

Spring 2015

CE 611 Syllabus: Lifespan Development

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Winona State University
Department of Counselor Education
CE 611: Lifespan Development
Spring 2015

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Office Hours: Tuesdays, Wednesdays & Thursdays (Rochester), 2 to 5 PM, or by appointment

Course Location: Online Only, D2L Course Page Utilized

Course Dates, Times, Delivery: January 12-May 8, 2015; Online Only

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.

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.).

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.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Related Standards: (include CACREP objectives for CMHC and SC as appropriate)

Content areas: lifespan stages, developmental theories, key mental health/developmental issues, current childhood illnesses that impede learning, and critical issues facing the elderly

Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards sets the following knowledge requirements for this course:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

Course Expectations and Requirements:

Grading:

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

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

Content delivery:

D2L online course format, discussion posts, electronic communication

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

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: Jan 26 (Initial Post) and Jan 29 (Response Post)

Bandura Post #2: Feb 9 (Initial Post) and Feb 12 (Response Post)

Bandura Post #3: Feb 23 (Initial Post) and Feb 26 (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-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	<ul style="list-style-type: none">-deadlines not met

fewer	<ul style="list-style-type: none"> -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
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Assignment #2: D2L Chapter Assignments

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, April 1.**

<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 -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
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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 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: April 20, midnight

<i>Grade</i>	<i>Description</i>
93-100	-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 6 th ed. format -at least 10 references
86-92	-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 6 th 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 Project Discussion Board

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	March 2	March 5
May, June, July, August	March 16	March 19
Sept, Oct, Nov, Dec	March 30	April 2

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

<i>Grade Possible</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 -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 -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

University Expectations and Resources:

Academic Integrity: 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: 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>.

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 and Diversity Office is 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>