

Spring 2002

## CE 612 Syllabus: Adult Development

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## CE 612 ADULT DEVELOPMENT

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### Course Syllabus

**Course Objectives:** The purpose of the course is to promote students' thinking and learning about adults' ongoing growth, adaptation, and change throughout the life span. Major theories, issues, eras, and trends in adult development will be addressed. Class members will:

1. Become acquainted with a number of theoretical perspectives on adults' ongoing development.
2. Integrate course readings, discussions, and written work with their own adult development issues.
3. Increase their awareness of issues, assumptions and stereotypes about older adults and the aging process.
4. Become familiar with information and counseling issues and skills which can be applied to work with adults of all ages in a variety of settings.

### **Required Readings:**

Cavanaugh, J. C. (1997). Adult development and aging. (3<sup>rd</sup> Ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Baumgartner, L., & Merriam, S. B. (2000). Adult learning and development: Multicultural stories. Malabar, FL: Kreiger Publishing Co.

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

1. Attend all class sessions, participate in class activities, and complete assigned readings and in-class assignments. [10%]
2. Write two critical analysis dual-perspective papers, one on a theory of adult development, the second on a theory of older adult development. Each paper will be three (2)

"C" (Combined) category for semester conversion

double-spaced typed pages in length. Page 1 will describe why the theory is a useful, relevant model for looking at adult development; page 2 will describe why the limitations of the theory as model for looking at adult development. The adult development paper is due the fourth ( ) class session; the older adult development paper is due the eleventh ( ) class session. [10%]

3. Maintain a course journal, as described in a separate handout. Journals will be collected at the beginning of the fifth ( ) and tenth ( ) class sessions. [20%]
4. Interview a total of four (4) persons (two men, two women) from four of the first six of the total of seven general adult developmental stages discussed in class handout (Note: none of these interviews are to be with adults over the age of 65). Guidelines and a suggested format will be distributed. Interview summaries due the seventh ( ) session. [20%]
5. Conduct two (2) life history interviews with older adults over the age of 65 (1 with a man, 1 with a woman). Guidelines and a suggested format will be distributed. Interview summaries due the twelfth ( ) session. [10%]
6. Complete a personal adult developmental and cultural autobiography, as described in a separate handout. This will integrate an analysis of your own development as an adult with the reading and other learnings from the course. Due the fourteenth ( ) session. [30%]
7. Complete a course evaluation at the conclusion of the course.
8. All students must register for a letter grade.

Tentative Course Outline

- Session 1 Introduction, overview, life lines
- Session 2 Adult development theories
- Session 3 Adult development theories (again)
- Session 4 Gender issues  
\*First dual-perspective paper due today
- Session 5 Gender issues (again)  
\*Journals due today
- Session 6 Midlife transition
- Session 7 Adult development interviews  
\*4 adult interview summaries due today
- Session 8 Adulthood and family issues
- Session 9 Counseling adults
- Session 10 Transition to older adulthood  
\*Journals due today
- Session 11 Stereotypes, myths, facts about older adults; questionnaires  
\*Second dual-perspective paper due today
- Session 12 Life review; adaptive effects of reminiscence  
\*2 older adult interview summaries due today
- Session 13 Older adult psychosocial issues; intergenerational issues
- Session 14 Counseling older adults; death and dying issues  
\*Autobiographies due today
- Session 15 Autobiography presentations (in groups), summary, and course evaluations