

Spring 2017

CE 611 Syllabus: Lifespan Development

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Winona State University Counselor Education Department CE 611: Lifespan Development (Online) Semester Hours: 3		
Course Location	Completely Online, Asynchronous, with weekly activities/requirements for January to May, 2017	
Instructor	Eric R. Baltrinic, Ph.D. Preferred Pronouns: <i>He, Him, His</i> Preferred Title: “ <i>Dr. B</i> ” or “ <i>Dr. Baltrinic</i> ”	
Instructor Phone & E-Mail	(507) 457-2466; ebaltrinic@winona.edu ; Skype: eric.baltrinic1	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Gildemeister Hall, Room 116A	
Instructor Office Hours:	Onsite, Phone, & Virtual (Adobe Connect, Facetime, or Skype): Monday: 1:00pm—5:00pm; Wednesday: 3:00pm—5:00pm; Thursday: 1:00pm—5:00pm, and by appointment (during online weeks). <i>I am not available for appointments on Tuesdays.</i>	

I. INSTRUCTOR & TEACHING PHILOSOPHY

Instructor

Eric R. Baltrinic, Ph.D. earned his M.A. Ed. in Community Counseling from the University of Akron in 1997, and his Ph.D. in Counseling and Human Development Services from Kent State University in 2014. Eric worked as a chemical dependency, outpatient, school-based, and home-based counselor, and as a clinical supervisor for 17 years. As a counselor educator, Eric has provided onsite and online instruction at four different CACREP-accredited counselor training programs. His research interests and related publications include teaching in counselor education, counselor preparation, supervision, co-occurring disorders, and counseling adolescents.

Teaching Philosophy

Becoming a counselor is a life-long learning process. This course represents a virtual “sample” of real-world experiences, as there is no single course experience that can provide all the needed knowledge, skills, and attitudes to sufficiently do the job of counseling. I am continuously mindful of power dynamics and my evaluative role as we collaboratively create a respectful classroom environment. This course is intended to help you along that life-long learning process by providing the foundational knowledge to better respond to clients’ developmental needs. You will adapt and add to your learning from this course during your practicum and internship experiences and throughout your professional counseling career.

This course experience is guided by two overarching questions.

1. How will students’ learning experiences help them to think like counselors?
2. How will students’ learning experiences help them to perform future counseling skills?

II. COURSE PREREQUISITES

- Good standing with WSU/College/CED, and **graduate status**.
- No other pre-requisite courses are required for admission to the course.

III. COURSE DESCRIPTION & OBJECTIVES

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.

Specific Course Objectives

- Obj1: Students will increase their understanding of the basic theories, concepts, and principles of child, adolescent, and adult growth and development.
- Obj2: Students will increase their awareness of the assumptions and beliefs, which they themselves have about children, adolescents, adults and the elderly population.
- Obj3: Students will 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.
- Obj4: Students will increase their understanding of special issues impacting children, adolescents and adults, including gender, sexuality, educational and multicultural issues.

IV. ONLINE COURSE EXPECTATIONS*

Course Structure

In this fully online course students are expected to complete weekly readings and self-paced learning activities. Course activities begin on Mondays (at 12:01am) and need to be completed no later than the following Sundays (by 11:59pm). Course requirements will come in the form of readings and chapter activities, online discussion forums, surveys, quizzes, or other individual and group tasks designed to give students active, engaging, and hands-on experiences.

The time to complete the weekly self-paced activities should be about **three to five hours per week**. The prompts and materials for each week will be posted on D2L by Monday morning under the appropriately labeled content folder. Check the D2L course site newsfeed and WSU email at least once daily for any course updates or correspondences. Use the D2L Discussion forum to post course related questions.

Be prepared to work at least two times per week on course content and assignments. You cannot complete all of the week's assignments in one sitting and just before the due date and time.

Netiquette

Students taking online courses are subject to the communication and conduct regulations outlined in WSU policy and in the CED Student Handbook. To ensure your success when

communicating online, take time to familiarize yourself with the “dos” and “don’ts” of netiquette: <http://www.albion.com/netiquette/>

It is important to be courteous and civil when communicating with classmates and instructors. Start emails with an appropriate greeting to the individual and be mindful of using appropriate writing skills. Keep writing to the point, review before sending, and do not include offensive language or technology slang used in text messages. I will do my best to respond to email *within 24 to 48 hours- Monday through Friday*.

