

**Adv. Human Growth and Development**  
**EDCD 525**  
**Spring 2004**

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**Course Description:**

Covers human development throughout the life span, including emotional, physical, and cognitive development, and emphasizes personal adjustment and achievement.

**Course Philosophy:**

The content of this course addresses four major goals of Counselor Education, so that students enrolled in EDCD 525 will:

1. Possess a love of learning - students will read, evaluate, and analyze original works of various human development theorists. These activities will provide students with increased self-awareness and a greater sensitivity to both the commonalities and the differences that exist among human beings. This increased knowledge, both about themselves and others will create in students a desire to read and learn even more about human growth and development. This love of learning will carry over into their personal and professional lives.
2. Develop a strong fund of knowledge - students will learn about traditional theories of development and about current research findings in areas of cognitive, identity, personality, and career development. Students will demonstrate acquisition of knowledge through summary and analyses of reading assignments, through class discussions, and through performance on examinations. All class assignments will require students to engage in cognitive processes that require them to summarize, compare and contrast, analyze, and synthesize information. By engaging in these cognitive exercises, students will gain the ability to apply what they have learned in EDCD 525 in their personal and professional lives through use of their own intellectual abilities and problem-solving capabilities rather than through the use of faddish methodologies of limited usefulness.
3. Engage in reflective practice - students will gain insight about themselves personally and about other human beings with whom they coexist in their personal and professional lives. The intellectual exercises students will be required to perform throughout the semester will strengthen their cognitive capacities and provide them with intellectual resources from which they will be able to draw as they attempt to solve problems of human interactions in both their personal and professional lives. Students will not be taught specific educational, counseling, and supervisory methods that may work for some but not for all. Rather, course work is designed to enhance

students' thinking processes to enable them to engage in reflective practices that will be most appropriately suited to each individual student or other human being under their charge. Reflective practice is the result of good thinking abilities not canned methodology.

4. Value democracy and multiculturalism - students will learn that the basic processes of human physical, cognitive, and psychosocial development are the same regardless of culture, ethnicity, or socioeconomic status. Thus, the emphasis in EDCD 525 is on the similarities of rather than on the differences between human beings. Students who understand that human beings are really much more like each other than they are different from one another will have gained the understanding to look beneath the facade and into the core of each human being with whom they interact. Then, once they understand the core nature of the individual, they will have gained the ability to work effectively with all individuals, regardless of their culture, ethnicity, or socioeconomic status.

### **Objectives of the Course:**

As a result of active participation and successful completion of course requirements, the student should be able to:

1. Explain the relevance of theory to explain human development.
2. Describe the sequence of changes involved in human development.
3. Describe the physical, perceptual, and cognitive development of the infant.
4. Describe the physical, perceptual, cognitive, social, and moral development of the child.
5. Describe the physical, cognitive, social, and moral development of the adolescent.
6. Describe the unique characteristics of adult development.
7. Describe the major theories of human development including those of cognitive, moral, social, personality, and career development.

### **Required Text:**

Santrock, J.W. ( 2004). Life-Span Development. McGrawHill. ISBN 6970074641

### **COURSE REQUIREMENTS:**

#### **Class Policies and Procedures**

All students are expected to attend and actively participate in all scheduled classes. Completing course requirements and mastering course objectives will not be possible without such attendance and participation. **Absences will count against your grade for participation and professionalism** (a percentage of the grade based upon the number of class meetings in the semester will be subtracted). I do not require any written form of excuse for missed classes other

than exam days (see next paragraph) since all absences (regardless of reason) will count against your grade. In addition, **if you miss a portion of a class (arrives late or leave early), you will lose part of your credit for classroom participation. Excessive tardiness or other non-professional behavior (disturbing other students, etc.) will result in the loss of a significant portion of your grade for participation and professionalism.** If you do miss a class, it is your responsibility to gather lecture notes and assignments on-line (BlackBoard) or by consulting classmates. If you miss a class in which an assignment is due, you must make arrangements to deliver the assignment to me on or before the scheduled time. **Assignments turned in late, whether you were present for the class or not, will lose 10% of the overall grade per calendar day.**

Acts of plagiarism, cheating, or any form of academic misconduct will result in a grade of zero (on the specific activity) for the first incident. Any further incident will result in a failing grade for the course. Incidents of academic misconduct will be reported to the appropriate disciplinary authorities.

