

Fall 2020

CE 611 Syllabus: Development over the Lifespan

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Winona State University Counselor Education Department CE 611: Development over the Lifespan Semester Hours: 3		
Course Location	This course is an asynchronous online course.	
Instructor	Mary Fawcett, Ph.D., Professor, Ph.D., LPC, NCC	
Instructor Phone & E-Mail	507-457-5338 mfawcett@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	351 Helble Hall, Winona Campus	
Instructor Office Hours:	Mondays and Thursdays, 12-5pm, and other times by appointment via Zoom: https://minnstate.zoom.us/j/563730523	

I. COURSE DESCRIPTION

- The purpose of this course is to promote students' thinking and learning about human growth, adaptation, and change throughout the lifespan. Major theories, issues, eras, and trends in human development will be addressed.

II. COURSE PREREQUISITES

None.

III. COURSE OBJECTIVES

Class members will:

1. Increase their understanding of the basic theories, concepts, and principles of child, adolescent, and adult growth and development.
2. Increase their awareness of the assumptions and beliefs, which they themselves have about children, adolescents, adults and the elderly population.
3. Enhance their ability to work effectively as a helping person with children, adolescents and adults, aware of individual's needs in each stage of development.
4. Increase their understanding of special issues impacting children, adolescents and adults, including gender, sexuality, educational and multicultural issues.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Lyubomirsky, S. (2014). *The myths of happiness: What should make you happy, but doesn't, what*

shouldn't make you happy but does. New York: Penguin Books.

Sigelman, C. K. & Rider, E. A. (2015). *Life-span human development* (8th ed.). Belmont, CA: Wadsworth, Inc.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 611 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Bandura	Chapter Assign	Dev. Stage and Trauma	Happiness Discussion
3. HUMAN GROWTH AND DEVELOPMENT				
3a. Theories of individual and family development across the lifespan.	X	X	X	
3b. Theories of learning.	X	X		
3c. Theories of normal and abnormal personality development.	X	X		
3e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior.		X		
3f. Systemic and environmental factors that affect human development, functioning, and behavior.		X	X	
3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.		X		X

2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Bandura	Chapter Assign	Dev. Stage and Trauma	Happiness Discussion
2. CONTEXTUAL DIMENSIONS				
2f. Impact of crisis and trauma on individuals with mental health diagnoses.		X	X	

2016 CACREP STANDARDS SCHOOL COUNSELING	LOCATION OF EVALUATION			
	Bandura	Chapter Assign	Dev. Stage and Trauma	Happiness Discussion
2. CONTEXTUAL DIMENSIONS				
2i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.		X	X	

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

D2L online course resource sharing, current literature review, discussion posts, electronic communication

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Percentage
1-3	Bandura Discussion Board (one post)	Core: 3a, 3b, 3c	8/31, 11:59pm	17%
1-4	Chapter Assignments	Core: 3a, 3b, 3c, 3e, 3f, 3i CMHC: 2f School: 2i	Chapter 1: 8/28, 11:59pm Chapter 2: 9/3, 11:59pm Chapter 3: 9/9, 11:59pm Chapter 4: 9/15, 11:59pm Chapter 5: 9/21, 11:59pm Chapter 6: 9/25, 11:59pm Chapter 7: 10/1, 11:59pm Chapter 8: 10/7, 11:59pm Chapter 9: 10/13, 11:59pm Chapter 10: 10/19, 11:59pm Chapter 11: 10/23, 11:59pm Chapter 12: 10/29, 11:59pm Chapter 13: 11/4, 11:59pm Chapter 14: 11/10, 11:59pm Chapter 15: 11/16, 11:59pm Chapter 16: 11/20, 11:59pm Chapter 17: 11/25, 11:59pm	51% (3% per chapter)
1-4	Developmental Stage and Trauma Paper	Core: 3a, 3f CMHC: 2f School 2i	TOPIC APPROVAL: 10/30 Please submit in designated D2L dropbox PAPER DUE: 12/7, 11:59pm	20%
3	Happiness Discussion Board (one post)	Core: 3i	12/4, 11:59pm	12%
All assignments are scored on a 100-point scale, and then weighted using the percentages above.				100%

A. Description of Assignments

1. Assignment #1: Bandura D2L Discussion

Students will study Bandura's theory via the course text and other sources (journal articles, scholarly online resources, videos, films, etc.). You will cite these sources (using APA 7th ed. writing style) when you post to the D2L discussion board (see number of required citations below).