Consider the privacy of others, even in an online classroom. Do not share discussions or emails from classmates with others outside of the class. Do not have others or friends in the same room when we may be meeting as a class in an online environment (i.e., Adobe Connect, Skype).

*Technology Prerequisites**

The course requires no previous experience with online course design or delivery. However, it does assume some familiarity with instructional technology. In particular, you should know:

- How to use common tools in Desire2Learn (D2L) including content, quizzes, dropbox, gradebook and discussion boards.
- How to create, edit, and save files using Microsoft Office tools (e.g., Word, PowerPoint, and Excel).
- How to follow instructions to create a short video demonstration and upload to a D2L discussion post.
- How to organize files on your local computer, an external storage drive (e.g., flash drive, external hard drive), and your personal and department network storage drives.
- Basic email techniques used in teaching, such as sending emails to individual and multiple students, attaching files to your emails to students, and downloading file attachments sent by students.

**Source: Baltrinic, 2015; O’Callaghan & Bohman, 2016*

Technical Support

- All technical support questions (e.g., hardware and networking problems) can be directed to the WSU Technical Support Center: techsupport@winona.edu 507-457-5240 Option #1
- Self-help articles on how to use technology can be found at: <http://learn.winona.edu>.
- Using D2L as a student: http://learn.winona.edu/D2L_for_students

V. COURSE REQUIRED TEXTS

Sigelman, C. K. & Rider, E. A. (2012). *Life-span human development* (8th ed.). Belmont, CA: Wadsworth, Inc.

VI. COURSE CONTENT AREAS

The course meets the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) Standards for Clinical Mental Health Counseling and School Counseling. *Content areas, student learning objectives, and the evaluation methods for CE 611 are outlined below.*

2009 CACREP STANDARDS	LOCATION OF EVALUATION			
	Attendance & Participation	Topic-specific Discussion Posts	Reflection Paper	Online Final Exam (Chpt 1-17)
GENERAL				
HUMAN GROWTH & DEVELOPMENT				
3.a. Theories of individual and family development and transitions across the life span.		X	X	X
3.b. Theories of learning and personality development, including current understandings about neurobiological behavior.		X	X	X
3.f. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	X	X	X	X
3.h. Theories for facilitating optimal development and wellness over the life span.	X	X	X	X
CHMC				
A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	X	X	X	X
C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	X	X		X
D.3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	X	X		X
E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	X	X	X	X
SCHOOL				
A.2. Understands ethical and legal considerations specifically related to the practice of school counseling.	X	X		X
A.6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	X	X	X	X
C.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	X	X	X	X
C.3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	X	X		X
M.1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	X	X		X

VII. METHODS OF INSTRUCTION

Instructor-guided self-paced learning; Mini lecture recordings; Use of technology and media including videotapes, films, and Power Points; Internet-based learning --Asynchronous activities; Case studies and/or responses to structured exercises; and, Reflective self-evaluations and/or journaling.

VIII. COURSE ASSIGNMENTS

Course Obj.	Assignment	CACREP Standards Assessed General/CMHC/School	Due Date	Points
1-4	Attendance, Attitude, and Participation	3. f, & h A.2., C.8., D.3., E.1; A.2., A.6., C.1., C.3., & M.1	Ongoing throughout Spring 2017 semester	150 (10 points per week)
1-4	Discussion Posts (Chapters 1-17)	3. a, b, f, & h A.2., C.8., D.3., E.1; A.2., A.6., C.1., C.3., & M.1	Due weekly by Sunday at 11:59pm See Course Schedule below	150 (10 points per week)
1-2	Theory of Human Development Reflection Paper	3. a, b, f, & h A.2., E.1 A.6., C.1.,	Due on 4/9/17 by 11:59pm	100
1-4	Online Final Exam (Online via D2L)	3. a, b, f, & h A.2., C.8., D.3., E.1; A.2., A.6., C.1., C.3., & M.1	TBD	100 (+10 possible bonus points)
				400 Total

Grading Scale (Course): 380-400 = A; 360-379 = B; 340- 359 = C; 220-339 = D; Below 219 = F

A. DESCRIPTION OF ASSIGNMENTS

1. Attendance, Attitude, and Participation (15 x 10 = 150 points)

Attendance and participation are essential in order for students to gain full benefit from this course. Ten participation points are given weekly. In order to receive all participation points, *students are expected to read weekly materials, complete chapter questions and exercises on their own. Students are expected to thoughtfully contribute to online discussions, and complete online assignments.*

Late assignments, discussion posts, or other requirements will result in point deductions from both attendance and participation and the overall points for the assignment (e.g., discussion posts) at the instructor's discretion. If you are know you are going to be late with assignments and D2L discussions for this semester, it is better to postpone participation in this class until you are better able to meet course requirements. *Please note:* In the event of late assignments, the course instructor expects to be notified of the reasons for late work in writing (e.g., Email). Informing the instructor does not guarantee the tardiness is excused. Additional documentation may be requested at the discretion of the course instructor.

Communicate with the instructor if you are having difficulty with any aspect of this course, including meeting the aforementioned expectations. Sometimes, alternate arrangements can be worked out regarding assignment due dates. This is for emergency situations only.

2. Discussion Posts for Chapters 1-17 (15 x 10 = 100 points)

Each week students will complete online discussion posts and activities in D2L pertaining to the assigned readings. The details of how students can best complete discussion responses will also be posted in the corresponding D2L Discussion Thread, including specific instructions on the length of response, response to peers posts, use of citations, and a rubric. All discussion Posts are due by Sunday at 11:59pm on the dates posted below in the *Course Schedule*. Please note in the *Course Schedule* that some of the discussion posts are for multiple chapters. Students are welcome to complete assignments before the posted due dates. You should plan to receive feedback and a grade of an assignment approximately 7-10 days from the instructor after the deadline of the assignment.

Tips and expectations for completing discussion posts:

- Work out any potential conflicts, disagreements or issues occurring during a discussion in a respectful, solution-focused way. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course. Students are expected to ensure the online classroom is a safe and respectful environment for all students.
- Complete the assignments on time
- Be sure to respond to class members discussions when prompted to do so by the instructor. These should not responses that are evaluative (e.g., great job); rather, try to use microskills and/or group leadership skills (e.g., questioning, reflection, clarifying, linking, supporting, blocking, etc.).
- Please include citations in APA format for all references to course materials in your discussion posts, papers, etc. For example: Corey (2013) reported the three necessary conditions of person centered therapy as...

3. Theory of Human Development Reflection Paper (100 points)

Students will select a theory of development to explore during this course. The purpose of this learning experience is to challenge you to think about your own assumptions about development and how they to your future work as a counselor. Once you select a theory (see chapter 2 for examples of theories, and other chapters for more detailed descriptions of theories), you will write a reflection paper that will be uploaded into a D2L assignment folder. A rubric for the assignment will be provided in advance of the due date.

The reflection paper assignment will include four parts:

- 1) A brief summary of the developmental, learning, or personality theory, why you selected the theory, and its strengths and limitations, and any suggested changes to the theory (25 points).
- 2) A brief summary of how you would apply the theory to a particular client population/age group or client issue. Be sure to clearly label the population/age group and client issue, and discuss multicultural considerations (25 points).
- 3) A summary of your reactions to the assignment, which should incorporate (a) what you learned about this theory, (b) what you learned about applying the theory to a particular group or issue, and (c) what you learned about your own biases/assumptions about this population/age group (25 points)
- 4) The reflection paper will follow APA 6th edition formatting guidelines. The paper will be 7-10 pages in length of content, be double-spaced, and include a title page and references. The paper

will be uploaded to the corresponding D2L assignment folder by the due date of 4/9/17 at 11:59pm (25 points).