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations. This office offers a wide range of assistance for those students with special needs. If you have a specific disability that qualifies you for academic accommodations, please notify me and provide certification from the Office of Special Student Services.

**Discussion Board Activities** - The discussion board (BlackBoard) is available for you to engage in discussions with your instructor and other students about the previous week's lecture content or other items of interest or concern. Your instructor will post the first "thread" unless otherwise notified. Points are not assigned for your participation in these activities. However, points will be deducted if you do not participate in discussion board activities that are designated "required."

### **Assignments:**

**All Assignments will be turned in electronically, via attachment by e-mail or BlackBoard. You will be expected to have a hard copy available for class discussion.**

### **Observation Project (15 points)**

Go to a shopping mall or park and observe a caregiver with a child. Observe for a period of 15 minutes. Describe the behaviors you see/saw.

Answer the question: "What behaviors led to classify the infant(s) as securely or insecurely attached?"

The objectives of this project are for you to experience how to conduct a natural observation as well as become familiar with attachment behaviors. Go to either a shopping mall or a local park and observe a caregiver with an infant 12 to 18 months old.

The observation period should be 15 minutes. Describe the behaviors you see occurring. Then, you should answer the provided questions.

Behaviors

Child: Age \_\_\_\_\_ Sex \_\_\_\_\_

Talking

Laughing

Tickling

Clinging

Crying

Escaping

Retrieving

Mutual gaze

Hitting

Smiling

Yelling

Generally positive interaction

Generally negative interaction

Questions:

1. What kinds of behaviors did your caregiver-infant pair engage in?
2. Did the infant use the caregiver as the base for explorations?
3. Was the infant allowed to explore?
4. According to the categories secure and insecure, how did this pair seem?
5. Were interactions generally positive or generally negative?
6. Did the relationship seem warm and affectionate or hostile?

### **Interviews with Professionals (20 points each)**

Conduct three (3) interviews with professionals who work with particular life-stage group(s). The first interview paper will relate to childhood/teenagers. The second interview will related to young and middle adulthood. The third interview should relate to late adulthood. The interviews should focus on aspects necessary to know and/or need to be applied in order to function appropriately in the particular job and/or work with the specific life-span group.

Write an essay that reflects the interview content, concluding with some insights you gained. Before you start your interview, utilize textbook, Internet, and journal readings to arrive at questions that lead to educated interview/conversation with the professionals. Begin with an introduction as to when, where, with whom, why (chosen interest or age group), and how you conducted the interview. Conclude with what you learned from or gained out of the interview(s).

**Dead Man Walking Video Analysis (15 points)** The week of March 22-26, you are to watch the video, "Dead Man Walking." The reflective analysis for the video requires you to answer the questions that will be distributed during Week 7 Activities. Responses to these questions are due on March .

**Book Analyses (30 points)** Read two books of your choice in the same area of life-span/human development, or you may choose books in two different areas. You must have both books approved by me. Also, the chosen book must be by the theorist, not about the theorist. For each book, you will turn in a two-page, double-spaced analysis that includes: (a) a brief summary of the contents (no more than 2-3 paragraphs - a longer summary will result in reduced points), and (b) a brief description of the major ideas or components of the theory.

Points:        Summary = 10 points  
                  Mechanics = 5 points  
                  Description = 15 points  
                  Total points = 30 points

**Book Evaluation Project (70 points)** Write a 7-10 page, double-spaced evaluation that compares and contrasts the two books described above. The project should include the following information:

- Each theorist's view of human development - NO MORE THAN 2-3 PARAGRAPHS PER THEORIST, NO LONGER THAN TWO PAGES PER SUMMARY- (10 points)
- Similarities among the two perspectives (10 points)
- Differences among the two perspectives (10 points)
- Describe the books' effect on your view of your personal development (20 points)
- Describe how you might apply the books' contents in your profession (20 points).

