EDCD 525.001: Advanced Human Growth and Development (3:3:0)
Spring 2016
Tuesdays, 7:20 pm - 10 pm
Thompson Hall 1018

Instructor: Dr. Mireille Aprahamian
Office hours: Before or after class by appointment
Office location: Thompson Hall 1018
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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. 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.

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:

Berk, L.E. (2013). Exploring lifespan development (3rd Ed.). Pearson.

Occasional handouts (related professional articles, etc.)

Recommended Reading List:

Arnett, J. J. (2014). 4 Identity Development from Adolescence to Emerging Adulthood: What We Know and (Especially) Don't Know. *The Oxford Handbook of Identity Development*, 53.

Bard, K. A. (2014). The roles that humans can play in enhancing social, communicative, cognitive, and emotional development in young nursery-reared chimpanzees. *American journal of primatology*, 76, 65-65.

Bornstein, M. H., Hahn, C.-S. and Wolke, D. (2013). Systems and Cascades in Cognitive Development and Academic Achievement. Child Development, 84: 154–162.

Craig, S. L., & McInroy, L. (2014). You can form a part of yourself online: The influence of new media on identity development and coming out for LGBTQ youth. *Journal of Gay & Lesbian Mental Health*, *18*(1), 95-109.

Davis, E. P. and Sandman, C. A. (2010). The Timing of Prenatal Exposure to Maternal Cortisol and Psychosocial Stress Is Associated With Human Infant Cognitive Development. Child Development, 81: 131–148.

Diamond, L. M. (2014). Careful what you ask for: Reconsidering feminist epistemology and autobiographical narrative in research on sexual identity development. *Signs*, *40*(1).

Galván, M., Uauy, R., López-Rodríguez, G., & Kain, J. (2014). Association between childhood obesity, cognitive development, physical fitness and social-emotional wellbeing in a transitional economy. *Annals of human biology*, *41*(2), 101-106.

Gialamas, A., Mittinty, M. N., Sawyer, M. G., Zubrick, S. R., & Lynch, J. (2014). Child care quality and children's cognitive and socio-emotional development: an Australian longitudinal study. *Early child development and care*, *184*(7), 977-997.

Knafo, A., Iervolino, A., & Plomin, R. (2005, February). Masculine Girls and Feminine Boys: Genetic and Environmental Contributions to Atypical Gender Development in Early Childhood. Journal of Personality and Social Psychology, 88(2), 400-412.

Lee, B. (2007). Emerging Adulthood: The Winding Road from the Late Teens through the Twenties. Qualitative Social Work, 6(2), 250-253.

Langner, J., & Child, M. A. (2015). Social-emotional development in young children with Specific Language Impairment: The association between parenting style and children's empathy and emotion expression.

Masten, A. S. (2014). Invited Commentary: Resilience and positive youth development frameworks in developmental science. *Journal of youth and adolescence*, *43*(6), 1018-1024.

McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). Sibling Relationships and Influences in Childhood and Adolescence. *Journal of Marriage and the Family*, *74*(5), 913–930.

Nelson, L., Badger, S., & Wu, B. (2004). The influence of culture in emerging adulthood: Perspectives of Chinese college students. International Journal of Behavioral Development, 28(1), 26.

Nixon, C. L. (2014). Current perspectives: the impact of cyberbullying on adolescent health. *Adolescent Health, Medicine and Therapeutics*, *5*, 143–158.

Ranta, J. & Raitasalo, K. (2015). Disorders of cognitive and emotional development in children of mothers with substance abuse and psychiatric disorders. *Nordic Studies on Alcohol and Drugs*, 32(6), pp. 591-604.

Romero, A. J., Edwards, L. M., Fryberg, S. A., & Orduña, M. (2014). Resilience to discrimination stress across ethnic identity stages of development. *Journal of Applied Social Psychology*, *44*(1), 1-11.

Saur, A. M., Correia, S. K. B., Bettiol, H., Barbieri, M. A., & Loureiro, S. R. (2014). Variables associated with cognitive, behavioral and emotional development: a cohort of schoolchildren. *Psico-USF*, *19*(1), 131-141.

Stan, C., & Beldean, I. G. (2014). The Development of Social and Emotional Skills of Students-ways to Reduce the Frequency of Bullying-type Events. Experimental Results. *Procedia-Social and Behavioral Sciences*, *114*, 735-743.

