

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

Advance Human Growth and Development
EDCD 525 – Spring 2013

Instructor: Joseph M. Williams, PhD
Email: jwilli32@gmu.edu
Class Location: West Building 1007
Class Meeting: Tuesday 7:20P-10P

Office: Krug 202C
Office Hours: by appointment
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Course Description

Since this course is entitled Advanced Human Growth and Development there is an assumption that students have a strong working knowledge and understanding of the basic theories of human growth and development and related issues. Therefore this course approaches human growth and development at an advanced level. This course is designed to examine human development and lifespan from a cross cultural and multicultural perspective. The course involves a critique of different theories of culture, human development and lifespan processes and the relationship between the three. It addresses the environmental conditions that support or inhibit individual and family growth; and variations arising from ethnicity, class, cohort, gender, race, sexual orientation, religion, and other differences. Particular attention is given to human ecology.

Course Objectives/Student Outcomes

At successful completion of this course, students should be able to:

1. Understand and appreciate the complexities of culture and its influence on human growth and development.
2. Critique and examine the theories and processes of human growth and development and its applicability across different cultures.
3. Provide a basic framework for understanding the effects of social, historical, cultural, and environment forces on human growth and development throughout the lifespan.
4. Develop an ability to apply human development theories from a cross cultural perspective to practical concerns of counselors and educators.
5. Examine the research methodologies used to study human development and assess the validity and reliability of these methodologies across cultures.
6. Develop an ability to ask meaningful questions about cross-cultural development for future research.
7. Develop an understanding of human development and cultural influences that will be applicable to the field of teaching, counseling, parenting, etc.

Relationship to C&D Courses, 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 base for all the other courses in the program and facilitates an understanding of human growth and development from cross cultural and multicultural perspectives which is a critical component in 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.

Course Materials and Assignments

This course is taught through a combination of lectures, class discussions, small group discussions, group presentations, assigned readings, experiential exercises, research, multi-media presentations, and guest speakers to advance and evaluate students' knowledge and skills.

Required Text

Gardiner, Harry W., & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (5th ed.). Boston, MA: Pearson Education.

American Psychological Association. (2011). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Or

The University of Purdue, online APA formatting and style guide. Retrieved from:
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

***Additional weekly readings will be assigned and posted on Blackboard.**

Assignments

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6th edition format, and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. If an assignment is accepted at a later date, it is subject to a penalty of 10% of the award for every day it is overdue. Assignments are considered late after 10 minutes of the class session in which they are due. If you are absent, you are responsible for the information missed in class, including but not limited to assignments, change in due dates, content of discussion and/or lecture, and handouts. All assignment should be uploaded via Blackboard, as well as turned into class, at the start of class via hard copy on the day the assignment is due.

Students are expected to be able to use a computer, send and retrieve email, open attachments, access to the internet, participate in online discussions, use Blackboard, and conduct a library search on line. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. All

course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email.

Class Attendance and Participation (15 points)

Students are expected to attend all scheduled classes and will be assessed by their preparedness for class and involvement in class discussions and activities. It is expected that you will have done the readings prior to the class and are prepared to participate in the class discussions. Much of your learning will take place as a result of your interactions and participation in class. As a graduate student, you are expected to attend class, arrive on time and stay for the entire class period. **One unexcused absence will automatically lower the students' final grade. Two unexcused absences will result in failing the class. Excused absences can only be arranged with instructor on a case by case basis. Finally, lateness to or leaving early from class can count towards someone's absence and/or participation grade.** If you must miss a class or arrive late, please call and notify the professor before the class meeting. A rubric will be provided on Blackboard.

Contacting the instructor for absences, late arrivals or early dismissals is a courtesy and does not necessarily mean exemption from attendance and participation responsibility; this means points may be deducted as stated in the syllabus. If there is a scheduling conflict that interferes with attendance during any portion of the class; students should see the instructor during the first class to discuss continuing in the class or taking the course during another semester.

Weekly Reading Comments and Questions (15 points)

Prior to each class meeting, students will post a reflection on the reading(s) on the Discussion Board in Bb (1 comment and 1 question). Postings can include: salient points, reactions, or questions and/or observations based on the assigned readings that could serve as points of discussion for the class. You can integrate readings and information from other classes and sources. Students are encouraged, **but not required** to comment on their peers posting. **These assignments are to be posted on Bb by 5:00 PM the day before class.** Students should be prepared to discuss each other's questions/comments. Each submission will be graded as very good (1.0 point), adequate (0.5point), or inadequate/not turned in (0 points). A rubric will be provided on Bb.

*** Students will not be allowed to make up Reading Comments and Questions points under any circumstance (with the exception of an excused absence).**

Intergenerational Assignment: An Oral History Assignment (15 points)

This assignment will help students develop a life course perspective. It is based upon utilization of oral history. This methodology for obtaining information has been used in historical research for many years. You will be provided information on general guidelines for obtaining an oral history. Follow the guidelines below:

- a. Identify a vital life event in the life of your or someone else's family. This event should be one which has impacted others. Describe the event.
- b. Interview 3 people from different generations about the event. For example, suppose you chose an event such as a family divorce. Interview a child, spouse and an older adult in-law about the event to obtain their perspectives.
- c. During your interview, seek to understand how each person perceived the event and identify the differences in perception. In addition, seek to understand how each person has been impacted by the event (i.e., economically, mentally, emotionally, relationally, socially, and/or physically). For

example, several people can experience the same event but their reactions to that event can have very different psychological implications.

- d. Formulate your interview questions prior to the interview. You should obtain the permission of each interviewee to interview them. Have them initial a statement indicating their willingness to participate in the assignment.
- e. Analyze the interview by discussing your hypothesis about why your interviewees might view the life event the way they did. Utilize theoretical constructs from the Gardiner & Kosmitzki (2011) textbook and course readings. What are the implications for intergenerational counseling practice?

The paper should be **no longer than 5 to 8 pages***. The page limit does not include title page, abstract, appendixes or references. Please note that students should cite 3 – 5 scholarly sources (e.g., course textbook, weekly readings).

Cross-Cultural Comparison Short Paper (15 points)

The purpose of this assignment is to compare and contrast developmental variations and identify key personal and cultural characteristics that impact the developmental process. To accomplish this assignment, you will initiate contact and conduct brief interviews with two adults of the same age who possess a different cultural background from your own. After compiling the answers to your interview questions (see examples below), you are expected to summarize your observations, compare and contrast differences and similarities of the responses, and provide counseling implications in a **5 page short paper** (text only). Please use APA style and include an abstract and references. The page limit does not include title page, abstract, appendixes or references.

Questions:

- a. What personal characteristics (i.e. personality, physical features, family structure, etc.) impacted your emotional, cognitive, physical, and social development?
- b. What aspects of your culture (values, traditions, religion, race, gender, environment, SES, etc.) impacted your emotional, cognitive, physical, and social development?
- c. What other factors would you say influenced the process of your development?

You are free to add to these questions as well as elaborate the details of each question to the interviewees as long as the purpose of this assignment is met in your short paper. You are encouraged to incorporate theoretical concepts as well as reference your findings with empirical research.

Autobiographical Journal (15 points)

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 and discuss significant life events that have shaped the course of your development (e.g., physical, emotional, cognitive, and social). This autobiographical journal 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 should make at least one reflection per week (**at least one page**) related to the course's topic(s). **In some cases, a particular topic will be assigned, in others it is up to your discretion.** These will be submitted twice (**March 19th & April 23rd**). You may keep and submit an electronic version if you prefer. Students will be able to earn a total of **1 point per week**, with the exception of the final week.

Research Paper (25 points)

Students will research an aspect of the media (i.e., children’s books, television shows, music, newspaper, magazines, poetry, YouTube, etc.), culture (i.e., values, norms, beliefs, shared experiences, traditions, etc.) or the social environment (i.e., poverty, oppression, homelessness, incarceration, etc.) and its effect on human growth and development. You will write a research paper that contains the following: (a) 5 -7 page summary of the major findings and (b) 3-5 page personal reactions and critique of the research and its findings. The paper **must be no longer than 10-12 pages** (not including title page, abstract and references)*. The research portion of the paper should come from at least 10 credible sources (majority within the past 5 years) (i.e., peer-reviewed journal references, valid websites, etc.). At least 5 of the references must be from a peer-reviewed journal. Students should avoid using direct quotes throughout the research portion of the assignment. The paper must be different than the topic that you completed for any other assignment in this course. **Your paper should be structured to include an introduction of the topic, literature review section, personal reactions and critique. Please include subheadings within the paper.**

Note: Approval of the research topic is required. Therefore an abstract containing a single paragraph, double-spaced (no longer than 150 to 250 words) description of the research project should be submitted no later than April 16th ...

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

Grades

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

A	97—100
A-	94—96
B+	91—93
B	87—90
B-	84—86
C	80—83
F	0—79

Course Requirements and Evaluation

Assignments	Points	Due Dates
Class Attendance and Participation	15	Evaluation throughout semester
Weekly Reading Comments and Questions	15	Evaluation throughout semester
Intergenerational Assignment	15	March 19 th
Cross-Cultural Comparison Short Paper	15	February 19 th
Autobiographical Journal	15	March 5 th & April 16 th

Research Abstract	-	April 9 th
Research Paper	25	April 30 th
Total Points Possible	100	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Professional Dispositions

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/programs/counseling/resources>.

Core Values Commitment

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Tasks Stream Requirements

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Plagiarism

The following two paragraphs are taken directly from GMU's website addressing plagiarism. Read them carefully to ensure thorough understanding of this issue. **NOTE:** Any form of plagiarism could be justification for dismissal from the Counseling & Development program. The full GMU Plagiarism Policy can be found at <http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism.

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

Attendance

Students are expected to attend class, arrive on time and stay for the entire class period. Students with two or more unexcused absence will fail a class. Students with one unexcused absence will result in a reduction of final grade. Excused absences can only be arranged with instructor on a case by case basis. Finally, lateness to class can count towards someone's absence and/or participation grade.

Use of Technology

Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing and meet with the instructor to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in your participation grade.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

EDCD 525 – Tentative Class Schedule

Class	Date	Topic(s)	Readings Due	Assignment(s) Due
1	January 22 nd , 2013	Introduction & Overview Cultural Exploration and Exercises		
2	January 29 th , 2013	Cultural Theories and Worldviews Theories and Methodology	Gardiner & Kosmitzki, Ch. 1 & 2	
3	February 5 th , 2013	Cultural and Socialization	Gardiner & Kosmitzki, Ch. 3 Week 3: Article Readings	
4	February 12 th , 2013	The Family in Cultural Context	Gardiner & Kosmitzki, Ch. 4 Week 4: Article Readings	
5	February 19 th , 2013	Culture, Self, and Personality	Gardiner & Kosmitzki, Ch. 6 Week 5: Article Readings	Cross-Cultural Short Paper
6	February 26 th	Culture and Issues of Gender and Sexuality	Gardiner & Kosmitzki, Ch. 8 Week 6: Article Readings	
7	March 5 th , 2013	Identity Development Class Activity: Jigsaw Puzzle	Week 7: Article Readings	Autobiographical Journal Part I
	March 12th, 2013	No Class- Spring Break		
8	March 19 th , 2013	Culture, Language, and Cognition Ism's & Human Growth and Development	Gardiner & Kosmitzki, Ch. 5 Week 8: Article Readings	Intergenerational Short Paper
9	March 26 th , 2013	Cultural and Social Behavior	Gardiner & Kosmitzki, Ch. 7 Week 9: Article	

			Readings	
10	April 2 nd , 2013	Poverty and Human Growth and Development	Week 10: Article Readings	
11	April 9 th , 2013	Crisis, Disaster, and Other Trauma Causing Events and Human Growth and Development	Week 11: Article Readings	Research Abstract
12	April 16 th , 2013	Theories and Models of Individual, Cultural, Family, and Community Resilience	Week 12: Article Readings	Autobiographical Journal Part II
13	April 23 rd , 2013	Culture, Health, and Illness	Gardiner & Kosmitzki, Ch. 9 Week 13: Article Readings	
14	April 30 th , 2013	Theories for Facilitating Wellness and Optimal Development	Week 14: Article Readings	Research Paper Due
15	May 7 th , 2013	FINALS WEEK (TBA)		

Notes:

Course Agenda is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.

***Additional weekly readings will be assigned and posted on Blackboard.**