

Summer 2021

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; there are no scheduled on-campus class meetings. | |
| Instructor | Anquetta V. Calhoun, Ph.D. | |
| Instructor E-Mail | Email: anquetta.calhoun@winona.edu ; Zoom: https://minnstate.zoom.us/j/4076192192 | |
| Program Website | https://www.winona.edu/counseloreducation/ | |
| Instructor Office Location | 349 Helble Hall, Winona Campus [due to COVID-19 my campus office is closed.] | |
| Instructor Office Hours | Mondays, 12:00 N to 4:00 PM, or <i>by appointment</i> | |

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

Prerequisites: Grade only.

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

Required Text(s):

Kuther, T.L. (2019). Lifespan Development: Lives in Context (2nd Edition). Sage Publications, Inc. ISBN: 9781544332277

Lyubomirsky, S. (2013). *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but boes*. Penguin Books. ISBN-10: 9780143124511 or ISBN-13: 978-0143124511

Recommended Text:

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

Additional materials and resources posted on the related course D2L page.

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 Essay | Book Section Assignments | Trauma Research | Happiness Posts |
| 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 | X | |
| 3e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior. | X | X | X | |
| 3f. Systemic and environmental factors that affect human development, functioning, and behavior. | X | X | X | X |
| 3i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. | | X | X | X |

| 2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING | LOCATION OF EVALUATION | | | |
|---|------------------------|-----------------------------|--------------------|--------------------|
| | Bandura Essay | Book Section Assignments | Trauma Research | Happiness Posts |
| 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 Essay | Book Section Assignments | Trauma Research | Happiness Posts |
| 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 | X | |

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:
 D2L online course format, discussion posts, electronic communication

VII. COURSE EVALUATION METHODS

| Course Obj. | Assignment | CACREP Standards Assessed | Due Date | Points |
|-------------|------------------------------|--------------------------------|--|------------|
| 1-4 | Bandura Essay | 3a, 3b, 3c, 3e, 3f, 2i | June 21 | 22 |
| 1-4 | Textbook Section Assignments | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | July 19 | 27 |
| 3-4 | Trauma Research Paper | 3a, 3c, 3e, 3f, 3i, 2f, 2i | Topic approved: June 14; Paper Due: July 31 | 30 |
| 1-4 | Happiness Discussion Posts | 3f, 3i | June 7, July 5 & July 26 | 21 |
| | | | | 100 |

A. 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

Assignments

1. Bandura Essay (22%)
2. Textbook Section Assignments on each Kuther text section (27%)
3. Erikson’s Developmental Stage and Trauma Research Paper (30%)
4. Happiness Discussion Posts (21%)

****Late work will not be accepted for any reason.****

B. Description of Assignments

Assignment #1: BANDURA ESSAY

Students will study Bandura's theory via the course text and other sources (journal articles, online resources, videos, films, etc.). You will cite these sources (using APA-7 style) when develop your essay (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 life, relationships, jobs, 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 the 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 (Twitter, Insta, TikTok, other apps and internet sites, group experiences with hobbies, parenting, etc.), dramatic arts media (TV, movies, streaming services, 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 community close to nature 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 essay 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 the instructor.

Please develop your essay to focus on the assignment criteria (outlined above) in five well-developed paragraphs of at least 300 words each (1500 word essay) and citing at least five (5) scholarly sources.

