2) It represents a new and more comprehensive system of organization.
- 3) It occurs in a maturationally fixed sequence.
- 4) It is age-related within general confines.

Dialectic – A term used by Piaget to describe a clash of opposites (thesis and antithesis) causing a synthesis or compromise. Piaget felt the dialectical process was how structural change occurred in a person's life. One set of cognition, beliefs, or ideas encounters an opposite set, which brings about change. For example an impulsive or selfish child (thesis) encounters complete acceptance from a gang (antithesis) and becomes conformist through joining and identifying with the group (synthesis).

Ego – Part of Freud's theory of the structure of personality. Freud saw personality as structured on the basis of the id, ego, and superego. The ego is the second of the structural components of personality to emerge, and is that part of personality which is essentially in contact with reality. Freud felt that if an individual were to pass through the first six or seven years of life without having suffered any crippling psychic trauma, the individual would probably have a strong and healthy ego. Such an individual can perceive reality accurately, delay gratification, and focus attention on significant issues.

Empathy – The ability to realize, understand, and appreciate another person's feelings, or the ability to experience and "feel" the world through another person's eyes. Also, one of the three necessary and sufficient conditions for the promotion of learning, according to Carl Rogers. The other two are unconditional positive regard and congruence.

Epigenetic Principle – Erik Erikson's notion that human beings have an inherent or inborn tendency to grow. It represents the ground plan for personality development through the psychosocial stages he describes. Each stage involves the resolution of opposite tendencies; successful resolution involves the acquisition of a sequence of virtues – hope, will, purpose, competence, and fidelity – from birth through adolescence.

Epistemology – A branch of philosophy concerned with *how an observer may know*, not with what the observer may know. Epistemology is the study of "knowing", i.e, how do we know things?

Equilibration – Term used by Jean Piaget to describe the motivational force for arriving at an adjustment between the twin concepts of assimilation and accommodation. Equilibration makes it possible for the child to go on to new, higher-level assimilation and accommodation.

Formal Operations – Concept used by Jean Piaget to describe a stage of cognitive development occurring during early adolescence. The period of formal operations (11-16 years) is the last of Piaget's stages and is characterized by the youth's ability to develop full, formal patterns of thinking based on abstract symbolism. The youth is able to reason things out logically at the

abstract level, develop symbolic meanings and generalize to other situations. This is the highest level of thinking, and according to Piaget, must await the maturation of certain cerebral structures in the brain for its full development.

Genetic Epistemology – Piaget’s term for the origins of knowledge. While epistemology is the study of knowledge, or *how* we know what we know, the field of genetic epistemology is the study of *how we develop* what we know. Genetic epistemology connects brain development with knowledge.

Holding Environment – A term by D.W. Winnicott and used by Robert Kegan to describe supports that maintain embeddedness, for example dysfunctional parents, Boy Scouts, therapy, a job. The purpose of a holding environment is:

- Confirmation – of self. Holding on. This is where you are accepted.
- Contradiction – the pacing aspect. The pacer provides stimulation, while the “paced” lets go. A holding environment should assist in timely differentiation/separation.
- Continuity – over a passage of time. A holding environment “sticks around” for the period of transformation and re-integration.

The “cultures of embeddedness” provide rituals and celebrations...symbols to help people know they are developing and help recognize our new selves. The therapeutic relationship can become one of these cultures of embeddedness.

Learning – A very general term referring to a process that leads to a relatively permanent change in behavior resulting from past experience. Thus, such activities as acquiring physical skills, memorizing poems, acquiring attitudes and prejudices or even tics and mannerisms are all examples of learning. Learning may be conscious or unconscious, adaptive or maladaptive, overt or covert. Although the learning process is typically measured on the basis of a change in performance, most psychologists agree that an accompanying change occurs within the nervous system. Though there are a great many theories and explanations concerning the “whys” and interpretations of learning, there is general agreement regarding its definition.