Williford, A., Boulton, A. J., Forrest-Bank, S. S., Bender, K. A., Dieterich, W. A., & Jenson, J.

M. (2015). The Effect of Bullying and Victimization on Cognitive Empathy Development During the Transition to Middle School. In*Child & Youth Care Forum* (pp. 1-17). Springer US.

Wright, M., & Masten, A. (2005). Resilience Processes in Development: Fostering Positive Adaptation in the Context of Adversity. Handbook of resilience in children (pp. 17-37). New York, NY US: Kluwer Academic/Plenum Publishers.

Wong, C. (2014). Resiliency and Emotional Literacy: Promoting the Development of Life Skills and Coping Skills in Students.

Yip, T. (2014). Ethnic identity in everyday life: The influence of identity development status. *Child development*, *85*(1), 205-219.

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. 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 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. **Comparison Short Paper**: 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 3-4 page short paper (page count refers to text only). Please use APA style and include an abstract and references. Sample 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.

4. **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 particular 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 (2005 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 cc the rest of the group members.

5. **Exam:** This exam will be in class. 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.

6. **Final Research Paper:** 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.

Evaluation and Grading:

Participation/Attendance (20 points)
- 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 Papers (10 points each)
- Excellent (8-10pts): 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 (5-7pts): 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 (4 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 points)
- Excellent (12-15pts): 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 (7-11pts): 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 (6 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 points)

Research Paper (25 Points)
- Excellent (21-25pts): Student is able to illustrate an excellent understanding and knowledge of written subject. Literature review is relevant and references are from reliable sources. Assignment requirements are clearly addressed. Main points are highlighted relevant to topic. Student is able to meet size requirements and incorporate theoretical foundations. Paper includes depth, professional level writing, and excellent presentation of topic.
- Good (14-20pts): Student incorporates few references to support research topic. Organization and clarity of paper is generally good. Few minor points are confusing and seem out of place. Content is generally appropriate. Partially covers expected information. Student illustrates partial understanding and knowledge of selected topic. Student did not comply with size limitations. Paper generally includes depth but fails to demonstrate professional level of research writing.
- Poor/failing (14 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.

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

Grading will be based primarily upon the significance, thoroughness, accuracy, relatedness, logic and degree to which points made are effectively supported. Grammar and style will be taken into account when they detract from the presentation or understanding of the professional arguments made. As noted above points/grade will be deducted from assignments that do not follow APA guidelines and/or exceed the page limit. Late papers receive a 10% penalty.

Technology Component:

All students must have, and use, their GMU email account. This is the official email address used by the Registrar, the Dean's office, and C&D faculty and instructors. Students are expected to check their GMU email on a daily basis during the semester. If you have not already received your email account, you can complete the process at https://mail-web.gmu.edu/

TK20 REQUIREMENTS: Not applicable for this course

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/the-mason-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 GSE Syllabi
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

ASSESSMENT RUBRIC: See Evaluation and grading

Course Schedule

Date	Discussion Content	Assignments/Readings
19 Jan 16	Introductions, expectations, and group assignments	
26 Jan 16	Theory, Research, and Foundations of development	Chapters 1, 2
2 Feb 16	Cross Cultural Development Counseling Implications	Chapter 3
9 Feb 16	Prenatal Development	**Self-Reflection Paper Due**
16 Feb 16	Infancy and Toddlerhood	Chapters 4, 5, 6 **Groups 1 Presentation**
23 Feb 16	Early Childhood	Chapters 7, 8 **Groups 2 Presentation**
1 Mar 16	Middle Childhood	Chapters 9, 10 **Groups 3 Presentation**
15 Mar 16	Adolescence	Chapters 11, 12 **Groups 4 Presentation** **Comparison Paper Due**
22 Mar 16	Early Adulthood	Chapters 13,14 **Groups 5 Presentation**
29 Mar 16	Middle Adulthood	Chapters 15, 16 **Groups 6 Presentation**
5 Apr 16	Late Adulthood	Chapters 17, 18 **Groups 7 Presentation**
12 Apr 16	The End of Life	Chapter 19 **Groups 8 Presentation**
19 Apr 16	Guest Speaker	Exam Review
26 Apr 16	In class Exam	**In class Exam**
3 Apr 16	Final Paper	**Research paper Due via EMAIL**

Please note: course schedule is subject to change