

Fall 2017

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 and Chair, Ph.D., LPC, NCC,	
Instructor Phone & E-Mail	507-457-5338 mfawcett@winona.edu	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	132 Gildemeister Hall	
Instructor Office Hours:	Tuesdays and Thursdays, 1-5 and other times by appointment	

I. COURSE DESCRIPTION

The purpose of this course is to provide an overview of perspectives on the normal development of children, adolescents and adults. Major theories, issues, eras, and trends in lifespan 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

Required Texts and/or Materials:

Sigelman, C. K. & Rider, E. A. (2012). *Life-span human development* (7th ed.). Belmont, CA: Wadsworth, Inc.

Rubin, G. (2009). *The happiness project*. New York: Harper Collins Publisher.

Recommended Text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.).

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, 2009) 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.

2009 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Bandura D2L Discussion Board	D2L Chapter Assignments	Develop- mental Stage and Trauma Paper	Happiness Research Discussion Board
3. HUMAN GROWTH AND DEVELOPMENT				
3a. Theories of individual and family development and transitions across the life span.	X	X	X	
3b. Theories of learning and personality development, including current understandings about neurobiological behavior.		X	X	
3f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.		X	X	
3h. Theories for facilitating optimal development and wellness over the life span.		X	X	X

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	Bandura D2L Discussion Board	D2L Chapter Assignments	Develop- mental Stage and Trauma Paper	Happiness Research Discussion Board
FOUNDATION A. Knowledge				

A9. Understands the impact of crises, disasters, and other trauma-causing events on people.			X	
B. Skills and Practices				
COUNSELING, PREVENTION, AND INTERVENTION				
C. Knowledge				
C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.			X	
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.		X	X	
DIVERSITY AND ADVOCACY				
E. Knowledge				
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.		X		
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.		X		
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.		X		
RESEARCH AND EVALUATION				
I. Knowledge				
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.		X		
DIAGNOSIS				
K. Knowledge				
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.			X	
2009 CACREP STANDARDS School Counseling	LOCATION OF EVALUATION			
	Bandura D2L Discussion Board	D2L Chapter Assignments	Developmental Stage and Trauma Paper	Happiness Research Discussion Board
FOUNDATIONS				
A. Knowledge				
A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability	X	X	X	X

level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.				
COUNSELING, PREVENTION AND INTERVENTION C. Knowledge				
C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.				X
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.		X	X	
C6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.		X	X	
DIVERSITY AND ADVOCACY E. Knowledge				
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.		X	X	
E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.		X		
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	X	X		
ASSESSMENT G. Knowledge				
G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.		X	X	
G2. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.		X	X	
RESEARCH AND EVALUATION I. Knowledge				
I5. Understands the outcome research data and best practices identified in the school counseling research literature.		X	X	
COLLABORATION AND CONSULTATION M. Knowledge				
M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	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 Code: Core/CMHC/School	Due Date	Percentage
1-3	Bandura D2L Discussion Board	Core: 3A SC: A6, E4, M1	Bandura Post #1: Sept 5 (Initial Post) and Sept 7 (Response Post) Bandura Post #2: Sept 26 (Initial Post) and Sept 28 (Response Post) Bandura Post #3: Oct 17 (Initial Post) and Oct 19 (Response Post)	25%
1-4	D2L Chapter Assignments	Core: 3A 3B, 3F, 3H CMHC: C8, E1, E2, E5M I1 SC:A6, C3, C6, E2, E3, E4, G1, G2, I5, M1	Nov 16	25%
1-4	Developmental Stage and Trauma Paper	Core: 3A, 3B, 3F, 3J CMHC:A9, C6, C8, K5 SC: A6, C3, C6, E2, G1, G2, I5, M1	Nov 30	30%
2-4	Happiness Research Discussion Board	Core: 3H SC: A6, C1	<u>Getting Started, Jan, Feb, March, April</u> Oct 31 Nov 2 <u>May, June, July, August</u> Nov 14 Nov 16	20%

			Sept, Oct, Nov, Dec Nov 28 Nov 30	
				100%

A. Description of Assignments and Grading for Course

Grade Scale:

This course is graded on the following 7-point scale:

- 100-93: A
- 92-86: B
- 85-79: C
- 78-72: D

Assignments

1. Bandura D2L Discussion (25%)
2. D2L Chapter Assignments on each Sigelman and Rider text chapter (25%)
3. Developmental Stage and Trauma Research Paper (30%)
4. Happiness Project Discussion Board (20%)

Assignment #1: Bandura D2L Discussion

[CACREP Standards Addressed and Evaluated: Core: 3A; SC: A6. E4, M1]

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 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 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 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 Jon Stewart on Comedy Central 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 Initial Post to focus on the assignment criteria (outlined above) in at least two well-developed paragraphs of at least 100 words, and develop your Response Post with relevant comments contained in at least one well-developed paragraph of at least 50 words.