IT IS IMPORTANT FOR YOU TO NOTICE THE POINT DISTRIBUTION FOR EACH SEGMENT OF THE PAPER. I EXPECT THAT EQUAL CONSIDERATION WILL BE GIVEN TO SIMILARITIES AND DIFFERENCES AMONG THEORISTS (4-5 similarities and 4-5 differences) AND THAT EQUAL CONSIDERATION WILL BE GIVEN TO PERSONAL AND PROFESSIONAL APPLICATIONS.

All papers are to be **typed** (with professional appearance) using APA style for font, margins, title page, running heads, etc. Professional appearance means (as per APA style), no colored paper, onion skin, dot matrix printers, tear-off sheets, Acursive type, etc. Papers not meeting these requirements will not be accepted **and papers with greater than four errors in style or grammar will not be graded. These papers will (if time allows) be returned to you and, if**

**you resubmit a corrected paper within the time frame specified by the instructor, you will be eligible for a second grading (minus a 10% penalty).** Please see the instructor if you have any questions.

**GRADING:**

<b>Observation Project</b>	<b>15</b>	
<b>Interviews (3 @ 20 pts each)</b>	<b>60</b>	<b>60</b>
<b>Video Analysis</b>	<b>15</b>	
<b>Book Analysis</b>	<b>30</b>	
<b>Book Evaluation Project</b>	<b>70</b>	
<b>Participation</b>	<b><u>10</u></b>	
<b>Total</b>	<b>200</b>	

**Note:** Since all classes do not progress at the same rate, the instructor may modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. Students will be given adequate prior notification in writing for any such changes.

**Course Outline and Assignment Schedule**

<u>Week</u>	<u>Topic</u>	<u>Readings</u>	<u>Assignment</u>
1 (1/21)	Introductions. Review Course Requirements and Syllabus. Life-Span Development History, Overview	Text chapters are listed Ch 1	Participation in Discussion Board
2 (1/28)	Science of Life-Span Development: Theories and Applied Directions	Ch 2	Participation in Discussion Board
3 (2/4)	Genetics. Heredity- Environment. Prenatal Development. Birth	Chs 3 - 4	Participation in Discussion Board - Required
4 (2/11)	Infancy. Senses. Perception. Cognitive, Emotional, Social Development. Language. Attachment theory.	Chs 5 - 7	<b>Observation Project Due</b> Participation in Discussion Board
5 (2/18)	Early Childhood. Piaget. Vygotsky. Education. Personality. Moral Development. Kohlberg.	Chs 8 - 9	Participation in Discussion Board – Required.
6 (2/25)	Middle/Late Childhood. Disabilities. Peers. Bullying. Elem. School.	Chs 10 - 11	Participation in Discussion Board – Required.
7 (3/3)	Adolescence. Sexuality. Middle School. Self-esteem. Relationships. Problems.	Chs 12 - 13	<b>Interview #1 Due</b> Participation in Discussion Board
8 (3/10)	Video Night.		<b>Video Analysis Due 3/12 (Fri)</b> Participation in Discussion Board – Required.
9 (3/17)	Early Adulthood. College. Career.	Ch 14	Participation in Discussion Board – Required.
10 (3/24)	Early Adulthood (cont.). Marriage. Lifestyles. Gender issues.	Ch 15	Participation in Discussion Board
11 (3/31)	Middle Adulthood. Job satisfaction. Leisure. Religion. Life Meaning.	Ch 16	<b>Interview #2 Due</b> Participation in Discussion Board –

Required.

<b>12 (4/7)</b>	Midlife Development. Empty Nest. Intergenerational issues.	Ch 17	<b>Book Analysis Due</b> Participation in Discussion Board <b>Interview #3 Due</b> Participation in Discussion Board – Required. Participation in Discussion Board – Required. <b>Book Evaluation Project Due</b>
<b>13 (4/14)</b>	Late Adulthood. Life Expectancy. Aging. Retirement. Dementia.	Ch 18 - 19	
<b>14 (4/21)</b>	Late Adulthood (cont.). Erikson. Disengagement; Activity; Selectivity Theories.	Ch 20	
<b>15 (4/28)</b>	Death. Dying. Kubler-Ross. Grieving.	Ch 21	
<b>16 (5/5)</b>	Wrap-up.		