

George Mason University
College of Education and Human Development
Counseling & Development

EDCD 525.003 - Spring, 2010

Advanced Human Growth and Development
Fairfax Campus – Robinson Hall A246

Instructor:	Dr. Mireille Aprahamian (910) 257-6886 (c) – preferred method of contact mapraham@gmu.edu (e-mail)
Credit Hours:	3 Graduate Credit Hours
Class Time:	Mondays (25 Jan 10 – 10 May 10) / 7:20 pm – 10:00 pm
Meeting Time:	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.

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.

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.

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#1> for 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.

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/>

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.

Required Textbook/Readings:

Berk, L.E. (2008). *Exploring lifespan development* (1st ed.). Boston: Pearson.

American Psychological Association (2001). *Publication Manual* (5th Ed.). American Psychological Association. (own or share)

Occasional handouts (related professional articles, etc.)

Recommended Reading List:

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

Hernandez, D., Denton, N., & Macartney, S. (2007). Demographic trends and the transition years. *School readiness and the transition to kindergarten in the era of accountability* Baltimore, MD US: Paul H Brookes Publishing.

Knafo, A., Iervolino, A., & Plomin, R. (2005, February). Masculine Girls and Feminine Boys: Genetic and Environmental Contributions to Atypical Gender Development in Early Childhood. *Journal of Personality and Social Psychology*, 88(2), 400-412.

Lee, B. (2007). Emerging Adulthood: The Winding Road from the Late Teens through the Twenties. *Qualitative Social Work*, 6(2), 250-253.

Levy-Warren, M. (1996). *The adolescent journey: Development, identity formation, and psychotherapy*. Lanham, MD US: Jason Aronson.

L'Écuyer, R. (1992). An experiential-developmental framework and methodology to study the transformations of the self-concept from infancy to old age. *The self: Definitional and methodological issues* (pp. 96-134). Albany, NY US: State University of New York Press.

Luthar, S., & Latendresse, S. (2005). Children of the Affluent: Challenges to Well-Being. *Current Directions in Psychological Science*, 14(1), 49-53.

Nelson, L., Badger, S., & Wu, B. (2004). The influence of culture in emerging adulthood: Perspectives of Chinese college students. *International Journal of Behavioral Development*, 28(1), 26.

Patterson, C. (1996). Lesbian and gay parents and their children. *The lives of lesbians, gays, and bisexuals: Children to adults*. Orlando, FL US: Harcourt Brace College Publishers.

Schwartz, M., & Southern, S. (1999). Manifestations of damaged development of the human affectional systems and developmentally based psychotherapies. *Sexual Addiction & Compulsivity*, 6(3), 163-175.

Sweeney, G. (2007). Why Childhood Attachment Matters: Implications for Personal Happiness, Families, and Public Policy. *The family in the new millennium: World voices supporting the "natural" clan, Vol 1: The place of family in human society* (pp. 332-346). Westport, CT US: Praeger Publishers/Greenwood Publishing Group.

Wright, M., & Masten, A. (2005). Resilience Processes in Development: Fostering Positive Adaptation in the Context of Adversity. *Handbook of resilience in children* (pp. 17-37). New York, NY US: Kluwer Academic/Plenum Publishers.

Class Requirements/Assignments:

The following assignments are designed to guide you in accomplishing the course objectives. Late assignments, if not arranged otherwise with me, will be penalized 10% for each day not submitted. You may submit assignments via e-mail before class if you are unable to attend class on the due date. 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.

1. **Participation/Attendance:** Due to the amount of material covered, attendance is indispensable. You are expected to contribute during in-class discussions by expressing your thoughts and feelings regarding chapter readings, exercises, and other presented material. It is highly recommended for you to **initiate discussions** as well as **thought provoking questions** to the rest of the class. This can be accomplished by sharing personal and professional experiences with the group or bringing in current articles highlighting course related issues. You are expected to attend each class on time, and remain for the duration of class. I must be informed of any absences prior to class. You are responsible for acquiring handouts and/or notes from missed classes.
2. **Comparison Short Paper:** To examine the impact of culture on human growth and development, you will initiate contact with and interview two adults from a different cultural background from your own. You will develop 10 questions and compare and summarize the differences and similarities of the responses in a two page short paper (text only). Questions **must** be approved by me prior to the interview process.
3. **Self Reflection Short Paper:** You are expected to reflect on your own life history and discuss significant life events that have shaped the course of your development. This short paper should cover physical, cognitive, social, and/or emotional processes as well as any cultural, environmental, or personal factors that might have influenced your course of development. You are encouraged to reference and compare theoretical foundations with your own stages of development. The text of your paper must be 2-3 pages long.
4. **Group Presentation:** Students will be placed in groups first day of class and the group is responsible to present on a selected **controversial** issue related to course content. The group is expected to select their own topic and consult with me for final approval. Students will be given one hour during selected class period to present the material/literature review, relate presented material to stages of development, summarize argument, and stimulate intellectual class discussion through experiential exercises. Topics should be approved two weeks before presentation date. Group must include references and handouts for class and instructor. Group **must clearly highlight** the breakdown of effort per group member and present it to me prior to the presentation.
5. **Exam:** This exam will be in class. The format will be multiple choice and essay. I will provide you with a list of potential exam items prior to the exam.
6. **Final Paper:** You are required to write a paper that reviews current research (majority within the past 5 years; at least 10 total) related to an aspect of human growth and development. You will be asked to 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.

For additional clarification and explanation about course requirements and assignments, please make necessary arrangement to speak with me.