Bandura's theory proposes that **we learn social behaviors and personal values by observation**. According to Bandura, we learn behaviors, ideas, beliefs, life values and attitudes by watching other people via personal life experiences, electronic means and audio/visual media. In particular, the media has a huge impact on what we learn about perspectives, biases, relationships, jobs/careers, money, values, lifestyles, etc., and how we integrate information we receive from the media within our own identity development.

The following assignment encourages students to study Bandura's theory in the context of **self-exploration** and "test" the theory based on student's reflections about their own development:

- Students will select from their own media viewing **OR** from their own community of family, social network, animals, spiritual practices, and apply Bandura's theory in their own self-examination of their identity development. Students should reflect on their most common and repetitive experiences with social media **OR** community (Facebook, Internet sites on hobbies, parenting, etc.) and dramatic arts media (TV, movies, etc.). For example, if you watch a lot of liberal late-night shows, and you notice your political views are of a "left-wing" nature, you might surmise that watching this program impacts and reinforces how you see the world of politics. For example, if you watch the History Channel and notice that you value perceiving your experiences in the context of a particular time in history, you might suppose that viewing programs about historical events provides for you a way to look at your own experiences in the context of world or current events. For example, if you grew up in a tribal community and learned about behavior from watching animals, you will have learned values modeled from those animals and apply them to your own life.
- Students should include comments in their posts regarding their agreement/non-agreement with Bandura based on their own research and self-examination. Since this assignment involves self-examination of a personal nature, students are encouraged to share only what they feel comfortable sharing with classmates via the D2L Discussion board.

Please develop your post to focus on the assignment criteria (outlined above) in at least five well-developed paragraphs of at least 300 words.

Total Required number of posts is one (1).

<i>Grade</i>	<i>Description</i>
90-100 points	-minimum of five well-developed paragraphs of at least 300 words in post with a minimum of 5 citations/references APA style -complex thinking skills strongly utilized and scholarly material synthesized in discussion post -clear and concise organization of discussion

	-all assignment criteria addressed extremely well
80-89 points	-minimum of five well-developed paragraphs of at least 250 words in post with a minimum of 5 citations/references APA style -complex thinking skills adequately utilized and material adequately synthesized in discussion posts -clear and concise organization of discussion -most assignment criteria addressed strongly
70-79 points	-fewer than five paragraphs with fewer than 250 words in post with a fewer than of 5 citations/references APA style -complex thinking skills fairly well utilized, and material fairly well synthesized in discussion posts -adequate organization of discussion -assignment criteria addressed adequately
69 or fewer points	-fewer than five paragraphs with fewer than 250 words in post with a fewer than of 5 citations/references APA style -complex thinking skills not utilized, and material not synthesized in discussion posts -poor organization of discussion -assignment criteria: not all addressed

2. Assignment #2: Chapter Assignments (see questions in Appendix A)

Seventeen (17) chapter assignments are required: one submission for each chapter. Submissions should include a title page, headers for discussion and a reference page. Students will respond to each chapter question with a scholarly and well-developed answer. Providing citations in text and references to your resources is required (2 citation/references per post). Adherence to APA style is required. Students should research question topic and include outside text scholarly resources to complete their 2 citation/reference requirement).

Each chapter assignment is graded on its own (worth 3% of the grade of 51% of the overall grade) according to the following criteria:

<i>Grade</i>	<i>Description</i>
90-100 points	-a minimum of 200 words written -a minimum of two citations/references per chapter discussion -complex thinking skills exceptionally utilized -chapter question answered completely -clear and concise organization of discussion -APA style correct
80-89 points	-a minimum of 200 words written

	<ul style="list-style-type: none"> -a minimum of two citations/references per chapter discussion -complex thinking skills strongly utilized -chapter question answered adequately -mostly clear and concise organization of discussion -APA style correct
70-79 points	<ul style="list-style-type: none"> -a minimum of 200 words written -a minimum of one citation/reference per chapter discussion -complex thinking skills utilized adequately -chapter question answered somewhat -adequately clear and concise organization of discussion -APA style mostly correct
69 or fewer points	<ul style="list-style-type: none"> -fewer than 200 words written -a minimum of one citation/reference per chapter discussion -complex thinking skills not utilized -chapter question not fully answered -weak organization of discussion -improper APA style

3. Assignment #3: Developmental Stage and Trauma Research Paper

Current researchers of human development are learning that trauma plays a much more important role than thought previously in terms of healthy identity development and coping skills. In fact, much of the DSM 5th edition revisions include considerations about the link between traumatic experiences and the development of psychological disorders, symptoms and associated life issues.

