

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

EDCD 525.A02 – Advanced Human Growth and Development
3 Credits, Summer 2017

Tuesdays and Thursdays 4:30 – 7:10 PM Planetary Hall Room 126 – Fairfax
Saturday, June 10th and June 17th 10:00 AM – 4:00 PM Planetary Hall Room 126 – Fairfax

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

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

Course Overview

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 relationship and among these. The journey will generally follow a sequential approach, looking at key processes and topics in each of life's stages.

Course Delivery Method

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

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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. Develop an ability to ask meaningful questions about cross cultural development for future research.

Professional Standards (CACREP)

Upon completion of this course, students will have met the following professional standards: 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 Texts

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.**

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

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. 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, models, concepts, and/or constructs 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 5 pages long.
3. **Weekly Reading Questions [15 points]:** In order to help students complete their reading assignments, students will hand in at least one multi-level question (typed) for each chapter assigned, prior to each class meeting. The multi-level question will form the basis of class discussions. The professor will not accept late questions. Students will not be allowed to make up Weekly Reading Questions points under any circumstance (with the exception of an excused absence). Each set of questions not handed in on time will receive the score of zero (0). Each submission will be graded as very good (1.0 point), adequate (0.5point), or inadequate/not turned in (0 points).
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 be presented to students on the first day of class). Presentations should be approximately 10 to 15 minutes with an additional 25 to 30

minutes reserved for practice time with student audience. The presentation should be creative, informative, and encourage class participation. Presentations should be structured to include counseling implications. Handouts and visual aids should be utilized. 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 [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. 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 Reading 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 reduction 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 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.

Professional Dispositions

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

Class Schedule

Class	Date	Topic(s)	Readings Due	Assignment(s) Due
1	May 23 rd , 2017	Introduction & Overview Cultural Exploration and Exercises	Broderick & Blewitt, Ch. 1 & 2	
2	May 25 th , 2017	Infancy and Toddlerhood Early Childhood Part I	Broderick & Blewitt, Ch. 3 & 4	
3	May 30 th , 2017	Early Childhood Part II	Broderick & Blewitt,, Ch. 5	
4	June 1 st , 2016	Middle Childhood	Broderick & Blewitt,, Ch. 6	Self-Reflection Short Paper
5	June 6 th , 2017	Middle Childhood Through Early Adolescence	Broderick & Blewitt, Ch. 7 & 8	
6	June 8 th , 2017	Stages of Adolescent Development	Broderick & Blewitt, Ch. 9 & 10	Research Abstract
Saturday Class	June 10 th , 2017	Identity Development Models Presentations		Group Presentations
8	June 13 th , 2017	Young Adulthood	Broderick & Blewitt, Ch. 11 & 12	
9	June 15 th , 2017	Middle Adulthood	Broderick & Blewitt, Ch. 13 & 14	
Saturday Class	June 17 th , 2017	No Class: Research Day		Research Paper
10	June 20 th , 2017	Older Adulthood The End of Life	Broderick & Blewitt, Ch. 15	
11	June 22 nd , 2017	Walk Away Message In Class Exam		Final Exam

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at

703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

ASSESSMENT RUBRIC(S):***Attendance and Participation - Sample Rubric***

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