**Total Required number of posts is three (3) Initial Posts and three (3) response posts
All work should be completed by midnight on the respective due date.**

Due Dates:

Bandura Post #1: Sept 5 (Initial Post) and Sept 7 (Response Post)

Bandura Post #2: Sept 26 (Initial Post) and Sept 28 (Response Post)

Bandura Post #3: Oct 17 (Initial Post) and Oct 19 (Response Post)

<i>Grade</i>	<i>Description</i>
93-100	<ul style="list-style-type: none"> -deadlines met -minimum of two well-developed paragraphs of at least 100 words in Initial Post with a minimum of 2 citations/references APA style -minimum of one well-developed paragraph of at least 50 words in Response Post -complex thinking skills utilized and material synthesized in discussion posts -clear and concise organization of discussion -assignment criteria addressed extremely well
86-92	<ul style="list-style-type: none"> -deadlines met -minimum of two well-developed paragraphs of at least 100 words in Initial Post with a minimum of 2 citations/references APA style -minimum of one well-developed paragraph of at least 50 words in Response Post -complex thinking skills adequately utilized and material adequately synthesized in discussion posts

	<ul style="list-style-type: none"> -clear and concise organization of discussion -assignment criteria addressed adequately
79-85	<ul style="list-style-type: none"> -deadlines met -minimum of two well-developed paragraphs of at least 100 words in Initial Post with a minimum of 2 citations/references APA style -minimum of one well-developed paragraph of at least 50 words in Response Post -complex thinking skills fairly well utilized and material fairly well synthesized in discussion posts -adequate organization of discussion -assignment criteria addressed somewhat
78 or fewer	<ul style="list-style-type: none"> -deadlines not met -minimum of two poorly developed paragraphs of at least 100 words in Initial Post with fewer than 2 citations/references APA style -poorly developed paragraph of at least 50 words in Response Post -complex thinking skills not utilized and material not synthesized in discussion posts -poor organization of discussion -assignment criteria not at all addressed

Assignment #2: D2L Chapter Assignments

[CACREP Standards Addressed and Measured: Core: 3A 3B, 3F, 3H; CMHC: C8, E1, E2, E5M I1; SC:A6, C3, C6, E2, E3, E4, G1, G2, I5, M1]

Seventeen (17) mini-discussions are required for this assignment: one discussion for each chapter. Students will respond to each question with a scholarly and well-developed answer. Providing citations in text and references to your resources is required. Adherence to APA style is required. Additional personal reactions and opinions are welcome. Response posts are also welcome, but optional.

Students may work their way through the mini-discussions at their own pace. **All work should be completed by midnight, November 16.**

<i>Grade</i>	<i>Description</i>
93-100	<ul style="list-style-type: none"> -a minimum of 200 words written -due date met -a minimum of one original post per chapter discussion -complex thinking skills utilized -chapter question answered -clear and concise organization of discussion APA style correct
86-92	<ul style="list-style-type: none"> -a minimum of 200 words written

	<ul style="list-style-type: none"> -due date met -a minimum of one original post per chapter discussion -complex thinking skills utilized -chapter question answered adequately -mostly clear and concise organization of discussion APA style correct
79-85	<ul style="list-style-type: none"> -a minimum of 200 words written -due date met -a minimum of one original post per chapter discussion -complex thinking skills utilized adequately -chapter question answered somewhat -adequately clear and concise organization of discussion APA style correct
78 or fewer	<ul style="list-style-type: none"> -a minimum of 200 words written -due date not met -a minimum of one original post per chapter discussion -complex thinking skills not utilized -chapter question not fully answered -weak organization of discussion -improper APA style correct

Assignment #3: Developmental Stage and Trauma Research Paper

[CACREP Standards Addressed and Evaluated: Core: 3A, 3B, 3F, 3J; CMHC:A9, C6, C8, K5; SC: A6, C3, C6, E2, G1, G2, I5, M1]

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 traumatic topic approved by the instructor** on the psychosocial development at a specific stage (and age of your choosing) of development. Students should complete an APA (6th ed) style paper on you’re **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, early sexual abuse, natural disaster, loss of a loved one at an early age). 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.