This assignment will provide an opportunity to study Erikson's developmental theory and explore the potential impact of **a trauma topic approved by the instructor** on the psychosocial development at a specific stage of development (an age of your choosing). Students should complete an APA (7th ed) style paper on your **choice of one of Erikson's Psychosocial developmental stages** (Trust vs Mistrust, Autonomy vs Shame and Doubt, Initiative vs Guilt, Industry vs Inferiority, Identity vs Role Confusion, Intimacy vs Isolation, Generativity vs Stagnation, Integrity vs Despair) and the potential effects of a **selected trauma topic** on healthy development (e.g. death of a loved one, sexual abuse, natural disaster, loss of a loved one at an early age). An emphasis in this discussion should include discussion about **how specific crisis events plays a part in the traumatic event** itself and how **crisis/trauma triggers are associated with ongoing mental health issues** throughout a person's life. Students must study Erikson's theory in at least 5 (five) scholarly resources (including the course text) and do extensive research on their chosen topic of a traumatic experience in at least 5 (five) scholarly sources. Discussion about the impact of said trauma on the development of someone in the chosen stage of development will be written from the student's ideas and beliefs as a result of a thorough review of professional literature. **Note: this is not**

an assignment for personal disclosure about student’s personal experiences. The chosen topic of a traumatic experience should be based on students’ future work with clients/students.

Summary of Aspects to be Addressed:

- Erikson’s stage of choice**
- Traumatic event**
- Crises involved during the event and crisis triggers during lifelong mental health challenges**
- Impact of trauma on development**
- Summary**

Grade	Description
90-100 points	<ul style="list-style-type: none"> -paper length minimum of 12 pages -all aspects of assignment addressed and discussed explicitly -complex thinking skills exceptionally utilized -clear and concise organization of discussion -perfect APA 7th ed. format -minimum 10 references
80-89 points	<ul style="list-style-type: none"> -paper length minimum of 12 pages -most aspects of assignment addressed and discussed strongly -complex thinking skills strongly utilized -adequate organization of discussion -mostly correct APA 7th ed. format -minimum 10 references
70-79 points	<ul style="list-style-type: none"> -paper length minimum of 12 pages -70% or more assignment criteria addressed strongly -adequate organization of discussion -somewhat correct APA 7th ed. format -fewer than 10 references
69 or fewer points	<ul style="list-style-type: none"> -paper length fewer than 12 pages -70% or less assignment criteria addressed -no organization of discussion -incorrect APA 7th ed. format -fewer than 10 references

4. Assignment #4: Happiness Research Discussion Board

4) The Myths of Happiness

Sonja Lyubomirsky has researched the concept of happiness and offers wisdom on how we set ourselves up for misery based on our ideas of what creates happiness. A series of three reflections will be posted on the Discussion board following a "What? So what? Now what?" format. After reading Lyubomirsky’s text, students will write their reflections based on the following:

What? -- What did you learn?
 So what? -- Reflect upon the learning. How is it relevant or why is it important?
 Now what? -- Consider ways to extend the learning to your life and pursuit of happiness.

You will receive points for your original posts. Optional: If you wish to read and respond to others' posts, that helps enrich the learning of everyone in the class.

Grading Rubric

<i>Grade</i>	<i>Description</i>
90-100 points	-minimum of five well-developed paragraphs of at least 300 words in post -complex thinking skills strongly utilized -clear and concise organization of discussion -all assignment criteria addressed extremely well -APA correct
80-89 points	-minimum of five well-developed paragraphs of at least 250 words in post -complex thinking skills adequately utilized, -clear and concise organization of discussion -most assignment criteria addressed strongly -ACA mostly correct
70-79 points	-fewer than five paragraphs with fewer than 250 words in post -complex thinking skills fairly well utilized -adequate organization of discussion -assignment criteria addressed adequately -ACA somewhat correct
69 or fewer points	-fewer than five paragraphs with fewer than 250 words in post -complex thinking skills not utilized -poor organization of discussion -assignment criteria: not all addressed -ACA not correct

B. Grading for Course

Grade Scale:

This course is graded on the following 10-point scale:

100-90: A

89-80:	B
79-70:	C
69-60:	D
Below 60:	F

All assignments must be completed for a passing grade.
Five points per day will be deducted for late assignments.