4. Online Final Exam (*Summative Assignment, 100 points + 10 possible bonus points*)

Students will complete a final exam (Covering chapters 1-17), which will be posted on D2L by the instructor. The purpose of the final exam is to (a) assess students' content knowledge, (b) guide students' interaction with the course materials, (c) provide students with opportunities to interact with questions similar to those on comprehensive exams or national counselor exams, and (d) increase students' familiarity to important theories, trends, and research in life span development.

The text book chapters and key concepts associated with the final exam will be clearly identified, and related PowerPoint slides will be posted on D2L in advance to assist students with successfully completing the exam. The exam will consist of:

- 50 multiple choice questions worth 2 points each.
- Students will also have 1 bonus short essay question worth 10 points.
- Students will be given 2 *attempts* to complete the multiple choice questions online during finals week with the final attempt to be completed no later than Thursday, 5/4/17 at 11:59pm.
- Final Exam essay questions will be uploaded to D2L in the corresponding assignment folder; only one attempt is offered for the essay question.

IX. COURSE POLICIES

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>.

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>.

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

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>.

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>

X. COURSE SCHEDULE* (This schedule is subject to change in the event of extenuating circumstances)

Week Beginning 1/9/17	Topic	CACREP Standards General/CHMC/School	Content	Activities & Assignments Due
1	Understanding Life-Span Development	3. a, b, f, & h D.3., E.1; A.2., A.6.	Ch. 1	Read Chapter & Complete Chapter Activities <i>Introduction discussion post due on 1/15/17 by 11:59pm</i>
2	Theories of Human Development	3. a, b, f, & h	Ch. 2	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 1-2) on 1/22/17</i>
3	Genes, Environment, & Development	3. a, b, f, & h D.3. A.6.	Ch. 3	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 3) on 1/29/16</i>
4	Prenatal Development & Birth	3. a, b, f, & h D.3., E.1; A.2., A.6.	Ch. 4	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 4) on 2/05/17</i>
5	Body, Brain, & Health	3. a, b, f, & h D.3., E.1; A.6., C.1., C.3.	Ch. 5	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 5) on 2/12/17</i>
6	Sensation, Perception, & Action	3. a, b, f, & h D.3., E.1; A.6., C.1., C.3.	Ch. 6	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 6) on 2/19/17</i>

7	Cognition; Memory & Information processing	3. a, b, f, & h D.3., E.1; A.6., C.1., C.3.	Ch. 7-8	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 7-8) on 2/26/17</i>
8	Intelligence & Creativity; Language & Education	3. a, b, f, & h D.3., E.1; A.6., C.1., C.3.	Ch. 9-10	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 9-10) on 3/05/17</i>
OFF	SPRING BREAK- NO CLASS Week of 3/6/17 to 3/10/17			
9	Self & Personality	3. a, b, f, & h D.3., E.1; A.6., C.1.	Ch. 11	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 11) on 3/19/17</i> ACA Conference in San Francisco*
10	Gender Roles & Sexuality	3. a, b, f, & h A.2., D.3., E.1; A.2., A.6., C.1., C.3.	Ch. 12	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 12) on 3/26/17</i>
11	Social Cognition & Moral Development	3. a, b, f, & h D.3., E.1; A.6., C.1., C.3.	Ch. 13	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 13) on 4/2/17</i>
12	Emotions, Attachment, & Social Relationships	3. a, b, f, & h A.2., C.8., C.1., C.3., & M.1	Ch. 14	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 14) on 4/9/17</i> Theory of Human Development paper due on 4/9/17
13	The Family	3. a, b, f, & h C.8. M.1	Ch. 15	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 15) on 4/16/17</i>
14	Developmental Psychopathology	3. b, f A.2., C.8. A.6.	Ch. 16	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 16) on 4/23/17</i> Course Evaluations due
15	Death & Dying	3. a, b, f, & h A.2., E.1; A.2., C.1., & M.1	Ch. 17	Read Chapter & Complete Chapter Activities <i>D2L Discussion Post due (Chpt 17) on 4/30/17</i>
Exam Week	FINAL EXAM-- DATE TBD Week of 5/1/17 through 5/4/17			

***Instructor office hours and response time will vary during the week off the ACA conference.**

***Updates to this schedule will be posted in D2L and/or email in advance.**