

Advanced Human Growth and Development

GEORGE MASON UNIVERSITY
Counseling and Development Program
EDCD 525 Section 001, Location: B103
Fall 2004, Wed. 7:20-10:00 p.m.

Sharleen King LCSW

Robinson A School of Counseling and Development Office

Office hours: please see me to schedule a time or contact me by e-mail

Skimg7@gmu.edu

COURSE DESCRIPTION:

Advanced Human Growth and Development explores human development across the life span, including emotional, physical and cognitive development. This is an advanced course and it is assumed that students already possess a basic knowledge and understanding of human development. Key developmental topics such as adolescence, stages of adulthood are examined. Special issues related to human growth and development will be discussed. Contemporary issues impacting the stages will be examined as well as cultural and cross-cultural influences. Examination of how stage theory must be taken into consideration in program development will be integrated.

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

Advanced Human Growth and Development is relevant to all counseling courses. The class is a core course in the Counseling and Development Program as it provides a context for promoting positive change in individuals, families, communities, schools, and agencies. In a growing multicultural society, students' professional competence is increased through a broad survey of cultural, social and environmental factors related to human development. EDCD 525 fulfills the requirements of the following professional organizations: Virginia Department of Education, Virginia Department of Health Professions, Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and American Counseling Association (ACA) Code of Ethics.

NATURE OF COURSE DELIVERY:

Class meetings are a time for integration and application of student readings, prior experiences and findings from class assignments. The class will include lecture, small and large group discussion, videotapes, student presentations, and group assignments. Quizzes will be conducted and an outside visitor with expertise in a contemporary issue in human growth will

provide a presentation. Student's professional and personal opinions are important in facilitating integration of the material. Students will demonstrate acquisition of knowledge through summary and analyses of reading assignments, through class discussions, and through performance on assignments. All class assignments will require students to engage in a cognitive process that requires them to summarize, compare and contrast, analyze, and synthesize information.

STUDENT OUTCOMES:

Learning Objectives:

- Demonstrate knowledge and understanding of major theoretical approaches
- Demonstrate knowledge and understanding of key issues of each of the stages of Human Development
- Demonstrate ability to analyze exercises presented utilizing key issues of development
- Demonstrate ability to apply stages of development to program development and analysis via activities that the program conducts
- Participate in application of certain aspects of the stages of human development to own life
- Demonstrate understanding of how multi-cultural/cross cultural issues must be considered in application of human development theories
 - Integrate contemporary issues in HD: bullying,

ASSIGNMENTS:

(Assignments will build upon one another leading to research paper)

1. Quizzes
2. Class Participation Tasks:
 - Program Proposal Analysis- in class
 - Create developmental evaluation tool for site visits
3. Cross Cultural Interviews: Interview a person from a different culture
4. Program and Professional Interviews:
 - Examine methodology of the program identify and discuss which developmental theories and stages are illustrated
5. Video Analysis: in class

REQUIRED TEXTS:

Human Development Grace J. Craig and Don Baucum
Lives Across Cultures Harry W. Gardiner, Corrine Kosmitzki
Class reading handouts on Contemporary Issues: TBP

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

Grading:

Quizzes	20
Video Analysis	25
Cross Cultural Interviews	75
Program/Professional Interviews and analysis paper	175
Class Participation and Attendance	45
Total	340

Grading Scale A = 306-340 B = 272-305 C = 238-271 F = 204 and below

Quizzes (20 points)

Quizzes will be conducted to assess students' retention of course material in order to apply it to assignments. Students who are not present at the time of the quiz will not earn credit for the day's quiz. There are no make-ups.

Video Analysis (25 points)

Students will view the video in class. The reflective analysis for the video requires the student to answer the questions that will be distributed in class and turn in the questions and discuss reactions. Due date for questions will be decided.

Cross Cultural Interviews (75 points)

To examine the impact of culture on human growth and development, students will initiate contact with and interviews two adults from different ethnic, racial, and cultural backgrounds. The interviewees must also be from a different ethnic/cultural background than the interviewer. Students will compare and discuss the differences and similarities of the responses and how the responses are related to culture.

Program/Professional Interviews and Analysis Paper: (175)

Students will select and conduct an analysis of a program that demonstrates any of the developmental stages. Students will interview a key program professional of the project to be evaluated and then assess the program from a stage development standpoint. Utilizing theoretical perspectives from the text students will discuss aspects of the programming comparing the program methodology practices and application.

Method:

- a) Students will develop a tool in class to conduct the professional interview. The interview will focus on aspects necessary to know and/or need to be applied in order to function appropriately in the particular job or work with the specific life-span group.
- b) Students will develop an analysis tool in class to assess the program activities illustrating how activities relate to or strengthen the key developmental issues and stages of the age group it serves. Conclude with what you learned from the interview and program review. *No more than 5-6 pages.