Due: Nov 30, midnight

<i>Grade</i>	<i>Description</i>
93-100	<ul style="list-style-type: none"> -paper length minimum of 12 pages -assignment turned in on time -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion -perfect APA 6th ed. format -at least 10 references
86-92	<ul style="list-style-type: none"> -paper length minimum of 12 pages -assignment turned in on time -most aspects of assignment addressed and discussed -complex thinking skills utilized -adequate organization of discussion -mostly correct APA 6th ed. format -at least 10 references
79-85	<ul style="list-style-type: none"> -paper length minimum of 12 pages -assignment turned in on time -70% or more assignment criteria addressed -poor organization of discussion -somewhat correct APA 6th ed. format -fewer than 10 references
78 or fewer	<ul style="list-style-type: none"> -paper length fewer than 12 pages -assignment not turned in on time -70% or less assignment criteria addressed -no organization of discussion -incorrect APA 6th ed. format -fewer than 10 references

Assignment #4: Happiness Research Discussion Board

[CACREP Standards Addressed and Evaluated: Core: 3H; SC: A6, C1]

This assignment is designed to help you study the topic of “happiness” and review the research conducted by Rubin (2009). D2L Discussion posts should focus on comments about **Rubin’s findings and experiences as they relate to a developmental theory (Erikson or Piaget) studied in this course.** Students can either select a specific developmental stage to discuss for all posts, or select a different developmental stage for each post. Additionally, students should select to focus their post comments on **two concepts or ideas (per post)** discussed within the designated chapters as they related to a selected developmental stage.

Please develop your initial post to focus on the assignment criteria (outlined in the paragraph above) in at least two well-developed paragraphs of at least 100 words, and respond to others' posts with relevant comments contained in at least one well-developed paragraph of at least 50 words.

This discussion will take place from January 27 to March 20 in the structure of three time slots, each devoted to a particular part of Rubin's book. You MUST post your initial post by "Initial Post" due date and respond to a minimum of one (1) comment made by classmates by the "Response Post" due date for each discussion. **All work should be completed by midnight on each respective due date.**

Due Dates

Book Chapters	Initial Post Due Date	Response Post
Getting Started, Jan, Feb, March, April	October 31	November 2
May, June, July, August	November 14	November 16
Sept, Oct, Nov, Dec	November 28	November 30

Total Requirements: 3 (three) initial posts and 3 (three) response posts

Grade Possible	Description
93-100	<ul style="list-style-type: none"> -deadlines met -minimum of two well-developed paragraphs of at least 100 words in Initial Post -minimum of one well-developed paragraph of at least 50 words in Response Post -at least 3 initial posts -at least 3 response posts -complex thinking skills utilized and material synthesized in discussion posts -clear and concise organization of discussion extremely well -assignment criteria addressed extremely well
86-92	<ul style="list-style-type: none"> -deadlines met -minimum of two well-developed paragraphs of at least 100 words in Initial Post -minimum of one well-developed paragraph of at least 50 words in Response Post -at least 3 initial posts -at least 3 response posts

	<ul style="list-style-type: none"> -complex thinking skills utilized very well -mostly clear and concise organization of discussion -all assignment criteria addressed
79-85	<ul style="list-style-type: none"> -deadlines met -minimum of two well-developed paragraphs of at least 100 words in Initial Post -minimum of one well-developed paragraph of at least 50 words in Response Post -at least 3 initial posts -at least 3 response posts -complex thinking skills utilized fairly well -mostly clear and concise organization of discussion -most assignment criteria addressed
78 or fewer	<ul style="list-style-type: none"> -deadlines not met -minimum of two well-developed paragraphs of at least 100 words in Initial Post not met -minimum of one well-developed paragraph of at least 50 words in Response Post not met -minimum of 3 initial posts not met -minimum of 3 response posts not met -complex thinking skills utilized not present -clear and concise organization of discussion not used -assignment criteria addressed not met

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,
[\(www.winona.edu/rochester/\)](http://www.winona.edu/rochester/);
 RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rcte.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>

Assignment #2: D2L Chapter Assignments Examples

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?

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

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?

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?