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## 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**  
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**Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:**

- 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 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. Course objectives:**

Class members will:

1. Increase their understanding of the basic theories, concepts, and principles of adolescent growth and development.
2. Increase their awareness of the assumptions and beliefs which they themselves have about children and adolescents.
3. Enhance their ability to work effectively as a helping person with children and adolescents, aware of the young person's individual needs.
4. Increase their understanding of special issues impacting children and adolescents, including gender, sexuality, schooling, and multicultural issues.

**Required Readings:**

Sigelman, C. K. & Ryder, E. A. (2006). Life-span human development (5th ed.). Belmont, CA: Wadsworth, Inc.

### **Course Requirements and Grading:**

This course is graded on the following 7 point scale:

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

1. Complete final exam (20%)
2. Complete an APA discussion paper of Bandura's theory as it applies to gender role models on a TV sitcom or drama of your choice (15%)
3. Complete APA and personal discussion on your choice of theory of lifespan developmental stage as it applies to your own development (25%)
4. Complete observation analysis paper on developmental stage of your choice (10%)
5. Attendance and participation (20%)
6. Complete a stress management project and discussion paper of experience (10%)
7. Complete a course evaluation at the conclusion of the course

### **Content delivery:**

will include lecture, class discussions, didactic method, and small group discussion.

### **Final Exam**

This will be a take-home, open "book and notes" final exam. You may not collaborate with others on this exam. It is to be done individually. The discussion questions are designed to help you synthesize your learnings this semester.

### **Gender Role Models Paper**

The purpose of this assignment is to help you apply social learning theory to gender role development in our society today through the use of media. You are to apply Bandura's theory to an episode of a sitcom or drama of your choice, assess the type of gender roles for men and women that are being presented, and discuss aspects of these gender roles. Be sure to discuss Bandura's theory, the gender roles portrayed, and the possible impact on children/adolescents who may watch this particular program. This paper should be 2-3 pages. You may simply write the title of the TV program on the title page without referencing it in a bibliography. Be sure to use APA citations when discussing theory and your television program.

### **Theory Paper**

The goal of this assignment is to integrate learnings of development theory with your own life experiences and development. As you are able to "test" a theory of development and attempt to apply it to yourself, you will be able to **determine if you can provide support for that theory**. Remember that you are not proving or disproving this theory.

Think about how you think about your world, what is important to you, how you interact with your environment, your views about important relationships in their life, etc., Determine whether your theory of

choice is supported by your reflections about your own development **WHY. Specific discussion of theory as it relates to the interview is essential.** This paper should be 4-7 word processed, 12 font, Times Roman Numeral, double-spaced pages in length. Correct APA style of referencing your theory is required.

#### **Lifespan Observation Paper Guidelines**

The goal of this assignment is to integrate learnings of child, adolescent or adult theory with your experiences with observees. As you are able to "test" a theory of development and attempt to apply it to a child, adolescent, or adult, you will be able to **determine if you can provide support for that theory.**

Select a site to observe a group of similar aged persons: children (2-5 yrs, 6-9 yrs, 10-12 yrs) adolescents (13-16 yrs, 17-19 yrs) or adults (20-29 yrs, 30-39 yrs, 40-49 yrs, 50-59 yrs, 60-69 yrs, 70 yrs or older). You will need to obtain permission if it is a school site or if you will be engaged with the observees on any level. Try to make this true qualitative research, with no contact. Guess the ages of the persons you are observing. Attempt to support a chosen theory of development. Describe behaviors and hypothesize. **Be sure to integrate discussion of theory and observation.**

Determine whether your theory of choice is supported by this observation, and **WHY. Specific discussion of theory as it relates to the interview is essential.** This paper should be 2-4 word processed, 12 font, Times Roman Numeral, double-spaced pages in length. Correct APA style of referencing your theory is required.

#### **Stress Management Project and Follow-up Paper**

This experience is designed to help you develop effective stress management skills and reflect on what is helpful for you. Students should turn in via e-mail their stress management goal (measureable and realistic) to the instructor. The follow-up paper is a one-page discussion of: the goal, assessment of effectiveness and plans for future stress management activities.

#### **Attendance and Participation**

Students are required to attend class sessions. If it is necessary to miss more than one class for any reason (including emergencies), the student should consider withdrawing from the course. Participation is essential for learning. Students who share ideas and perspectives in class, engage fully in small group activities, and ask questions regularly will receive full participation credit.

#### **COURSE STRUCTURE**

This course will consist of both lecture and experiential learning. Teaching methods will vary, including lecture, group discussion, small group or dyad work, and group participation activities.

##### **Tentative Schedule**

##### **Fall 06**

8/30: Introductions, syllabus, Major Trends in Human Development, Challenges to development in 6 areas: social, physical, vocation/career, spiritual, cognitive, relation to self.

9/6: Overview of development and theory (Chapters. 1, 2, 4)

9/13: Genetics and physical development (Chapters. 3, 5) Personality, Gender Roles (Chapt. 11)

9/20: Perception (Chapt. 6)

9/27: Cognition and learning (Chapt. 7, 8, 9) **Gender Roles Paper due**

10/4: Cognition and learning (Chapt. 7, 8, 9)  
10/11: Sexuality (Chapt. 12) **Observation Paper Due**  
10/18: No class  
10/25: Moral development (Chapts. 13), Achievement (Chapt 10).  
11/1: Psychological Disorders (Chapt 16), **Theory Paper Due**  
11/8: Attachment and Family (Chapt. 14 & 15)  
11/15: Sex Abuse and other life situations that effect normal development, **Stress management paper due**  
11/22: Death and dying (Chapt. 17)  
11/29: TBA, follow up on topics, exam distributed  
12/6: Last class meeting, final exams are due

### **Some Highly Recommended Reading**

Cloud, H. & Townsend, J. (1999). Raising great kids. Zondervan Publishing House: Grand Rapids, MI.

Gilligan, C. (1977). In a different voice: Women's conception of self and morality. Harvard Educational Review, 47, 481-517.

Herr, E. L. (1989). Growing up is a family affair. Moody Bible Institute: Chicago.

Huggins, K. (1989). Parenting adolescents. Navpress: Colorado Springs, CO.

Kohlberg, L. (1981). The philosophy of moral development: Essays on moral development (Vols. 1-2). San Francisco: Harper and Row.

Robinson, A. F. (1999). How to raise an mvp. Zondervan Publishing House: Grand Rapids, MI.

Sanders, B. (1992). School daze: Helping parents cope with the bewildering world of public schools. Flemming H. Revell Company: Terrytown, NY.

Severe, S. (2000). How to behave so your children will, too! Greentree Publishing, NY.  
[www.researchpress.com](http://www.researchpress.com) (Ann Vernon, The Passport Program: A Journey through Emotional,  
Social, Cognitive, and Self-Development Research Press.

#### APPENDIX A: STUDENT NOTICES

**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 toys 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.

**Recording Policy:**

Excluding students with a documented disability, the use of electronic recording devices in class are prohibited without prior permission of the instructor. Also, the recording of clinical material is prohibited to all students.

**Academic Dishonesty Policy:**

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing "ghost-written" papers, and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

**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.