Class Notes:

- The deadline for all assignments is strictly observed. Late assignments will be penalized 15 points the first day and 25 points the second day. Assignments more than two days late will not be accepted. Late assignments will be returned at the instructor’s earliest convenience.
- All papers must be typewritten in APA (5thed.) format, using 12 pt. font. Papers that are not in **APA format**, do not use the correct font, and /or are over or under the page limit will be penalized. Title pages or references are not included.

Attendance:

Participation and Attendance in class is a vital part of this course. Due to the limited time frame, class attendance is indispensable. Therefore it is expected that students will attend all classes, which includes arriving on time and staying for the entire class as well full participation in class discussions and exercises. If students miss more than 1 class without an unexcused absence i.e. family emergency, illness with a doctor’s certificate, it will affect the participation/attendance grade. If students miss 2 or more classes without acceptable reasons students will not receive a passing grade for the course. If there is a scheduling conflict that interferes with attendance during any portion of the class students should see the instructor in the first class to discuss continuing in the class this semester or taking the course during another semester.

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings	Assignments
1-9/1/04	Introduction, Syllabus, Learning Assessment, Overview		
2-9/8/04	Middle Adulthood	Craig Ch 15 & 16 Gardiner 98-99, 119-122, 175-177, 203, 207, 208	
3-9/15/04	Perspectives and Research Methods overview	Craig Ch 1	
4-9/22/04	Approaches to Understanding Human Dev.	Craig Ch 2	
5-9/29/04	Heredity & Environment	Craig 3	Cross-Cultural Interview due
6-10/6/04	Pre-natal Development, Infancy & Toddler	Craig 4&5	
7-10/13/04	Infants and Toddler hood	Craig 6	
8-10/20/04	Early Childhood	Craig 7&8	
9-10/27/04	Middle Childhood, (Dr. Williams)	Craig 9&10	Professional Interviews due
10-11/3/04	Adolescence, (Bullying)	Craig 11 & 12	
11-11/10/04	Young Adulthood	Craig 13& 14	
12-11/24/04	No Class		
13-12/1/04	Older Adulthood-	Craig 17 &18	Rose Price Video Program Interview Paper due
14-12/8/04	Death & Dying	Craig 19	

***note:** Assignments from Gardiner to be assigned in class. Since all classes do not progress as 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 quizzes or the number and sequence of assignments. Students will be given adequate prior notification in writing for any such changes.

ASSESSMENT RUBRIC(S)

COURSE
Assignment rubric

Name: _____

Date: _____

	No Evidence 1	Beginning (Limited evidence) 2	Developing (Clear evidence) 3	Accomplished (Clear, convincing, substantial evidence) 4	SCORE
CRITERIA					

Comments:

Sample detailed Assignment Rubric:

Cross Cultural Interviews (75 points)

To be eligible for all points, your assignments must reflect/include/address each of the following:

1. Interviewees are from different racial, ethnic, cultural backgrounds, and different from the interviewer (5 points)
2. Paper includes a title page in correct APA 5th ed. Format (3 points)
3. Paper is 5 pages, double spaced not including title page. (3 points)
4. Paper is typed, double-spaced, in 12pt, times new roman font (4 points)
5. Paper is well organized with an intro paragraph, body, and a summary or closing paragraph.
6. Each paragraph in the body discusses/compares the cultural similarities and differences between the two interviewees. If there are no cultural differences related to a specific aspect of the interviewees’ development, the writer makes this point clear in the respective paragraph (35 points)
7. The influence of culture is the preeminent theme throughout the paper. The writer communicates the role culture plays in the similarities and differences described (10 points)
8. Interview questions are designed to yield culturally relevant information (3 points)
9. Writer submits a copy of the interview guide with the assignment (2 points)
10. Writer thoroughly proofreads and edits paper. There are no more than 2 typos and each page is formatted correctly (5 points)
11. Assignment is submitted on time and in the correct manner.

Program Interview paper (175)

Professional Interview Section: 75

Program Analysis Section: 75

Format: 25

1. Paper is 5-6 pages not counting references, or title page
2. Paper is typed in 12 pt, Times New Roman font, double spaced.
3. Writer thoroughly proofreads and edits paper. No more than 2 typos and each page is formatted correctly.
4. Writer takes active part in class formulation of analysis questions
5. Paper is well organized with an intro paragraph, body, and a summary or closing paragraph
6. Writer answers/addressed each question
7. Assignment is submitted on time and in the correct manner, (see class notes)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.