

Fall 2012

## 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**  
**Fall 2012**

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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 illness 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* (6<sup>th</sup> ed.).

**Grading:**

This course is graded on the following 7 point scale:

100-93:	A
92-86:	B
85-79:	C

**Course Assignments:**

1. Bandura D2L Discussion (20%)
2. D2L Scholarly Posts on each Sigelman and Rider text chapter (30%)
3. Developmental Stage Research Paper (30%)
4. Happiness Project Discussion Board and Reaction Paper (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 when you post to the discussion board (see number of required citations below).

Recommended media material for this assignment is: four episodes of a current or past television sitcom OR two episodes of a drama OR one movie are/is discussed (via D2L) in the context of Bandura’s theory on gender and cultural roles. Specifically, students should assess the type of gender and cultural roles that are being presented in the media via their chosen episodes, and discuss aspects of these roles as they relate to relationships, housework, jobs/careers, criminal justice issues, etc. Be sure to discuss Bandura’s theory, the roles portrayed, and the possible impact on children/adolescents/adults who may watch this particular program or movie and cite your sources using APA writing style.

**\*\*Note:** four episodes of a current or past television sitcom OR two episodes of a drama OR one movie should give you sufficient content about which to comment for this assignment.

**Total number of posts is seven (7):** Four (4) original posts and one response to three (3) others’ posts

**The dates of this discussion are September 10- November 15.**

<i>Grade</i>	<i>Description</i>
F	-due dates for posts not met -a minimum of four original posts and three responses to other students’ posts -lack of complex thinking skills utilized as evidenced by use of research with no references -confusing and/or disorganized discussion
C	-due dates for posts met -a minimum of four original posts and three responses to other students’ posts -complex thinking skills utilized as evidenced by use of research (at least six references total for all posts) -clear and concise organization of discussion
B	-due dates for posts met -a minimum of four original posts and three responses to other students’ posts -complex thinking skills utilized as evidenced by use of research (at least seven references total for all posts) -clear and concise organization of discussion
A	-due dates for posts met

	-a minimum of four original posts and three responses to other students' posts -complex thinking skills utilized as evidenced by use of research (at least eight references total for all posts) -clear and concise organization of discussion
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### D2L Mini-Discussions

I've created 17 mini-discussions: one discussion for each chapter. Students will respond to a question and share ideas and opinions about that topic. (Offering resources about that topic are optional.) Students may work their way through the mini-discussions at their own pace. **All work should be completed by November 30, 2012.**

<i>Grade</i>	<i>Description</i>
F	-due dates for posts not met -fewer than one original post -complex thinking skills not utilized -chapter question not directly answered -clear and concise organization of discussion
C	-due dates for posts met -a minimum of one original post -complex thinking skills not utilized -chapter question not directly answered -clear and concise organization of discussion
B	-due dates for posts met -a minimum of one original post -complex thinking skills utilized -chapter question answered -clear and concise organization of discussion
A	-due dates for posts met -a minimum of one original post -complex thinking skills utilized -chapter question answered -clear and concise organization of discussion

### Developmental Stage Theory Research Paper

Complete APA (6<sup>th</sup> ed) paper on your choice of theory as it applies to one development stage of your choice with focus on the following: typical developmental issues, social and school/occupational issues, including relevant diversity issues, and implications for counselors).

**Due: November 9**

<i>Grade</i>	<i>Description</i>
F	-assignment turned in a week late -half of the aspects of assignment addressed -no organization of discussion -incorrect APA 6 <sup>th</sup> ed. Format -fewer than 9 references
C	-assignment turned in two days late -seventy percent aspects of assignment addressed -poor organization of discussion

	-somewhat correct APA 6 <sup>th</sup> ed. Format -at least 9 references
B	-assignment turned in on time -most aspects of assignment addressed and discussed -complex skills utilized -adequate organization of discussion -mostly correct APA 6 <sup>th</sup> ed. Format -at least 11 references
A	-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 <sup>th</sup> ed. Format -at least 13 references

### Happiness Project Discussion Board and Reaction Paper

This assignment is designed to help you study the topic of “happiness” and review the work by Rubin (2009). D2L Discussion posts should focus on comments about Rubin’s findings and experiences as they relate to the various developmental stages studied in this course. Additionally, students should also discuss their perceptions of the role of happiness in their own work and lives.

This discussion will take place from September 6 to November 14 in the structure of five time slots, each devoted to a particular part of Rubin’s book. Students may select to post comments on any issue discussed within the designated chapters. Please develop your initial post to focus on the assignment criteria (outlined in the paragraph above) in at least two well-developed paragraphs, and respond to others’ posts with relevant comments contained in at least one well-developed paragraph.

### Due Dates

- September 6-19 (Preface, January, February, March)
- September 20-October 3 (April, May, June)
- October 4-17 (July, August, September)
- October 18-31 (October, November, December)
- November 1-14 (open discussion about any topics)

**Requirements:** One initial post and three responses to others’ posts per time-slot, for a total of 5 initial posts and fifteen response posts.

You MUST post your initial post by the first Thursday of the assigned week. You also must respond to a minimum of THREE comments made by classmates by the due date for each discussion.

<i>Grade Possible</i>	<i>Description</i>
78 or fewer	-deadlines not met -fewer than nine responses to other students’ posts -fewer than 3 initial posts -lack of complex thinking skills utilized -no organization to discussion
79-85	-deadlines met -at least 10 response posts -at least 3 initial posts -lack of complex thinking skills utilized

	-no organization to discussion
86-92	-deadlines met -at least 12 response posts -at least 5 initial posts -complex thinking skills utilized -clear and concise organization of discussion
93-100	-deadlines met -at least 15 response posts -at least 5 initial posts -complex thinking skills utilized -clear and concise organization of discussion

### **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/](http://www.winona.edu/studentsupportservices/))
- Inclusion and Diversity Office, Kryzsko Commons Room 236, 457-5595 ([www.winona.edu/inclusion-diversity/](http://www.winona.edu/inclusion-diversity/))
- Access Services (formerly Disability Services), Maxwell 314, 457-5878 ([www.winona.edu/disabilityservices/](http://www.winona.edu/disabilityservices/))
- Counseling and Wellness Services, Integrated Wellness Complex 222, 457-5330 ([www.winona.edu/counselingcenter/](http://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/](http://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/](http://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.