

Fall 2010

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 2010

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Office Hours: Mondays, 12-5,
Thursdays, 2-5 and other times by appointment

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. & 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 17 quizzes (25%)
2. D2L discussion of Bandura's theory as it applies to gender and cultural role models on a TV sitcom, drama or movie of your choice (20%)
3. D2L mini-discussions each chapter (20%)

4. Complete APA (6th ed) paper on your choice of theory as it applies to 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) (20%)
5. Complete a stress management project and follow-up paper (15%)
6. Complete a course evaluation at the conclusion of the course

Content delivery:

D2L online course format, discussion posts, electronic communication

Quizzes

Students will be tested on their knowledge and understanding of each chapter by completing a quiz, which includes 9 multiple-choice questions. The timed quiz will be on D2L. Students must write within the parameters set by the assignment criteria and the space allowed on D2L.

Students may work their way through the quizzes at their own pace. **All work should be completed by Dec 5, 2010.**

D2L Discussion

Students should study Bandura's theory in the course text and via other sources (journal articles, online resources, videos, films, etc.) A minimum of four episodes of a current or past television sitcom, two episodes of a drama or one movie should be watched and 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, and discuss aspects of these roles as they relate to relationships, housework, jobs/careers, crime, 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.

The dates of this discussion are August 23- October 18.

<i>Points Possible</i>	<i>Description</i>
0-14 points	-due dates for posts met -a minimum of six responses to other students' posts and one "new subject post" -complex thinking skills utilized as evidenced by use of research (at least six references) -clear and concise organization of discussion - a minimum of 50 views of other students' posts
15-30 points	-due dates for posts met -a minimum of eight responses to other students' posts and one "new subject" post -complex thinking skills utilized as evidenced by use of research (at least eight references) -clear and concise organization of discussion - a minimum of 60 views of other students' posts
31-40 points	-due dates for posts met -a minimum of ten responses to other students' posts and two "new subject" posts -complex thinking skills utilized as evidenced by use of research (at least ten references) -clear and concise organization of discussion - a minimum of 75 views of other students' posts
41-50 points	-due dates for posts met -a minimum of twelve responses to other students' posts and three "new subject"

	posts -complex thinking skills utilized as evidenced by use of research (at least twelve references) -clear and concise organization of discussion - a minimum of 100 views of other students' posts
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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.) Full credit will be given for one post per mini-discussion and 5 views of others' posts.

Students may work their way through the mini-discussions at their own pace. **All work should be completed by Dec 5, 2010.**

<i>Points Possible</i>	<i>Description</i>
0	The ONLY way to earn credit for this assignment is described below.
41-50 points	-due date for posts met -a minimum of one post and 5 views of others' posts for each chapter question -complex thinking skills utilized -clear and concise organization of discussion

Theory Paper

Students should select a developmental stage and discuss this stage in terms of the following topics: typical developmental issues, social and school/occupational issues, relevant gender and diversity issues, and implications for counselors. **Due: November 2**

<i>Points Possible</i>	<i>Description</i>
0-14 points	-assignment turned in a week late -half of the aspects of assignment addressed -no organization of discussion -incorrect APA 6 th ed. Format -fewer than 9 references
15-30 points	-assignment turned in two days late -seventy percent aspects of assignment addressed -poor organization of discussion -somewhat correct APA 6 th ed. Format -at least 9 references
31-40 points	-assignment turned in on time -most aspects of assignment addressed and discussed -complex skills utilized -adequate organization of discussion -mostly correct APA 6 th ed. Format -at least 11 references
41-50 points	-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 13 references

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 create a minimum of three (measurable and realistic) stress management goals to be met during the semester. These goals should be submitted (via drop box) at the beginning of the semester, followed up by a “report” at the end of the semester. The follow-up paper is a one-page discussion of: the goals, assessment of effectiveness, and plans for future stress management activities. Students should turn in their **GOALS by August 30** (via D2L drop box). **THEY WILL BE APPROVED WHEN THEY ARE REALISTIC AND MEASURABLE, SO MAKE SURE YOUR FIRST SUBMISSION MEETS THESE CRITERIA.**

Examples

Poor	Acceptable
I will exercise more.	I will walk for 20 min or more 3 days/week.
I will eat better.	I will eat one piece of fruit/day and 3 veggies/day.
I will sleep better.	I will take 10 min before bed to read something relaxing and make sure I get 8 hours of sleep 3 times a week.

Due Dates

Stress Management Goals: August 30,
Quizzes: December 5, 2010
D2L Discussion on Bandura: October 18
Mini-discussions: December 5, 2010
Theory Paper: November 2
Stress Management Paper: November 22

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, 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 122, 457-5595 (www.winona.edu/culturaldiversity/)
- Disability Services, Maxwell 314, 457-2391 (www.winona.edu/disabilityservices/)
- Counseling Center, Integrated Wellness Center 222, 457-5330 (www.winona.edu/counselingcenter/)
- Writing Center, Minné Hall 348, 457-5505 (www.winona.edu/writingcenter/)
- Math Achievement Center, Gildemeister 135, 457-5370
- GLBTA Advocate*, 507-457-5330
- Advising and Retention, 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. Student Support Services is in Krueger Library 219, and they can be reached at 457-5465. The Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, the Disability Services office can document it for your professors and facilitate accommodation. Their office is in Maxwell Hall, 3rd floor, and they can be reached at 457-2391. 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, you are encouraged to visit Disability Services as soon as possible.
- College can be very stressful. The Counseling Center is there 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. Their office is located in Wabasha Hall 220, and they can be reached at 457-5330.
- For help with writing and the development of papers, the English department has a Writing Center available to students and 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 with understanding math concepts and solving 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 Gildemeister 135 and provides free tutoring for all students in math, stat, or math education courses. The center is open 10am-3pm Monday through Friday, and 5pm-7pm Monday through Thursday.
- The GLBTA Advocate is responsible for documenting homophobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on campus and in Winona.
* Contact the Counseling Center for the name and number of the current GLBTA Advocate (Integrated Wellness Center 222, 457-5330).