



College of Education and Human Development

Counseling & Development
4400 University Drive, MS 1H1, Fairfax, Virginia 22030
Phone: 703-993-2087; Fax: 703-993-5577
<http://gse.gmu.edu/counseling/>

EDCD 525.B01: Advanced Human Growth and Development
3 Credits, Summer 2015
TR, 4:30 pm – 7:10 pm
East 201

Instructor: Joseph Williams, PhD

Office hours: Tuesdays 3:00P - 4:30P or by appointment

Office location: Krug Hall 202C, Fairfax Campus

Office phone: 703-993-5343

Email address: jwilli32@gmu.edu

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.

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:

Broderick, P.C. & Blewitt, P. (2015). The life span: Human Development for helping professionals (4th ed). Upper Saddle River, NJ: Merrill Prentice Hall.

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

Recommended Reading List:

***List of recommended readings is available on Blackboard.**

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. Assignments are considered late after 10 minutes of the class session in which they are due. All assignment should be uploaded via Blackboard, as well as turned into class, at the start of class. 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 [10 points]:** 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.

One unexcused absence will automatically lower the students' final grade. Two unexcused absences will result in failing the class. Excused absences may be allowed or declined entirely at the discretion of the 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.

2. **Self-Reflection Short Paper [15 points]:** 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. **Weekly Online Journal Questions [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). Prior to each class meeting, you will post a response to one or more (assigned) journal questions and comment on at least one response by another student in your group. Students are expected to respond to the questions thoughtfully and thoroughly. We will use these entries as topics for in-class discussions and to ensure reading comprehension. **Submit your journal entry by 9am on the next class day.** 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).

4. **Group Presentation [15 points]:** 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 (a list of topics will presented to students on the first day of class). 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. Handouts and visual aids should be utilized. ***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 [20 points]:** This exam will be in class. The format will be multiple choice questions and/or case studies. I will provide you with a list of potential exam items prior to the exam.

6. **Final Research Paper [25 points]:** You are required to write a paper that reviews current research (majority within the past 10 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 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, 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. This paper should be written in APA style (cover page, abstract, and references included).

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

SUMMARY OF GRADING SYSTEM AND COURSE REQUIRMENTS

Class Participation	10 points
Self-Reflection Short Paper	15 points
Weekly Online Journal Questions	15 points
Group Presentation	15 points
Exam	20 points
<u>Final Research Paper</u>	<u>25 points</u>
TOTAL:	100 points

Grading Scale:

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

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

COURSE EXPECTATIONS

APA Format: Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. 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 to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class may be considered an absence. Due to the short nature of this class, **more than one unexcused absences will result in class failure.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Assignments

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 assignments 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.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: “Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism.”

TASKSTREAM REQUIREMENTS: Not applicable for this course

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/the-mason-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/policies/responsible-use-of-computing/>].
- 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/>].

PROFESSIONAL DISPOSITIONS

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

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/counseling/policies-resources/>.

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

PROPOSED CLASS SCHEDULE

Class	Date	Topic(s)	Readings Due	Assignment(s) Due
1	June 2 nd , 2015	Introduction & Overview Cultural Exploration and Exercises	Broderick & Blewitt, Ch. 1 & 2	
2	June 4 th , 2015	Infancy and Toddlerhood Early Childhood Part I	Broderick & Blewitt, Ch. 3 & 4	
3	June 9 th , 2015	Early Childhood Part II	Broderick & Blewitt,, Ch. 5	
4	June 11 th , 2015	Middle Childhood	Broderick & Blewitt,, Ch. 6	
5	June 16 th , 2015	Middle Childhood Through Early Adolescence	Broderick & Blewitt, Ch. 7	Self-Reflection Short Paper
6	June 18 th , 2015	Middle Childhood Through Early Adolescence	Broderick & Blewitt, Ch. 8	
7	June 23 rd , 2015	Identity Development Models		Group Presentations
8	June 25 th , 2015	Identity Development Models		Group Presentations
9	June 30 th , 2015	Stages of Adolescent Development	Broderick & Blewitt, Ch. 9 & 10	
10	July 2 nd , 2015	Young Adulthood	Broderick & Blewitt, Ch. 11 & 12	Research Abstract
11	July 7 th , 2015	No Class: Research Day		
12	July 9 th , 2015	Middle Adulthood	Broderick & Blewitt, Ch. 13 & 14	
13	July 14 th , 2015	Older Adulthood The End of Life	Broderick & Blewitt, Ch. 15	
14	July 16 th , 2014	Walk Away Message In Class Exam		Final Exam
15	July 21 nd , 2014	TBA		Research Paper

Please note: course schedule is subject to change at the discretion of the professor based on the unique characteristics of the class and course content.

ASSESSMENT RUBRIC(S):

Attendance and Participation - Sample Rubric

CATEGORY	3	2	1 – 0.5	0
Attendance	<i>Attends all classes, arrives on time and stays for the entire class. Student has perfect attendance and punctuality in class</i>	<i>Attends all classes, arrives 10-15 minutes late or leaves 10-15 minutes early for 1 classes</i>	<i>Misses 1 class with an unexcused absence. Or arrives 10-15 minutes late or leaves 10-15 minutes early for 2 or more classes</i>	<i>Misses more than 1 class with unexcused absence and must withdraw from the course.</i>
Peer Interaction	<i>Actively supports, engages, and listens to peers (ongoing)</i>	<i>Makes a sincere effort to interact with peers (ongoing)</i>	<i>Limited interaction with peers</i>	<i>Virtually no interaction with peers</i>
Participation	<i>Plays an active role in discussions (ongoing). Comments advance level and depth of dialogue</i>	<i>Participates constructively in discussions (ongoing). Relevant comments are based on assigned material</i>	<i>When prepared, participates constructively in discussions. When prepared, relevant comments are based on assignments</i>	<i>Comments vague if given; frequently demonstrates lack of interest. Demonstrates a noticeable lack of interest on occasion</i>
	1			0
Group Dynamics	<i>Group dynamic and level of discussion are often better because of candidate's presence</i>			<i>Group dynamic and level of discussion are often disrupted by candidate's presence</i>

**TOTAL
POINTS: 10**

YOU MAY POSITIVELY AFFECT YOUR PARTICIPATION GRADE BY:

- 1. Becoming more active and/or making more effective comments that raise overall level of discussion and set examples for others.***
- 2. Asking thoughtful questions that will enhance discussion and engage peers.***
- 3. Listening carefully to, supporting, and engaging your peers in discussion. This will essentially improve others' learning experience.***

YOU MAY NEGATIVELY AFFECT YOUR PARTICIPATION GRADE BY:

- 1. Missing class or arriving late. Even though you may have submitted assigned work, your contribution will not have added to class discussion.***
- 2. Dominating class discussions, thereby restricting others' participation.***
- 3. Disrupting others' opportunity to listen and/or participate.***
- 4. Making negative, offensive, and/or disrespectful comments during discussions that do not fit with the Counseling and Development dispositions policy.***
- 5. Using electronic devices such as but not limited to a cell phone, iPod, or computer for personal or other coursework reasons during class unless instructed to do so. Each violation reduces the final course grade by ½ grade (e.g., B becomes B-). There are no exceptions.***