

Welcome to CNSL 5301 Lifespan Development!

Fall 2008

I'm your instructor, Peter Bowen. If you'd like to know a little more about me, you can go to my blackboard webpage. You will find it by clicking the 'Instructor' tab on the left side of the screen

This syllabus is a bit long, but it offers you essential information about this course. Pease read it carefully!

For future quick reference, these links will send you to the major sections of the outline:

- [Introductory hints](#)
- [Contact information](#)
- [Course description, Textbook, and Outcomes](#)
- [Evaluation](#)
- [Schedule](#)

A few general hints for this course:

This section is especially for those who have never taken an internet course before. (I am still fairly new at this, too! I'll make a deal – if you'll be gracious with my mistakes in this course, then I'll try to do the same for you. No, this doesn't guarantee you an 'A'. But I'll try to be nice when I point out ways to improve!)

Internet courses have been around for a while, and there are some advantages to them. But you've heard the phrase, 'there's a flip side to everything'? Some of the advantages are also potential pitfalls. Most notably, an internet class offers a lot of flexibility, but it also requires a student has to be very self-disciplined. There is no 'regular' meeting time and I won't be there to tell you everything. You must find time to read, to think for yourself, and to complete the assignments. I would suggest that you designate certain times for this class. You can tailor those times to your schedule, but regular time slots will help you get things done on time. In an 11 week course (like this one) you would usually spend about 4 hours per week in class plus more time outside class with reading and homework. Based on that, you should figure on scheduling at least 8 to 10 hours per week for the class.

To help you keep up, I have broken the course into sections which you will see outlined if you click on the 'Assignments' tab on the main menu. Each week you will have a set of assignments and a due date. I will enforce the due dates! This will keep you from getting snowballed at the end of the term. Note that the week ends on Wednesday. If you, for some reason, cannot make the due date, please contact me as quickly as you can.

An internet class is not just a correspondence course. There will opportunities for you to interact with me and with the other students in the class. You will, in fact, be a part of a group. The first section calls for you to introduce yourself by setting up a quick webpage right here in blackboard. This page will only be accessed by folks in your class – it is not a part of the general world wide web since it is protected by password. The discussion board will be an important component of the course, linking all of us together. If you are one of the quieter people of the world, you may really like this format better than regular classrooms. You will have time think about your responses and may find yourself contributing a lot more than usual.

You might also want to check out this website: <http://www.albion.com/netiquette/> It gives you a good overview of etiquette for email and online discussion. The main rule, and I hope this isn't a problem for a bunch of counselors-to-be, is to remember that the people you are communicating with are real humans.

Sometimes in the cyber world, people, in their online anonymity (a good social psychology concept here!) tend to lose track of the idea that others are real, living, feeling individuals. Please respect each other.

If you have questions or if you get lost or overwhelmed, then...

Here is essential contact information for this course:

Peter Bowen, Ph.D.

Email: pbowen@wbu.edu

Note: Do not email me through the Blackboard message system. I do not check that message board very often. So, please, if you want to contact me, use your regular email outside of Blackboard.

Office: Gates Hall 306, Plainview Campus

Phone: 806-291-1179 (office) daytime, weekdays
806-296-7310 (home) before 10:00 pm Central time, please

Office Hours:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
10:00 - 11:00		10:00 – 11:00	8:45 – 9:15	10:00 - 11:00
1:30 – 3:00	1:30 – 3:00	1:30 – 3:00	1:30 – 3:00	
	6:00 – 6:30			

General Instructions for contacting me:

- 1) I will be in my office pretty consistently during office hours. Feel free to give me a call or stop by if you are in town.
- 2) I will check email at least a few times each weekday in the office, so I should reply pretty quickly during business hours. I'll do my best to check on weekends, but I make no promises. ** I strongly suggest that you look over assignments during the week, so that you will have time to ask questions during the week days, even if you will not have time to complete them until the weekend. This will allow you to get any information you need before the weekend.
- 3) I prefer that you use the pbowen@wbu.edu email (as opposed to the blackboard message board – as stated above) for course-related items.
- 4) Be sure to check this course outline, the announcements, section instructions and the blackboard tutorial to see if your questions have already been answered.
- 5) Many of you will also be taking a weekend course in Plainview this term. I will try to drop in sometime during that course. This will allow us a time to meet face-to-face.