[Assignment must completed by 11:59pm, June 21](#)

BANDURA ESSAY RUBRIC

| Grade | Description |
|---------------------------|--|
| 20-22 points | <ul style="list-style-type: none"> ▪ minimum of five well-developed paragraphs of at least 300 words with a minimum of five (5) citations/references APA-7 style ▪ complex thinking skills utilized, and material synthesized in essay form ▪ clear and concise organization of discussion ▪ assignment criteria addressed extremely well |
| 17-20 points | <ul style="list-style-type: none"> ▪ minimum of five well-developed paragraphs of at least 300 words with a minimum of 5 citations/references APA-7 style ▪ complex thinking skills adequately utilized, and material adequately synthesized in essay form ▪ clear and concise organization of discussion ▪ assignment criteria addressed adequately |
| 15-17 points | <ul style="list-style-type: none"> ▪ fewer than five paragraphs with fewer than 300 words with a fewer than of 5 citations/references APA-7 style ▪ complex thinking skills fairly well utilized, and material fairly well synthesized in essay form ▪ adequate organization of discussion ▪ assignment criteria addressed somewhat |
| 14 or fewer points | <ul style="list-style-type: none"> ▪ fewer than five paragraphs with fewer than 300 words with a fewer than of 5 citations/references APA-7 style ▪ complex thinking skills not utilized, and material not synthesized in essay form ▪ poor organization of discussion ▪ assignment criteria not at all addressed |

Assignment #2: TEXTBOOK SECTION ASSIGNMENTS

NINE (9) personal statements are required for this assignment: one statement for each textbook section. Students will respond to each section question with a scholarly and well-developed answer. Citations in-text and references to your resources are required (minimum 1/one citation per post). Adherence to APA-7 style is also required. Additional personal reactions and opinions are welcomed.

Students may work their way through the personal statement assignments at their own pace. Each post is worth three (3) points. [All statements should be completed by July 19, 11:59](#)

TEXTBOOK CHAPTER STATEMENT RUBRIC

| Grade | Description |
|-------------------------------|--|
| 25-27 points total | <ul style="list-style-type: none"> ▪ a minimum of 200 words written ▪ a minimum of one original statement per section discussion ▪ complex thinking skills utilized ▪ section question answered ▪ clear and concise organization of discussion ▪ proper APA-7 style |
| 23-25 points total | <ul style="list-style-type: none"> ▪ a minimum of 200 words written ▪ a minimum of one original statement per section discussion ▪ complex thinking skills utilized ▪ section question answered adequately ▪ mostly clear and concise organization of discussion ▪ proper APA-7 style |
| 20-23 points total | <ul style="list-style-type: none"> ▪ a minimum of 200 words written ▪ a minimum of one original statement per section discussion ▪ complex thinking skills utilized adequately ▪ section question answered somewhat ▪ adequately clear and concise organization of discussion ▪ proper APA-7 style |
| 19 or fewer points | <ul style="list-style-type: none"> ▪ a minimum of 200 words written ▪ a minimum of one original statement per section discussion ▪ complex thinking skills not utilized ▪ section question not fully answered ▪ weak organization of discussion ▪ improper APA-7 style |

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 included 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 traumatic topic approved by the instructor on the psychosocial development at a specific stage (an age of your choosing) of development. Students should complete an APA-7 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 approved traumatic topic on healthy development (e.g. death of a loved one, sexual abuse, natural disaster, loss of a loved one at an early age, etc.).

Students must study Erikson's theory in at least five (5) scholarly resources (including the course text) and do extensive research on their chosen topic of a traumatic experience in at least five (5) additional scholarly sources (for a total of 10 scholarly references). Discussion about the impact of selected 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 the student's personal experiences. The chosen topic of a traumatic experience should be based on students' future work or interest with clients/students. [Topic Approval date: June 14, 11:59pm;](#)
[Paper DUE: July 31, 11:59pm](#)

