

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

EDCD 525.B01 – Advanced Human Growth and Development  
3 Credits, Summer 2019

Tuesdays and Thursdays 7:20 – 10:00 PM Krug Hall Room 107 – 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 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. 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**

Berk, L.E. (2017). *Exploring lifespan development* (4<sup>th</sup> Ed.). Pearson.

Occasional handouts (related professional articles, etc.)

### **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).

### **Course Requirements**

Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the beginning of class time the following week (even during days off and/or research days).

#### **Assignments and examination points:**

	Due dates:
Participation/attendance	Every class period
Developmental fact sheet	06/13/19
Group presentation	T.B.D. per group day/content
PDJ 1	06/25/19
PDJ 2	07/11/19
Exam	07/23/19
<b>Total</b>	<b>100 points</b>

**All assignments must be submitted through SafeAssign on Blackboard to check for plagiarism.**

**NO HARD COPIES PLEASE (If you bring it on accident out of habit, that's okay).**

**Plagiarism will not be tolerated and will result in major point deductions or failure of the assignment.**

**All assignments are due at the beginning of the class, i.e., 7:20 p.m.**

**Assignments not submitted in the beginning of class will be penalized at 10% deducted per 'day' late (e.g. if the assignment is 1 minute late, that will be viewed as being the same as submitting 12**

**hours late. Anything within 24 hours will be considered 1 day late. Anything between 24 – 48 hours late will be considered 2 days late, etc.).**

- **Assignments and Examination details**

The following assignments are designed to guide you in accomplishing the course objectives. Late assignments, if not arranged with the instructor in advance, will be penalized at the rate of 10% per day. All course absences must be shared with and approved by the instructor within the first week of Summer session B with the exception of unpredictable illness/sickness; if the time comes, please communicate those needs openly and in a timely manner with the instructor. In such cases, you may submit assignments via Blackboard and/or e-mail prior to the due date. All papers must be type written in APA (6th ed.) format. Papers that are not in APA format will result in a grade reduction. The page limit does not include title page, abstract, or references.

1. **Participation/Attendance (15 points – 1 point per class):** Due to the amount of material covered, class attendance is critical. 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. Instructor needs to be informed of any absences, delays, etc. as mentioned in a timely manner. In these cases, you are responsible for acquiring handouts and/or notes from missed classes.
2. **Developmental Fact Sheet (10 points):** You will prepare a 2 - 4 page fact sheet plus references that provides an overview of findings in current professional literature regarding a specific prenatal, birth, or newborn developmental issue (e.g., fetal alcohol spectrum disorder (FASD), down syndrome, perinatal and/or postpartum depression, miscarriage, etc.) that is of particular interest to you. Each of the 5 criteria successfully met (a-e) is worth 2 points each.

Content: Your fact sheet is to be a brief summary of findings from a literature review that you conduct.

- a) Clearly define the developmental issue.
- b) Highlight the impact of the issue on one or more of the following spaces for the mother and members of the ‘family’ system: cognitive, physical, emotional, spiritual development, etc. as described in the literature;
- c) Provide a brief description of current counseling techniques or strategies recommended to assist persons impacted by this developmental issue.
- d) The fact sheet must include **CITED** references from a minimum of three (3) different professional journal articles or books (not your textbook), preferably from American Counseling Association (ACA) journals. Please note: For this assignment, internet references will not be accepted.
- e) Style: Make your fact sheet visually appealing and practical.

3. **Group Presentation (15 points):** Groups and respective days/chapters will be assigned on the first day of class. You will create another ‘developmental fact sheet’ with your group on a developmental issue pertaining to the content associated with your assigned day/chapters

and present it in class via a 60-minute PowerPoint/Prezi presentation. Each of the 5 criteria successfully met (a-e) in the PowerPoint/Prezi is worth 2 points each (10 points total) and 5 points will be for presentation dynamics.

•**Modification to above criteria:**

- b) Highlight the impact of the issue on one or more of the following spaces for the mother, members of the ‘family’ system, **AND the child**: cognitive, physical, emotional, spiritual development, etc. as described in the literature;

4. **Personal Developmental Journals -You will submit 2 of them. - (20 points each; 40 points total):** You are to create your personal developmental journal that encompasses your life from birth to the present time. It is a ‘history’ of your life experiences told from both a ‘horizontal and vertical’ perspective. The horizontal will include significant experiences occurring in chronological order. The vertical will consider the larger contexts surrounding those events.