CNSL 5301 Course description:

Examines how the physical, cognitive, emotional and social changes that occur from conception until death apply to the process of counseling.

Prerequisites: Graduate status

Textbook:

Broderick, P. C. and Blewitt, P. (2006) *The Lifespan: Human Development for Helping Professionals*, 2nd Ed. Upper Saddle River, NJ: Prentice Hall.

Yes, you will have to read this thing! The text is NOT optional. You will also find links to other readings in the section assignments.

Course Goals:

- 1) Prepare students for the LPC licensing exam section on development.
- 2) Guide students toward a deeper understanding of the nature of human development.
- 3) Allow students to think about how developmental issues are important in counseling.

Course Objectives:

- A) Demonstrate knowledge of the major people and theories in developmental psychology.
- B) Describe the typical characteristics of individuals across the lifespan.
- C) Understand the normal variation across individuals at each point in the lifespan.
- D) Apply developmental principles to situations associated with counseling.

It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.

Format of Course:

This course will be divided into weekly sections. Each section will have assignments to be completed. The sections are linked from the main course page. Be sure to get assignments in by the due date. Late assignments will be penalized a letter grade per day.

Requirements and Evaluation:

- 1) Your basic knowledge of people, terms and characteristics will be evaluated by a series of quizzes and exams.

General notes on tests in online courses: Most tests will be administered on the computer. You will be able to take the quizzes in your home. How do we know you aren't cheating? The short answer is that we don't! But there are a few things we do to reduce cheating. One is to call upon your sense of decency. You are in a counseling program to help people. How in the world will you help people if you cheated your way through school? The things we teach have been carefully chosen to help you help others. Secondly, online quizzes will be timed. This means you better know your stuff when you start because you will not have time to go back and re-read everything during the quiz. So, even if your book is open or your notes are out, you will have had to have taken time to really get to know your book or to have taken notes in order to cheat effectively. Thirdly, some exams will be done with essay questions that will allow you to access any information that you like, but will require you to apply the information you have learned and create original answers – there will be nothing to cheat from!

A) Each week you will be required to take an online quiz on basic ideas covered in the readings. You will be required to make a 100 on the quiz each week. Don't panic! Here's the catch: 1) The quiz will cover basic items which should be pretty clear if you read the material and 2) You may retake the quiz as many times as you like. The computer will provide feedback on your score as soon as you finish the quiz. You may not get exactly the same questions each time, but you should be able to make your 100. This ensures that you have indeed learned the most basic elements of the course (the kind of things that might pop up on a state exam!). A 100 on all quizzes will count at 10% of your final grade.

B) In week 3 and week 8, you will be required to take a more formal and more extensive quiz online. Just like a traditional test, you will only have one shot on this one. The questions will be primarily multiple choice. These will be graded by the computer and feedback will be given immediately. There will likely be at least one question that asks you to write out responses to a more thought provoking question. I will grade the written answer, and feedback will be a bit slower! Your average on these quizzes will be 20% of your final grade.

C) In week 5 and week 10, you will be required to take the midterm and final exams. These exams will be in a 'take-home' essay format. They will require you to integrate information from a variety of areas of the course and to apply the material in new ways. They will be designed to test your understanding of the 'big picture' of lifespan development. The exams will be posted during those weeks and you will have a few days to turn in the exams. You will be allowed to use any information resources (other than your classmates papers!), but will be expected to write original answers (plagiarism will NOT be tolerated). Your average on the 2 exams will be 30% of your final grade.

2) You will also be required to participate in online discussions. Each section will link you to discussion board threads that will allow you to respond to questions that I pose as well as to make your own comments and pose your own questions. This is generally one of the most popular elements of online courses. It allows you to interact with the rest of the class. This will allow me to know that you are thinking and applying the ideas that you are reading about. The discussion board is meant to be a site of free thinking and free communication. But it is only good if everyone contributes their 2 cents worth. You will be graded according to your participation. I will not grade your grammar or 'quality' of responses (unless some smart-alek starts posting stuff like "ssscilndi blah blah sciihsi"). I will monitor responses to see who is active and who is slacking. Please don't wait till the last day to get involved and don't just get on once. The value is in the exchange of ideas between people. Like a regular discussion, it needs some back and forth to be of real value! Your participation will count 10% of your final grade.