TRAUMA RESEARCH PAPER

| Grade | Description |
|---------------------|--|
| 28-30 points | <ul style="list-style-type: none"> ▪ paper length minimum of 12 double-space, 12-point font pages ▪ all aspects of assignment addressed and discussed ▪ complex thinking skills utilized ▪ clear and concise organization of discussion ▪ perfect APA-7 format ▪ minimum 10 references |
| 25-27 points | <ul style="list-style-type: none"> ▪ paper length minimum of 12 double-space, 12-point font pages ▪ most aspects of assignment addressed and discussed ▪ complex thinking skills utilized ▪ adequate organization of discussion ▪ mostly correct APA-7 format ▪ minimum 10 references |
| 21-24 points | <ul style="list-style-type: none"> ▪ paper length minimum of 12 double-space, 12-point font pages ▪ 70% or more assignment criteria addressed ▪ poor organization of discussion ▪ somewhat correct APA-7 format ▪ fewer than 10 references |
| 20 or fewer | <ul style="list-style-type: none"> ▪ paper length fewer than 12 double-space, 12-point font pages ▪ 70% or less assignment criteria addressed |

| | |
|---------------|---|
| points | <ul style="list-style-type: none"> ▪ no organization of discussion ▪ incorrect APA-7 format ▪ fewer than 10 references |
|---------------|---|

Assignment #4: HAPPINESS DISCUSSION POSTS

The Myths of Happiness

Lyubomirsky (2013) 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 D2I Discussion board following a "What? So what? Now what?" format.

After reading the portions of assigned texts, 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.

Due dates for assigned chapters are as follows on each day at 11:59 pm:

June 7: Foreword, Part I, Connections

July 5: Part II, Work and Money

July 26: Part III, Looking Back, Conclusion

You will receive points for your original posts. Optional: If you wish to read and respond to others' posts, you are welcome to do so. It may help enrich the learning of everyone in the class. Each original post is worth 7 points.

HAPPINESS DISCUSSION POSTS RUBRIC

| Points Possible | 6-7 points | 4-5 points | 3 or fewer points |
|------------------------|--|--|--|
| | Discussion of assigned chapters is strong and articulate; answers to "What? So What" Now What" questions are thorough and well developed. Critical thinking skills are strong. | Discussion of assigned chapters is adequate; answers to "What? So What" Now What" Now What" questions are adequately developed. Critical thinking skills adequate. | Discussion of assigned chapters is weak; answers to "What? So What" Now What" questions are not well developed. Critical thinking skills are weak. |

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>

IX. COURSE SCHEDULE*

| DATE | TOPIC | CACREP Standards | ACTIVITIES & ASSIGNMENTS |
|--------------|------------------------------|--------------------------------|--|
| MAY | | | |
| 05/17 | Course Overview | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section I. Lifespan Human Development |
| 05/24 | Lifespan Human Development | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section II. Infancy and Toddlerhood |
| 05/31 | Infancy and Toddlerhood | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section III. Early Childhood; READ Lyubomirsky: Intro & Part I. Connections |
| JUNE | | | |
| 06/07 | Early Childhood | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section IV. Middle Childhood; Happiness Discussion 1 Post DUE |
| 06/14 | Middle Childhood | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section V. Adolescence; Trauma Topic Approval DUE |
| 06/21 | Adolescence | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section VI. Emerging and Early Adulthood; Bandura Essay DUE |
| 06/28 | Emerging and Early Adulthood | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section VII. Middle Adulthood; READ Lyubomirsky: Part II. Work & Money |
| JULY | | | |
| 07/05 | Middle Adulthood | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section VIII. Late Adulthood; Happiness Discussion 2 Post DUE |
| 07/12 | Late Adulthood | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | READ Kuther: Section IX. Death and Dying; READ Lyubomirsky: Part III. Looking Back; |
| 07/19 | Death and Dying | 3a, 3b, 3c, 3e, 3f, 3i, 2f, 2i | ALL Textbook Section Statements DUE |
| 07/26 | Myths of Happiness | 3f, 3i | Happiness Discussion 3 Post DUE |
| 07/31 (Sat.) | Trauma Over the Lifespan | 3a, 3c, 3e, 3f, 3i, 2f, 2i | Trauma Research Paper DUE |
| AUGUST | | | |
| 08/02 | Semester ends 08/04/2021 | | |

**syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. This schedule is, therefore, tentative and may require adjustments and corrections throughout the semester*