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,
(www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260
(www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>

Appendix A

Chapter Assignment Questions

Chapter 1

What kinds of developmental research have you noticed lately in the media (scientific reports on social issues, medical findings, etc.)? Based on what you have learned about developmental research, how valid and reliable do you think these studies are?

Chapter 2

If you were to take from each of the four major theories (psychoanalytic, learning, cognitive developmental, and contextual-systems) only one truly great insight into human development that will guide you in your future work with clients/students what four ideas would you choose?

Chapter 3

What did you learn about temperament, personality and psychological disorders that will help you in your future work as a counselor?

Chapter 4

Some people argue that women who abuse alcohol or other drugs during pregnancy should be charged with child abuse if they have a miscarriage. What are your thoughts on this topic after reading this chapter?

Chapter 5

Many stereotypes of the physical aging process are negative and depressing. What in this chapter gives you reason to be more optimistic about aging and why?

Chapter 6

As a program director or teacher, how would capture and hold the attention of people who are _____ (select an age)?

Chapter 7

Considering the differences between preoperational thought, concrete-operational thought, and formal-operational thought, what should parents keep in mind as they interact with their 4-year old, 8-year old, and 17-year-old children?

Chapter 8

What practical recommendations would you derive from the view that there is a universal decline with age in basic processing capacities?

Chapter 9

Imagine that you are chosen as a member of a presidential commission on intelligence testing whose task it is to devise a better IQ test for use in the schools than any that currently exists. What would you include and exclude from your definition of intelligence? How would you measure intelligence? In what ways would your test improve upon the tests that are currently used, taking into account racial and gender bias specifically

Chapter 10

Based on what you have learned about memory, thinking, problem solving, and language skills, how would you teach/present psychoeducational content to non-traditional students at the age of _____ ?

Chapter 11

Discuss a current issue among adolescents (e.g. bullying, drug use, early sexual exploration, anti-social behavior) as it relates to Marcia's model of identity statuses and how one's status may impact the level of involvement in dysfunctional adolescent behavior.

Chapter 12

What factors are likely to influence the age at which young people today become sexually active? If you wanted to delay the age of first intercourse, what would be some ways to do this?

Chapter 13

A preconventional thinker, a conventional thinker, and a postconventional thinker all face a moral dilemma the night before the final examination: A friend has offered them a key to the examination. Based on the level of moral development they possess, decide if they would take the key and use it or not. Provide examples of the reasoning you might expect at each of the three main levels of moral development.

Chapter 14

Billy, age 10, does not have a best friend and has never really had one. Why do you think this is, and what implications might lack of a friend have for Billy's later development?

Chapter 15

A 16-year old girl, very drunk, has plowed the family car into a tree and is being held at the police station for driving under the influence. Her father has decided to let her stay in jail overnight as a lesson in taking responsibility for her actions. The following morning after he picks her up and brings her home for breakfast and shower, he and his wife chat with their daughter about why they wanted her to experience the full consequence of drinking and driving (the overnight stay in jail). They express their concern for her safety and their worry about her increasing incidences of drinking on the weekends. They all make a plan that she will not drink again until she is of legal age, and they collectively create a list of consequences of her drinking in the event she breaks their deal and drinks while she is underage. Considering what you've learned about authoritarian, authoritative, permissive parenting styles, what would you call this type of parenting style and why?

Chapter 16

What are some examples of social norms and age norms in the mainstream culture of the US? What are some examples of cultural norms that are "normal" in the context of a specific culture but "abnormal" when viewed by someone in the mainstream culture of the US? (For example, some Hmong people believe bigamy is acceptable but US government has created laws that make polygamy illegal in this culture.)

Chapter 17

Many people have misconceptions about what is normal and what is abnormal when it comes to grieving. Give an example of loss (e.g. the death of a beloved dog) that others may not easily understand.

