

Spring 2014

CE 611 Syllabus: Development over the Lifespan

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**COURSE SYLLABUS
COUNSELOR EDUCATION DEPARTMENT
WINONA STATE UNIVERSITY
CE 611 Development over the Lifespan
Spring 2014**

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COURSE DESCRIPTION

1. **Catalog 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.
2. **Content areas:** lifespan stages, developmental theories, key mental health/developmental issues, current childhood illnessness that impede learning, and critical issues facing the elderly
3. **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.

Required Readings:

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.).

Grading:

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

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

Course 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%)

Content delivery:

D2L online course format, discussion posts, electronic communication

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** 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 (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 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.
- 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 discussion board (see number of required citations below).
- 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 one (1) response to three (3) others' posts (for a total of 3 "Response Posts").

Due Dates:

Bandura Post #1: Feb 3 (Initial Post) and Feb 6 (Response Post)

Bandura Post #2: March 3 (Initial Post) and March 6 (Response Post)

Bandura Post #3: April 7 (Initial Post) and April 10 (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 -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 with a minimum of 2 citations/references APA style -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 with a minimum of 1 citation/reference APA style -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 with a minimum of 1 citation/reference APA style not met -minimum of one well-developed paragraph of at least 50 words in Response Post not met -at least 3 response posts not met -at least 3 initial posts not met -complex thinking skills utilized not present -clear and concise organization of discussion not used -assignment criteria addressed not met |

Assignment #2: D2L Chapter Assignments

Seventeen (17) mini-discussions are required for this assignment: one discussion for each chapter. Students will respond to a question and share ideas and opinions about that topic. (Offering resources and providing references about are optional.)

Students may work their way through the mini-discussions at their own pace. **All work should be completed by April 21, 2014.**

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

| | |
|-------------|--|
| | <ul style="list-style-type: none"> -a minimum of one original post per chapter discussion -complex thinking skills utilized -chapter question answered -clear and concise organization of discussion |
| 79-85 | <ul style="list-style-type: none"> -a minimum of 150 words written -due dates for posts met -a minimum of one original post per chapter discussion -complex thinking skills not utilized -chapter question not directly answered -clear and concise organization of discussion |
| 78 or fewer | <ul style="list-style-type: none"> -fewer than 150 words written -due dates for posts not met -fewer than one original post per chapter discussion -complex thinking skills not utilized -chapter question not directly answered -clear and concise organization of discussion |

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 trauma on psychosocial development at a specific stage of development. Students should complete an APA (6th ed) style paper on your **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 traumatic experience on healthy development (death of a loved one, early sexual abuse, natural disaster, loss of a loved one at an early age, etc.). Students must study Erikson's theory in several (at least 5) scholarly resources (including the course text) and do extensive research on their chosen topic of a traumatic experience via scholarly sources (at least 5). 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: March 31, 2014

| <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 two days late -70% percent aspects of assignment addressed -poor organization of discussion -somewhat correct APA 6th ed. format -at least 8 references |
| 78 or fewer | <ul style="list-style-type: none"> -paper length fewer than 12 pages -assignment turned in more than two days late -half of the aspects of assignment addressed -no organization of discussion -incorrect APA 6th ed. format -fewer than 8 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.

Due Dates

| Book Chapters | Initial Post Due Date | Response Post Due Date |
|--|------------------------------|-------------------------------|
| Getting Started, Jan, Feb, March, April | Jan 27 | Jan 30 |
| May, June, July, August | Feb 17 | Feb 20 |
| Sept, Oct, Nov, Dec | Mar 17 | Mar 20 |

Total Requirements: One (1) initial post and one (1) response to others’ posts per time-slot, for a total of four (3) **initial posts** and four (3) **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 |

| | |
|-------------|---|
| | <ul style="list-style-type: none"> -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 |

Inclusive Excellence

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.

Winona Campus Resources

- Student Support Services, Krueger Library 219, 457-5465 (www.winona.edu/studentsupportservices/)
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 (www.winona.edu/inclusion-diversity/)
- Access Services (formerly Disability Services), Maxwell 314, 457-5878 (www.winona.edu/disabilityservices/)
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 (www.winona.edu/counselingcenter/)
- GLBTA Advocate, contact Counseling and Wellness Services for name and number of the current Advocate
- Tutoring Services, Krueger Library 220, 457-5680 (<http://www.winona.edu/tutoring/>)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Tau 313, 457-5370 (<http://www.winona.edu/mathematics/mac/>)
- Advising Services – Warrior Success Center, Maxwell 314, 457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds on campus are *Student Support Services* and *the Inclusion and Diversity Office*. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources.
- If you have a disability, the *Access Services* office can document it for your professors and facilitate accommodations. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, please visit Access Services as soon as possible.
- College can be very stressful. The *Counseling and Wellness Services* office is here to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others.
- For help with understanding the concepts of a particular class or understanding the requirements of an assignment, *Tutoring Services* offers three types of tutoring: drop-in appointments, 1-on-1 tutoring, and group sessions. You can visit them in the Library (220) or go on-line and use *TutorTrac* to schedule a session.
 - For help specifically with writing and the development of papers, the English department has a *Writing Center* that is staffed by trained graduate students pursuing their Master's degree in English. The Writing Center is located in Minné Hall 348. You can make an appointment on the sign-up sheet on the door or call 457-5505.
 - For help specifically with understanding math concepts and solving math problems, the *Math Achievement Center (MAC)* is staffed with friendly undergraduate tutors who will help you work through difficult material. The MAC is located in Tau 313 and provides free tutoring for all students in math, statistics, or math education courses. The center is open Mon-Fri, and Sunday evening.
- The GLBTA Advocate can direct people to GLBT resources on and off campus. In addition, the advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved.