

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

EDCD 525.001: Advanced Human Growth and Development

Fairfax Campus – Fall, 2014 - Krug Hall Rm#107

Instructor: Dr. Mireille Aprahamian
mapraham@gmu.edu

Credit Hours: 3 Graduate Credit Hours

Class Time: Mondays (Aug 25-Dec 15, 2014) / 7:20 pm – 10:00 pm

Meeting Time: Before or after class by appointment

Course Description:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

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

C. Expanded 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:

This course is designed to enable students to:

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.

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:

Berk, L.E. (2013). Exploring lifespan development (3rd Ed.). Pearson.

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 type written 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. **Self Reflection Short Paper:** The purpose of this assignment is to demonstrate the ability to apply the knowledge gained from the major theories of human development and the changes that occur over the course of development to one's personal experiences. For this assignment, you are expected to reflect on your own life history and discuss significant people and/or key event(s) that influenced your development (physical, emotional, cognitive, and social) from childhood through the present. Apply at least 2 of the developmental theories to explain and interpret your development. This short paper should cover any cultural, environmental, or personal factors that might have influenced your course of development. Please use APA style, include cover page and reference if applicable (abstract is NOT required for this short paper). The body of your paper must be at least 3 and no more than 4 pages long.
3. **Comparison Short Paper:** The purpose of this assignment is to compare and contrast developmental variations between two individuals 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 one another. After compiling the answers to your interview questions (see sample below), you are expected to summarize your observations, compare and contrast differences and similarities of the responses, and provide counseling implications in a 3-4 page short paper (page count refers to text only). Please use APA style and include an abstract and 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.

4. **Group Presentation:** The purpose of this assignment is to demonstrate the ability to research developmental topics and present counseling considerations to the class in an effective and interactive manner. Groups will be assigned first day of class. You are expected to select a topic relevant to cross-cultural issues in human growth and development that is of particular interest to your group (topics must be approved by me two weeks prior to the presentation date). Topics should be controversial in nature, allowing the audience to reflect on their own personal and professional values. Presentations should be 30-minutes long including 5 minutes for questions/comments. (One point will be deducted for every minute a presentation exceeds the time allotted so students must rehearse their presentations prior to class). The presentation should be creative, informative, and encourage class participation. Presentations should be structured to include an introduction, a brief summary of the literature review, cultural variations, and counseling implications. The information provided must go beyond basic knowledge or even textbook material. Handouts or visual aids should be utilized. Students must cite at least 10 recent (2004 or later) references from empirical research. References from the internet must receive approval from the instructor prior to inclusion in the presentation. Students should include the list of references in the presentation and list them using APA style. ***One member of each group is expected to email me the breakdown of effort per group member prior to the presentation and cc the rest of the group members.

5. **Exam:** This exam will be in class. The format will be multiple choice questions. I will provide you with a list of potential exam items prior to the exam.

6. **Final Research Paper:** You are required to write a paper that reviews current research (majority within the past 5 years; at least 10 total references from peer reviewed journals) related to a topic that impacts human growth and development. You will be asked to select a topic of interest and include findings 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. Your paper should be structured to include an introduction of the topic, literature review section that focuses on how this topic influences the 4 domains of development, personal reactions and critique, counseling implications, and intervention recommendations. The text of your paper must be at least 8 and no more than 10 pages long. If needed, I will provide you with a list of possible research topics to guide your topic selection process. APA style.

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 has more than one unexcused absence, he/she will not receive a passing grade for the course. Excused absences include major illness, family emergencies, etc. as well as professional activities that are deemed worthwhile by the instructor (i.e., professional conference presentations) and should be accompanied by a note verifying the situation. Finally, tardiness for class or leaving early can also count towards someone's absence and/or participation grade.
- Class participation and attendance will be graded every class session.

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)

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 79

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.

TASKSTREAM REQUIREMENTS: Not applicable for this course

Graduate School of Education (GSE) Expectations:

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

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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 [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- 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, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. 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/>

GMU Policies and Resources for Students:

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
 - b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
 - c) 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, and program will be sent to students solely through their Mason email account.
 - d) 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/>].
 - e) 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 [See <http://ods.gmu.edu/>].
 - f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
 - g) 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/>].
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Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment:

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

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

Course Schedule

Date	Discussion Content	Assignments/Readings
25 Aug 14	Introductions, expectations, and group assignments	
8 Sept 14	Theory, Research, and Foundations of development	Chapters 1, 2
15 Sept 14	Cross Cultural Development Counseling Implications	Self Reflection Paper Due
22 Sep 14	Prenatal Development	Chapter 3
29 Sept 14	Infancy and Toddlerhood	Chapters 4, 5, 6 Groups 1 Presentation
6 Oct 14	Early Childhood	Chapters 7, 8 Groups 2 Presentation
14 Oct 14	Middle Childhood	Chapters 9, 10 Groups 3 Presentation
20 Oct 14	Adolescence	Chapters 11, 12 Groups 4 Presentation Comparison Paper Due
27 Oct 14	Early Adulthood	Chapters 13,14 Groups 5 Presentation
3 Nov 14	Middle Adulthood	Chapters 15, 16 Groups 6 Presentation
10 Nov 14	Late Adulthood	Chapters 17, 18 Groups 7 Presentation
17 Nov 14	The End of Life	Chapter 19 Groups 8 Presentation
24 Nov 14	Guest Speaker	Exam Review
1 Dec 14	In class Exam	In class Exam
8 Dec 14	Final Paper	Research paper Due via EMAIL

ASSESSMENET RUBRIC: See Evaluation and grading.

