

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Counseling & Development Program**

EDCD 525 001: Advanced Human Growth and Development  
3 Credits, Summer 2014  
Tuesday & Thursday 4:30P-7:10P Robinson Hall B 218

**PROFESSOR(S):**

Name: Joseph M. Williams, PhD  
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**COURSE DESCRIPTION:**

**A. Prerequisites/Co-requisites**

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 growth and development within the context of culture, race, ethnicity, social class, gender, families and other social system. Particular attention is given to human ecology. 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 between the three. The journey will generally follow a sequential approach, looking at key processes and topics in each of life's stages.

**LEARNER OUTCOMES or OBJECTIVES:**

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 as it relates to overall patterns of human growth.

3. Critique and examine the major theories of human growth and development and its applicability across different cultures.
4. Provide a basic framework for understanding the effects of social, historical, cultural, and environment forces on human growth and development throughout the lifespan.
5. Develop an understanding of human development and cultural influences that will be applicable to the field of counseling, teaching, parenting, etc.
6. Examine the research methodologies used to study human development and assess the validity and reliability of these methodologies across cultures.
7. Develop an ability to ask meaningful questions about cross-cultural development for future research.

**PROFESSIONAL STANDARDS (VA Dept. of Ed., VA Dept. of Health Professions, ACA, and CACREP):**

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 base for all the other courses in the program and facilitates an understanding of human growth and development from cross cultural and multicultural perspectives which is a critical component in 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.

American Psychological Association. (2011). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author.

Or

The University of Purdue, online APA formatting and style guide. Retrieved from:  
(<http://owl.english.purdue.edu/owl/resource/560/01/>)

**RECOMMENDED TEXT**

Gardiner, Harry W., & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (5th ed). Boston, MA: Pearson Education.

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

**Course Assignments:** Grading on written work will take into account the following factors: quality of written work, knowledge of content area, APA 6th edition format, and adherence to requirements of assignment. 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.

Students are expected to be able to use a computer, send and retrieve email, open attachments, access the internet, participate in online discussions, use Blackboard, and conduct a library search online. In addition, students should check Blackboard and their GMU email for course updates on a daily basis. All course documents will be available on Blackboard. Email messages sent using Blackboard need to be forwarded to your GMU email. **Please note that all assignment rubrics are available on Blackboard.**

#### **Assignment 1: Class Attendance and Participation (10 points)**

Students are expected to attend all schedule classes and will be assessed by their preparedness for class and involvement in class discussions and activities. It is expected that you will have done the readings prior to the class and are prepared to participate in the class discussions. Much of your learning will take place as a result of your interactions and participation in class. As a graduate student, you are expected to attend class, arrive on time and stay for the entire class period. **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.

#### **Assignment 2: Weekly Reading Journal Questions (15 points)**

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 reading 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).

### **Assignment 3: Autobiographical 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, identity, moral, social, etc.) 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 5 and no more than 8 pages long.

### **Assignment 4: Cross-Cultural Comparison Short Paper (15 points)**

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 5-8 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.

### **Assignment 5: Final Research Paper (25 points)**

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 (e.g., media, culture, the social environment). 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 12 pages long (page count refers to content only). If needed, I will provide you with a list of possible research topics to guide your topic selection process. Please use APA style and include an abstract and references. Also, please include subheadings within the paper.

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

**Note:** Approval of the research topic is required. Therefore an abstract containing a single paragraph, double-spaced (no longer than 150 to 250 words) description of the research project should be submitted no later than July 3<sup>rd</sup>.

### **Assignment 6: Final Exam (20 points)**

This exam will be in class. The format will be case study and questions. I will provide you with a list of potential topic areas prior to the exam.

### **Grades**

George Mason University policies prohibit instructors from issuing a grade of A+. The following grading scale will be used for this course:

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

## Course Requirements and Evaluation

Assignments	Points	Due Dates
Class Attendance and Participation	10	Evaluation throughout semester
Weekly Reading Journal Questions	15	Evaluation throughout semester
Autobiographical Short Paper	15	June 17 <sup>th</sup>
Cross-Cultural Comparison Short Paper	15	July 1 <sup>st</sup>
Research Abstract	-	July 3 <sup>rd</sup>
Final Exam	20	July 17 <sup>th</sup>
Research Paper	25	July 22 <sup>nd</sup>
<b>Total Points Possible</b>	<b>100</b>	

### TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### 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/>).

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

**PROPOSED CLASS SCHEDULE:**

<b>Class</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Readings Due</b>	<b>Assignment(s) Due</b>
1	June 3 <sup>rd</sup> , 2014	Introduction & Overview  Cultural Exploration and Exercises	Broderick & Blewitt, Ch. 1	
2	June 5 <sup>th</sup> , 2014	Infancy and Toddlerhood  Early Childhood Part I  Age Specific Counseling	Broderick & Blewitt, Ch. 3 & 4	
3	June 10 <sup>th</sup> , 2014	Early Childhood Part II  Age Specific Counseling	Broderick & Blewitt,, Ch. 5	
4	June 12 <sup>th</sup> , 2014	Middle Childhood  Age Specific Counseling	Broderick & Blewitt,, Ch. 6	
5	June 17 <sup>th</sup> , 2014	Middle Childhood Through Early Adolescence  Age Specific Counseling	Broderick & Blewitt, Ch. 7	<b>Autobiographical Short Paper</b>
6	June 19 <sup>th</sup> , 2014	Middle Childhood Through Early Adolescence  Age Specific Counseling	Broderick & Blewitt, Ch. 8	

7	June 24 <sup>th</sup> , 2014	Identity Development Class Activity: Jigsaw Puzzle	Class Article Readings	
8	June 26 <sup>th</sup> , 2014	Adolescents Age Specific Counseling	Broderick & Blewitt, Ch. 9	
9	July 1 <sup>st</sup> , 2014	The Social World of Adolescents Age Specific Counseling	Broderick & Blewitt, Ch. 10	<b>Cross-Cultural Comparison Paper</b>
10	July 3 <sup>rd</sup> , 2014	Young Adulthood Age Specific Counseling	Broderick & Blewitt, Ch. 11 & 12	<b>Research Abstract</b>
11	July 8 <sup>th</sup> , 2014	<b>No Class: Research Day</b>		
12	July 10 <sup>th</sup> , 2014	Middle Adulthood Age Specific Counseling	Broderick & Blewitt, Ch. 13 & 14	
13	July 15 <sup>th</sup> , 2014	Older Adulthood The End of Life	Broderick & Blewitt, Ch. 15	
14	July 17 <sup>th</sup> , 2014	Walk Away Message In Class Exam		<b>Final Exam</b>

15	July 22 <sup>nd</sup> , 2014	TBA		Research Paper
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Notes:

**Course Agenda 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
<b>Attendance</b>	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.
<b>Peer Interaction</b>	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
<b>Participation</b>	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
	<b>1</b>			<b>0</b>
<b>Group Dynamics</b>	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**

**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  $\frac{1}{2}$  grade (e.g., B becomes B-). There are no exceptions.