Evaluation and Grading:

Participation/Attendance (20 points)

- **It is the policy of the Counseling and Development Department that if a student misses 2 or more classes without acceptable reasons, he/she will not receive a passing grade for the course.**
- Class participation and attendance will be graded every class session
- In addition to the Department policy, if a student is late or absent and misses the equivalence of more than two class sessions, he/she will receive an automatic one letter grade drop (from final class grade)

Short Papers (10 points each)

- Excellent (8-10pts): Communication is clear, logical, easy to understand, and organized. Information covers all topics listed under assignment requirements. Main points are highlighted relevant to topic. Student is able to meet size requirements, incorporate theoretical foundations, and include professional references. Paper includes depth, reflection, and excellent articulation of topic. Sentences are complete, grammatical, and flow together easily.
- Good (5-7pts): Organization and clarity of communication is generally good. Few minor points are confusing and seem out of place. Content is generally appropriate. Partially covers expected information. Student is unable to summarize parts of paper to fit size limitations. Communication generally includes depth and some clear sense of topic reflection and evaluation. Sentences are sometimes incomplete with grammatical errors and do not flow together smoothly.
- Poor/failing (4 below): Papers need improvement and are not acceptable from a graduate level student. Major content of material is missing and does not meet the description of an excellent or a good assignment.

Group Presentation (15 points)

- Excellent (12-15pts): Both written and oral communication is clear, logical, easy to understand, and organized. Level of presentation is targeted for the audience. Student clearly displays comfort level and knowledge of presented material and maintains a good pace. Information covers all topics listed under assignment requirements. Details during oral presentation are minimized so that main points are highlighted. Student is able to meet time and size requirements. Sentences are clear, complete, grammatical, and flow together easily. Extensive (at least 10 references) literature is researched and presented. Current relevant issues are discussed. Appropriate handouts are given highlighting key concepts. Listeners gain considerable insights. Case examples and class exercises are presented; class is engaged throughout the entire class presentation. Time is not exceeded and allotted for questions and comments. Concepts and Theories are consistent, referenced, and accurate.
- Good (7-11pts): Organization and clarity of both written and oral communication are generally good. Few minor points are confusing and seem out of place. Level of presentation is generally appropriate. Pacing is too fast or too slow at times. Appears uncomfortable at times. Partially covers expected information. Student is unable to summarize parts of paper or presentation to fit time and size limitations. Sentences are sometimes unclear, incomplete, with grammatical errors, and do not flow together smoothly. Only few literatures is researched and presented. Handouts do not cover major concepts. Little or no mention of current issues related to presented topic. Listeners gain

few insights. Discussions and questions are not feasible at the end of presentation. Concepts and theories are somewhat inconsistent and/or they are not referenced.

- Poor/failing (6 below): Handouts and presentation need improvement and are not acceptable from a graduate level student. Major content of material is missing and does not meet the description of an excellent or a good assignment.

Exam (20 points)

Essay portion

- Excellent: Student completely demonstrates a clear understanding of course objectives and material discussed during the entire semester. Student incorporates major concepts learned based on readings and in-class discussions, throughout the entire exam.
- Good: Student partially demonstrates an understanding of course objectives and material discussed during the entire semester. Student somewhat incorporates major concepts learned based on readings and in-class discussions, throughout the entire exam.
- Poor/failing: Student fails to demonstrate an understanding of course objectives and material discussed during the entire semester. Student does not meet course objectives.

Research Paper (25 Points)

- Excellent (21-25pts): Student is able to illustrate an excellent understanding and knowledge of written subject. Literature review is relevant and references are from reliable sources. Assignment requirements are clearly addressed. Main points are highlighted relevant to topic. Student is able to meet size requirements and incorporate theoretical foundations. Paper includes depth, professional level writing, and excellent presentation of topic.
- Good (14-20pts): Student incorporates few references to support research topic. Organization and clarity of paper is generally good. Few minor points are confusing and seem out of place. Content is generally appropriate. Partially covers expected information. Student illustrates partial understanding and knowledge of selected topic. Student did not comply with size limitations. Paper generally includes depth but fails to demonstrate professional level of research writing.
- Poor/failing (14 below): Papers need improvement and are not acceptable from a graduate level student. Major content of material is missing and does not meet the description of an excellent or a good assignment.

Grading Scale:

A = 97 – 100

A- = 94 - 96

B+ = 91-93

B = 87-90

B- = 84-86

C = 80-83

F = Below 70

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.

Course Schedule

Date	Discussion Content	Assignments/Readings
25 Jan	Introduction, expectations, and group assignments	
1 Feb	Theory, Research, and Foundation of development	Chapters 1, 2, 3
8 Feb	Cross Cultural Development Counseling Considerations	Questions Due for Comparison Paper
15 Feb	Prenatal Development	Chapters 4, 5 Groups 1 Presentation
22 Feb	Infancy and Toddlerhood Class Exercise	Chapters 6 In class preparation
1 Mar	Early Childhood	Chapters 7, 8 Groups 2 Presentation Comparison Paper
15 Mar	Middle Childhood	Chapters 9, 10 Groups 3 Presentation
22 Mar	Adolescence	Chapters 11, 12 Groups 4 Presentation
29 Mar	Early Adulthood	Chapters 13,14 Self Reflection Paper Groups 5 Presentation
5 Apr	Middle Adulthood	Chapters 15, 16 Groups 6 Presentation
12 Apr	Late Adulthood	Chapters 17, 18 Groups 7 Presentation
19 Apr	The End of Life Exam Review	Chapters 19 Groups 8 Presentation
26 Apr	Review and Recap course outcomes	Exam
3 May	Final Paper	