

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling & Development

EDCD 525-001 – Fall, 2009

ADVANCED HUMAN GROWTH AND DEVELOPMENT

Wednesday, 4:30 – 7:10 PM – ENT 279

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Office Hours: Before or after class by appointment

Course Description

This course will cover human development throughout the life span, including emotional, physical, cognitive, and social development with an emphasis on the influences of cultural phenomena on behavior.

Note: There are no prerequisites for this course and you may register for this class as a non - degree student. However, this is *Advanced* Human Growth and Development and students need to have a strong working knowledge of the basic theories of human growth and development and related issues. The course involves a critique of different theories of human development, culture, lifespan processes, and the relationships among these. The journey will generally follow a sequential approach, looking at key processes and topics in each of life's stages.

Graduate School of Education (GSE) Expectations

As a student in this department, you are expected to abide by the following guidelines:

- You must follow the guidelines of the University Honor Code:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, **plagiarizing**, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly.*

Please refer to the university Catalog or Website at

<http://www.gmu.edu/catalog/apolicies/> - **TOC H12** for the full honor code. For more detail about what comprises plagiarism, refer to <http://mason.gmu.edu/~montecin/plagiarism.htm>

- You are expected to exhibit professional behavior and dispositions. See Professional Responsibilities: <http://gse.gmu.edu/facultystaffres/profdisp.htm#1for> a listing of these dispositions.
- You 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.

NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. 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.

Course Delivery

This course will incorporate lectures, full class and small group discussions, cooperative learning groups, student presentations, personal reflection, and hands-on learning activities.

Technology Component

All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean's office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester. If you have not already received your email account, you can complete the process at <https://mail-web.gmu.edu/>

Course Objectives/Student Outcomes

1. Understand and appreciate the complexities of culture and its influence on human growth and development.
2. Enhance understanding of the influence of culture on personal development.
3. Examine research methodologies used to study human development and assess their validity and reliability. Understand the advantages and limitations of these methodologies for cross cultural studies.
4. Critique and examine the major theories of human growth and development and their applicability across different cultures.
5. Develop an understanding of human development and cultural influences that will be applicable to the field of teaching, counseling, parenting, etc.
6. Provide a basic framework for understanding the effects of culture on human growth and development throughout the lifespan.
7. Develop an ability to ask meaningful questions about cross cultural development for future research.

Relationship to Courses and Program Goals and Professional Organizations

Advanced Human Growth and Development is a critical course and relevant to all counseling courses. This class is a core course in the Counseling and Development Program and addresses the program goals and mission and provides a foundation in understanding individuals, families, communities and society and its relation to counseling. The course provides a basis for all other courses in the program and facilitates an understanding of human growth and development from cross cultural and multicultural perspectives, a critical component of all areas of counseling.

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.

Textbooks/Readings:

Required:

Berk, L. (2007). *Development Through the Lifespan* (4th Ed.). Allyn and Bacon.

Gardiner, H.W., & Kosmitzki, C. (2007). *Lives Across Cultures* (4th Ed.). Allyn and Bacon.

American Psychological Association (2009). *Publication Manual* (6th Ed.). American Psychological Association. (own or share)

Occasional handouts (related professional articles, etc.)

Suggested:

Siegel, D. (1999). *The Developing Mind*. New York, NY: The Guilford Press.

ASSIGNMENTS

Requirements:

- Class Participation (20%):** This grade will be comprised of the following elements:
 - Attendance (10%):** Class draws heavily on your interests and preparation; class participation is a vital part of this course. Due to the amount of material covered, attendance is indispensable and will be recorded weekly. It is expected that students will attend all classes, will arrive on time and stay for the entire class, and will participate fully in class discussions and exercises. You are responsible for acquiring handouts and/or notes from missed classes. **It is the policy of the Counseling and Development Department that if you miss 2 or more classes without acceptable reasons, you will not receive a passing grade for the course.**
 - Journal (10%):** Recognizing and articulating one's own experience is a critical factor in understanding personal perceptions and potential biases. Therefore it is a requirement that you keep a journal during this course in which you will be asked to reflect on your own life history. You should make at least one reflection per class related to the week's topic. In some cases, a particular topic will be assigned, in others it is up to your discretion. These will be submitted twice (**October 14 & December 2**). You may keep and submit an electronic version if you prefer.
- Cross Cultural Interviews and Group Discussion (10%):** To examine the impact of culture on human growth and development, students will initiate contact with and interview two adults from different ethnic, racial, and cultural backgrounds (different also from the student). Students will develop 10 questions and compare/discuss the differences and similarities of the responses. To be discussed in small groups during class **September 23, 2009**. Questions are to be handed in with **brief** (1-2 paragraphs) summary response.
- Developmental Observations (20%):** Students observe 2 individuals who exemplify different life stages (30 minutes each observation). One of these should be 0-12 years of age and the other would be older than 12. Students should record behaviors observed using objective language and compare behaviors observed to one or more of the major developmental theorists. Paper should describe consistencies and discrepancies between behaviors noted and theoretical predictions. *Analysis portion of the paper should be no longer than 5 pages**. *Observation notes should be attached to paper. Paper is due **October 21, 2009**.*
- Week 10 exam (in class test) (25%):** **November 4, 2009**
- Research Paper (25%):** Students will write a paper that reviews current research (majority within the past 5 years) related to an aspect of human growth and development. Students should select a topic of interest and include findings from research as well as personal reactions and critique of the research and its findings. The influence of culture and environment on the topic area must also be discussed. The text of your