For example; at the time you were born: (Address those that apply to you – not all will be relevant to your life!)

- a) What was happening in your family, your community?
- b) How might these occurrences have affected your parents/guardians?
- c) What were the prevailing socio-cultural factors that impacted your family’s (and thereby your own)?
- d) identity development
- e) gender expectations
- f) LGBTQ+ concerns
- g) trauma and abuse
- h) grief and loss
- i) family development
- j) addiction
- k) spiritual development
- l) What changed as you and your family progressed through the various developmental stages?
- m) **What theories pertain to the specific developmental ages and unique cultural contexts? – This question must be answered/included in both PDJ 1 and 2.** Relate 3 developmental theories covered in class to each PDJ (you can utilize the same 3 developmental theories in both papers if able i.e. if utilizing Erik Erikson’s eight stages of psychosocial development, due to different stages applying at different ages, this theory would be appropriate to use in both PDJs).

Your PDJ focus will correspond with the age/stage of development that is the focus of class lectures and readings for that class meeting.

For example:

**PDJ 1** – Due on Tuesday, June 25 – As we study infancy through childhood, your journal will focus on your development from prenatal experiences to age 10. This means you will need to interview parents or caregivers for that information. (Think of this as your life story – feel free to include pictures! Your journal will include answers to the developmental questions above and your own personal reflections.

**PDJ 2** – Due on Thursday, July 11 – As we study adolescence to middle/late adulthood, your journal will focus on your development from age 10 to the present. Again, this may mean

more interviews with people to gather information. Your journal should once again include answers to the developmental questions above and your own personal reflections.

**\*\*\* Each PDJ is required to be a minimum of 5 pages (without your title and reference page).** There is no maximum page limit; write as much as you need! \*\*\*

5. **Exam (20 points):** The format will be multiple choice questions and a case study. I will provide you with a list of potential exam items prior to the exam.

Rubrics for all but attendance/participation and the exam will be provided in advance. For additional clarification about course requirements and assignments, please approach the instructor.

#### **Grading Policies:**

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Papers receiving an “A” grade will be outstanding in each area. Grammar and style will be considered when they detract from the presentation or understanding of the professional arguments made. Points/a letter grade will be deducted from assignments that do not follow APA guidelines and/or don’t meet the minimum pages needed. Late assignments will not be accepted without penalty unless there is a reasonable excuse (e.g., family emergency, illness with a doctor’s certificate).

#### **Grading Scale:**

(A = 97 – 100) (A- = 94 – 96) (B+ = 91-93) (B = 87-90) (B- = 84-86) (C = 80-83) (F = Below 79)

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

#### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Given the dialogue and discussion-oriented nature of the course, students are expected to maintain confidentiality regarding what is shared between one another.

## Class Schedule

Date	Discussion Content	Assignments/Readings
T / June 4	Introductions, syllabus/expectations, group assignments, theory, research, and foundations of development	Chapter 1
Th / June 6	Nature versus nurture: genetics and environmental foundations	Chapter 2
T / June 11	Prenatal development, birth, and the newborn baby	Chapter 3
Th / June 13	5-10-minute mini presentations will be given regarding developmental fact sheets * possible research day	<b>Developmental fact sheet due (Upload to Blackboard)</b>
T / June 18	Infancy and toddlerhood	Chapters 4, 5, 6 <b>Group 1 Presentation</b>
Th / June 20	Early childhood	Chapters 7, 8 <b>Group 2 Presentation</b>
T / June 25	Middle childhood	Chapters 9, 10 <b>Group 3 Presentation</b> <i>PDJ 1 due today</i>
Th / June 27	Adolescence	Chapters 11, 12 <b>Group 4 Presentation</b>
T / July 2	Early adulthood	Chapters 13,14 <b>Group 5 Presentation</b>

Th / July 4	<b>No Class</b>	
T / July 9	Middle adulthood	Chapters 15, 16  <b>Group 6 presentation</b>
Th/ July 11	Late adulthood	Chapters 17, 18  <b>Group 7 presentation</b>  <i>PDJ 2 due today</i>
T / July 16	The end of life	Chapter 19  <b>Group 8 presentation</b>
Th / July 18	Exam review	
T / July 23	Exam	
Th / July 25	If a make-up day is needed due to an unexpected cancellation along the way, today will become your in-class exam day.  Otherwise a celebration/termination class will be held.	Final 2-page personal reflection regarding personal growth and development in this course due for 1 class participation point.

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://catalog.gmu.edu/polices/honor-code-system/>).
- 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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