

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

EDCD 525.001 – Advanced Human Growth and Development
3 Credits, Spring 2020
Tuesdays 7:20 – 10:00 PM Thompson Hall Room 1018 – Fairfax

Faculty

Name: Dr. Mireille Aprahamian
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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.

CACREP Standards/Learner Outcomes or Objectives

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

1. Critique and examine the major theories of human growth and development and their applicability across different cultures; to include, individual and family development, learning, normal and abnormal personality development across the lifespan (CACREP 2.F.3.a.; 2.F.3.b.; 2.F.3.c.).
2. Understand biological, neurological, physiological, systemic, and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.e.; 2.F.3.f.).
3. Apply a general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h.).
4. Gain knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i.).

5. Understand and appreciate the complexities of culture and its influence on human growth and development (CACREP 2.F.3.f.).
6. 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
7. Develop an understanding of human development and cultural influences that will be applicable to the field of teaching, counseling, parenting, etc. Develop an ability to ask meaningful questions about cross cultural development for future research.

Required Texts

Berk, L.E. (2017). *Exploring lifespan development* (4th 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).

- **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. 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 references (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. **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

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 organized by the 4 domains of development, cultural variations, and counseling implications. The information provided must go beyond basic knowledge or even textbook material. Handouts and visual aids should be utilized. Students must cite at least 10 recent (2008 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 courtesy copy the rest of the group members.

4. **Exam:** 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.

5. **Final Research Paper:** You are required to write a paper that demonstrates an understanding of research methodologies used to study human development. The paper must provide an assessment of the validity and reliability of research methodologies used to study human development. You will research and assess the impact of selected topic on the 4 domains of development. Paper must include a critique and examination of the relevant theories of human growth and development and their applicability. You must identify culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior. Apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. Research must be current (majority within the past 10 years; at least 10 total references from peer reviewed journals). Your paper should be structured to include an introduction, literature review section that focuses on how this topic influences the 4 domains of development, cultural considerations, and counseling implications. 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). (**CACREP A.3.a.1**)

For additional clarification about course requirements and assignments, please see me.

- **Other Requirements**

NA

- **Grading**

- **Participation/Attendance (20%)**

- 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 Paper (20%)

- Excellent (19-20): 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 (17-18.9): 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 (16.9 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%)

- Excellent (14-15): 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 (13-14): 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 (12.9 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 %) Research Paper (25%)

In accordance with the George Mason University Grading Policy, the following grades may be achieved: A[100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Date	Discussion Content	Assignments/Readings	CACREP Standard
21 Jan 20	Introductions, expectations, and group assignments		
28 Jan 20	Theory, Research, and Foundations	Chapters 1, 2	(CACREP 2.F.3.a.; 2.F.3.b.; 2.F.3.c)
4 Feb 20	Cross Cultural Development	Chapter 3	(CACREP 2.F.3.a.; 2.F.3.b.; 2.F.3.c)
11 Feb 20	Prenatal Development	Chapter 4	(CACREP 2.F.3.e.; 2.F.3.f.)
18 Feb 20	Infancy and Toddlerhood	Chapters 5, 6 Groups 1 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
25 Feb 20	Early Childhood	Chapters 7, 8 Groups 2 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
3 Mar 20	Middle Childhood	Chapters 9, 10 Groups 3 Presentation Self-Reflection Paper Due	(CACREP 2.F.3.e.; 2.F.3.f.)
17 Mar 20	Adolescence	Chapters 11, 12 Groups 4 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
24 Mar 20	Early Adulthood	Chapters 13,14 Groups 5 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
31 Mar 20	Middle Adulthood	Chapters 15, 16 Groups 6 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
7 Apr 20	Late Adulthood	Chapters 17, 18 Groups 7 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
14 Apr 20	The End of Life	Chapter 19 Groups 8 Presentation	(CACREP 2.F.3.e.; 2.F.3.f.)
21 Apr 20	Guest Speaker	Exam Review	(CACREP 2.F.3.h)
28 Apr 20	Exam		
5 May 20	Final Paper	Due via EMAIL	

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

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric(s):

A.3.a.1 – CMHC & SC: Research Paper in 525

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Research methodologies	15	Demonstrates an exceptional understanding of research methodologies used to study human development.	Demonstrates a good understanding of research methodologies used to study human development.	Demonstrates a limited understanding of research methodologies used to study human development and assesses their validity and reliability in a limited way.	Demonstrates limited or no understanding of research methodologies used to study human development and fails to accurately assess their validity and reliability.
2. Reliability and validity	15	Provides an exceptionally in depth, accurate, and meaningful assessment of the validity and reliability of research methodologies used to study human development.	Provides an accurate and meaningful assessment of the validity and reliability of research methodologies used to study human development.	Provides some assessment of the validity and reliability of research methodologies used to study human development.	Provides little or no assessment of the validity and reliability of research methodologies used to study human development.
3. Domains of development [KPI A.3.a.1; CACREP 2.F.3.f]	15	Demonstrates an exceptional ability to research and meaningfully and thoroughly assess the impact of selected topic on the 4 domains of development.	Demonstrates the ability to research and meaningfully assess the impact of selected topic on the 4 domains of development.	Demonstrates limited ability to research and assess the impact of selected topic on the 4 domains of development.	Demonstrates little or no ability to research or assess the impact of selected topic on the 4 domains of development.

4. Theories of human growth and development [KPI A.3.a.1; CACREP 2.F.3.f]	15	Provides an exceptionally thorough and robust critique and examination of the relevant theories of human growth and development and their applicability.	Provides thorough critique and examination of the relevant theories of human growth and development and their applicability.	Provides a limited critique and examination of the relevant theories of human growth and development and their applicability.	Provides little or no critique or examination of the relevant theories of human growth and development and their applicability.
5. Culturally and developmentally specific counseling considerations [KPI A.3.a.1; CACREP 2.F.3.f]	15	Demonstrates an exceptional ability to identify meaningful and relevant culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates the ability to identify relevant culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates a limited ability to identify culturally and developmentally specific counseling considerations, including systemic and environmental factors that affect human development, functioning, and behavior.	Demonstrates little or no ability to identify culturally and developmentally specific counseling considerations.
6. Promoting resilience and wellness [KPI A.3.a.1; CACREP 2.F.3.i]	15	Demonstrates an exceptional understanding of and ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates an accurate understanding of and ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates some understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Demonstrates limited or no understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
7. APA and Writing Style	10	Adheres to APA format (6th ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (6th ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (6th ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.