paper *must be no longer than 7 pages* (title page, abstract and references are in addition to the 7 pages).^{*} The paper should include a review of at least **10 recent research efforts** reported in books or journals. Proper APA format for citations and references is critical in this paper. *The paper is due on December 9, 2009. You will be asked to submit both a paper copy and one electronic copy.*

Note: Approval of the research topic is required. Therefore a proposal containing a paragraph (no longer than 100 words) describing the research topic should be submitted to the instructor by email no later than *October 7*.

Evaluation and Grading:

Assignments	Points	Due
Cultural Interviews and Group Discussion	10	9/23/09
Research Topic Proposal Due	-	10/07/09
Observations Paper	20	10/21/09
Assessment: Week 10	25	11/04/09
Research Paper	25	12/09
Participation (attendance and Journal)	<u>20</u>	10/14 & 12/2
	100	

Grading Policy:

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit. Late papers receive a 10% penalty.

Grading Scale

A=97-100; A-=96-94; B+=93-91; B=90-87; B-=86-84; C=83-80; F=below 70.

* Assignment due dates are strictly observed. Papers submitted 1 week or more late will be subject to a 10% penalty. All papers must be typewritten in APA (6th ed.) format. Papers that are not in APA format and/or are over the page limit will be penalized and result in a grade reduction. The page limit does not include title page, abstract or references.

Course Schedule_**

Class	Date	Topic	Assignments Due
Class 1	Sept. 2	Culture and Human Growth and Development Syllabus Presentation Get acquainted exercise	
Class 2	Sept. 9	Cultural Theories and Worldviews Historical and Contemporary Perspectives	Berk pp 3-14 & 36-38 Gardiner Ch. 1
Class 3	Sept.16	Neurological/Biological Development Methodology and Research Issues	Berk pp 27-30, 39-40 & Ch. 2 Gardiner pp 36-50
Class 4	Sept. 23	Developmental Theories: Cross Cultural Perspectives Group Discussions	Berk pp. 15-26 Gardiner pp 19-33 & Ch. 11 Cultural Interviews
Class 5	Sept. 30	Prenatal Development/Childbirth Group Discussion (cont'd)	Berk Ch 3 Gardiner Ch. 3
Class 6	Oct 7	Infancy and Toddlerhood	Berk Ch. 4-5-6 Topic Proposal Due
Class 7	Oct. 14	Early and Middle Childhood Physical and Cognitive	Berk Ch. 7 Gardiner Ch. 5 Submit Journal
Class 8	Oct. 21	Early and Middle Childhood Culture, Family & Socialization	Berk Ch. 8 & 10 Gardiner Ch. 6 Observations Due
Class 9	Oct. 28	Adolescence Physical & Cognitive	Berk Ch.11 Gardiner Ch. 7
Class 10	Nov. 4	Adolescence Emotional & Social EXAM	Berk Ch. 12 Gardiner Ch. 8
Class 11	Nov. 11	Young Adulthood Cultural Aspects of Physical Growth and Development, Language and Cognition	Berk Ch. 13-14 Gardiner Ch. 9
Class 12	Nov. 18	Middle Adulthood	Berk Ch. 15-16
*****	Nov. 25	*****No Class.***** Thanksgiving Holiday	
Class 13	Dec. 2	Older Adulthood Culture and Aging	Berk Ch. 17-18 Submit Journal
Class 14	Dec. 9	Death, Dying, and Bereavement	Berk Ch. 19 Gardiner Ch.19 Research Paper Due (paper & E-copy)

Our Syllabus is subject to change according to the needs of our class.