Maturation Development Theories – Theories that see development as age specific and chronologically determined. Physiology is the main determinant. Age and maturation leads to modifications or changes whether organism “likes” it or not. Lawrence Kohlberg used the metaphor of a plant or flower naturally unfolding to represent maturational development. Development is viewed as relativistic and deterministic. Whether a person masters a task or not, movement & expansion continues. Social, cultural, familial, and environmental forces may affect *how* development occurs, but not *if*.

Modeling – Concept used in Albert Bandura’s social learning theory. Learning can occur not only through response conditioning but also through modeling, which is the imitation of the behavior of others. Learning by modeling can occur even when the imitative responses are not themselves being directly reinforced.

Moral Development – The process whereby children come to adopt guiding principles of right and wrong, achieve the ability to resist the temptations of unacceptable conduct. The view that morality develops in a series of growth stages originated in the work of Jean Piaget, who believed the development of moral stages was similar to cognitive development. One of the leading spokespersons for this view is Kohlberg, who sees moral development occurring in a series of stages: pre-conventional, conventional, and post-conventional. Like Piaget, Kohlberg describes moral development as occurring in an invariant sequence, with each stage qualitatively different from the preceding stage.

Moratorium – Erik Erikson's term for a stage of identity formation during late adolescence. It is thought to be a time for possible experimentation, which precedes a commitment to an adult career.

Ontology – The study of the nature of *being* and existence, similar to "metaphysics". In philosophy, ontology is concerned with what really exists as opposed to what appears to exist but does not. According to Robert Kegan, for example, ontological meaning-making answers questions about the essence of being; how people make commitments, re-evaluate commitments, and re-commit over the life-span; the process of generating new visions to sustain new commitments; and how people endow direct experience with meaning (mystical, unique, idiosyncratic).

Pacer – A concept coined by William Dember and used by Robert Kegan to describe something that is simultaneously challenging, stimulating, and provocative, and *within your grasp to resolve or incorporate*, i.e., not "beyond us." A pacer can be a friend, a book, a therapist, a prayer, a tent revival, some music, each of which can "pace" us. The higher one "goes" developmentally, the less one needs pacers outside oneself. You can be your own pacer.

Paradigm – A conceptual, all-encompassing generalization that explains ALL we know, but also explains existing anomalies and unknowns. The word has been overused, and often its use does not capture the full extent its meaning. A true paradigm must explain everything that existed before AND answer questions prior paradigms could not. A paradigm, as described by Thomas Kuhn, is more than a theory. A paradigm includes ALL prior related theories.

Phenomenology – A philosophical approach focused on the relational nature of knowledge, i.e., knowledge as rooted in the perceptions and intuitions the observer or "knower".

Social Learning Theory – Theory, proposed by Albert Bandura, suggesting that a large part of what a person learns occurs through imitation or modeling. Bandura's major concern is with learning that takes place in the context of a social situation where individuals come to modify behavior as a result of how others in the group respond. Social learning does not require primary reinforcement.

Structural Development Theories – Theories of development based in the work of Jean Piaget which posit that development usually occurs in stages and is largely non-age related or specific. Change is a process of hierarchical reorganization. Development occurs as genetic lives &

environment interact. Structural theories believe change or maturation are not inevitable. Development occurs through the unfolding of innate cognitions and structures (moral ego) of perceiving, ordering, and understanding the universe. These theories use polar/milestone variables to indicate transformations. According to Piaget, the developmental process occurs as important learnings are dialectical/interactionistic, and conflict and dissonance lead to “change”. Change happens independent of time.

Theory – A theory is a conceptual notion that tries to explain a behavior in a way nothing else has. Theories are “test-able”, but more so than a “model”, theories usually have been tested and empirically supported.

Universal – A concept or law that includes or covers all, cutting across gender, culture, time, and space. Universal concepts are distributed without exception. For example, fear is a universal emotion and justice is a universal principle of ethics. In psychology, the “law of effect” – the belief that a behavior that is reinforced will repeat itself – is believed to be a universal law.