**One other note: I hope I don't have to say this, but I will expect postings to be respectful of others. You do not have to agree with others, but please find polite ways to disagree. Also respect others' sense of decency. We do not need foul language or other inappropriate remarks.

3) Other weekly assignments will be made. These will be listed by weekly sections under the 'Assignments' section on the main menu. Some will involve answering questions about readings in a more formal way than in the discussion boards. Some will involve making observations of people in different age groups. Some will involve finding and sharing resources online. These will ask you to apply and critique the ideas you are learning about. Assignments will be due by the last day of the week (a Wednesday) for that section. Your scores on these assignments will be 10% of your final grade.

4) The final requirement will be the major project for the term. This will require you to prepare a report on counseling-related issues for a particular age group. This report will be a guide that will be shared with the group that will describe the characteristics of this age group that need to be taken into consideration when counseling. Since these will provide information about developmental stages to be shared with the whole class, I would like to have reports covering all ages, i.e. preschool, elementary, adolescence, young adult, middle adult and older adult. Think about which stage you would like to work on.

Note: Please do NOT wait until the last week to begin this project! I will ask for some preliminary work in your weekly assignments as the term goes. This will be shared with others so that each student will wind up with a primer covering each age group. Everyone do a good job so that this will be a valuable resource down the line!

Your report should:

1) describe the characteristics of people in that age group that are relevant to counseling. Overview the material from the text and from other class readings and other professional grade materials that you have found on your own and highlight the characteristics that seem to be most relevant to the counseling situation. For example, you could discuss major social changes that might create stress or adjustment problems (i.e. added responsibility in young adult), cognitive limits that might affect how a person is able to think about their problems in therapy (i.e. pre-operational or concrete thinking in children) or characteristics that might mimic disorders or affect diagnosis (i.e. hearing loss mistaken as dementia or depression in elderly)

2) clearly explain how those characteristics are important to counseling.

3) tell what specific types of changes other professionals have made in their counseling techniques to account for these developmental differences.

4) describe research that has been done that illustrates your points.

(In other words, don't just rely on your own judgement; show us what real practitioners have found. Published, peer reviewed research in journals is best)

5) be referenced in APA style.

You can find good overview of this style here:

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Or a set of tips from APA here: <http://www.apastyle.org/previoustips.html>

6) be written clearly, grammatically, and professionally. The paper should be at least 10 pages (appropriate length varies a bit with your writing style) and have at least 10 – 15 references beyond the textbook. The references should include some peer-reviewed research articles from scholarly journals as well as other professional level sources. Please be careful to evaluate your sources. Websites are ok if they are from respectable sources. You are in the process of becoming professional counselors and, therefore, you should begin to rely on professional sources for your information. This means that the authors should be professionals in the field of counseling or related disciplines. Peer-reviewed sources like journals or edited books are better because the ideas are not just the flaky notions of one individual. (They are at least the flaky notions of a group of people!) If you have questions about this, please ask!

Your completed project will be due by **October 20** and your grade on this project will be 20% of your final grade.

Tentative course schedule:

Week 1 (Aug. 18 – Aug. 27): Chapters 1 and 2

Week 2 (Aug. 27 – Sept. 3): Chapters 3 and 4

Week 3 (Sept 3 – Sept 10): Chapter 5 - Quiz

Week 4 (Sept 10 – Sept 17): Chapters 6 and 7

Week 5 (Sept 17 – Sept 24): Chapter 8 - Midterm Exam

Week 6 (Sept 24 – Oct 1): Chapter 9

Week 7 (Oct 1 – Oct 8): Chapters 10

Week 8 (Oct 8 – Oct 15): Chapters 11 and 12 - Quiz

Week 9 (Oct 15 – Oct 22): Chapters 13 and 14 - Project due October 20

Week 10 (Oct 22 – Nov 1): Chapter 15 - Final Exam