



RHODE ISLAND COLLEGE
FEINSTEIN SCHOOL OF EDUCATION & HUMAN DEVELOPMENT
Department of Counseling, Educational Leadership & School Psychology
Syllabus of Record – updated November 2010

Course: CEP 531: Human Development across Cultures

Prerequisites: Graduate status or consent of department chair

CEP 531 – Faculty – fall 08 to fall 10			
	Dukes, Thomas	Full time	Ed.D
	Rita, Jacqueline	Adjunct	CAGS-Mental Health
	Williams, Joy	Adjunct	CAGS-Mental Health
	Tortolani, Christina	Adjunct	Ph.D.
	Allessi, Philip	Adjunct	CAGS-School Psy
	Mastroleo, Nadine	Adjunct	Ph.D.

Texts: Gardiner, H.W. & Kosmitzki, C., (2008). *Lives Across Cultures: Cross Cultural Human Development*, 4th ed. Boston: Allyn and Bacon.

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Additional readings may be placed on reserve, located on Blackboard, or may be distributed in class.

Course Description:

The focus of this graduate course is on human development theories as they relate to the field of human services. Additionally, attention is given to life cycle stages, the exploration of development throughout childhood, adolescence and adulthood and the role of cross cultural issues within the ongoing developmental process.

Relationship of course to program:

This course serves as a prerequisite and requirement for all Master's counseling and school psychology courses in the Department of Counseling, Educational Leadership and School Psychology.

Relationship to Conceptual Framework and FSEHD:

The conceptual framework of the Feinstein School of Education and Human Development provides a foundation for this course. The model of reflective practice is the lens through which the content and application will be explored. Students will be expected to reflect on the variety of ecological influences that continuously interact to shape our experience and influence our development.

<u>Course Learning Objectives</u>	<u>SPA</u>	<u>Conceptual Framework: Advanced Competencies</u>
1. Students will develop a working knowledge of the models, theories and processes of lifespan human development from a cross-cultural perspective. These	NASP 2.4, 2.5, 2.8 CACREP 2a, 2b, 2c,	Knowledge 1 Knowledge 3

will be interwoven into examples and narrative activities to provide a comprehensive and cohesive understanding of development	2d, 3a, 3b, 3h	
2. Students will reflect on the variety of biopsychosocial influences that continuously interact to shape their experience and influence their functioning	NASP 2.4, 2.5, 2.8 CACREP 2a, 2b, 2e, 3c, 3d	Knowledge 1 Practice 4
3. Through individual and group process activities, students will develop an awareness of how their own development of cultural identity, personality and skills influence and interact in their future professional counseling role. Students will develop awareness of how their individual diversity influences and interacts in their development of professional identity	NASP 2.5, CACREP 2e, 2f	Knowledge 1 Knowledge 3 Practice 3 Practice 4
4. Through individual and group process activities, students will develop an awareness of how their clients' individual diversity, personality and skills across their culture and development influence the counseling process	NASP 2.5 CACREP 2e, 2f, 3h Curricula domain A 7,8; C: 2d	Knowledge 3 Practice 3

<u>Course Requirements</u>	Points	Course learning objectives
Reflective Paper : (5 pages). Using the developmental niche model, describe your own development, and its potential impact upon your future conceptualizations of others' development.	15%	2,3
Interview Paper : (10-15 pages) Interview an individual who has been residing in this country for less than six years, and whose culture is different from your own. Interview questions should be formulated from chapter content, class discussion and general topics of importance for development across cultures. The interview should include, but not be limited to, questions about family structure and relationships, educational settings, formal and informal religious beliefs and practices, social norms, activities, and traditions, traditional foods, and the individual's experience of acculturation within the local/state/national community. Your paper should include a description of important aspects of the interviewee's culture of origin and how they have incorporated, adjusted, or discarded them in their transition and adjustment to living in this country.	30%	1,2,4

Please include an attached list of questions that guided the interview (approximately ten).		
Developmental Research Paper: (10-15 pages) Select a substantive issue in human development across cultures on which to become an “expert”. Complete a research paper utilizing outside resources in addition to class resources. Each student will also be requested to present with others in the class. Topics will be grouped according to themes. You will have flexibility regarding the format in which you choose to present your acquired knowledge. You will also be asked to provide your peers with a bibliography on your topic, thus providing each student in the class with a comprehensive resource list on human development. Specific paper and presentation guidelines will be distributed and discussed in class.	35% ppr	1,2,4
Professional conduct/participation: Thoughtful and reflective participation, both prepared and spontaneous, is crucial to this class. You will be asked to consider deeply your own development and how your experiences affect your viewpoints of the developmental experiences of others. In order to facilitate a safe and open environment, I require confidentiality within the classroom. If, at any time, you have a concern about this, or the process of the classroom, please speak to me.	20%	1,2,3,4

Note: The format for both of these papers should be consistent with APA style

Grading Scale:

A: 93 - 100	C+: 79 - 77
A-: 92 - 90	C: 76 - 73
B+: 89 - 87	C-: 72 - 70
B: 86 - 83	D: 69 - 65
B-: 82 - 80	F: 64 and below

Americans with Disabilities Act and Section 504 of the Rehabilitation Act

The staff of Disability Services, Craig-Lee Hall (401) 456-8061; TTY (via RI Relay) 1-800-745-5555, coordinates accommodations and services for RIC courses. If you have a disability for which you may request accommodation in RIC classes and have not contacted them, please do so as soon as possible. Please also see me privately regarding accommodations in this course.

Academic Misconduct

“The College community is committed to the basic principles of academic honesty. A student who is willfully dishonest academically is subject to the consequences, ranging from an effect on a grade to dismissal, depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Board of College Discipline. The board is composed of students, faculty, and administrators. A description of its powers and

responsibilities can be found in the *Student Handbook* under Student Conduct. The *Student Handbook* is provided by the Office of Student Life or can be found on the RIC Web site (www.ric.edu)” (Bulletin of Rhode Island College: 2007-2009 Catalog, p. 46). You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Late Assignments

Assignments submitted after the due date are subject to a 10% late penalty for each weekday they are late. After three days, the late assignment will **not** be accepted and the student will **not** receive any credit for the assignment.

Incomplete Policy

Incompletes (grades of "I") will be given only in cases of documented, unavoidable medical emergencies, military service, hardship, or death in the immediate family. If you find yourself falling behind or not scoring well on assignments, it is your responsibility to seek assistance from the instructor.

CEP 531 - Alignment of Course Requirements with:

Performance assessment	Course learning objectives	SPA	Conceptual framework
Reflective Paper	2, 3	NASP 2.4, 2.5, 2.8 CACREP 2a, 2b, 3c, 3d, 4a, 5d	Knowledge 1 Practice 4
Interview Paper	1,2,4	NASP 2.4, 2.5, 2.8 CACREP 2a, 2b, 3a, 3c, 3d, 4a, 5d 8b. Curricula domain A 7.8; C: 2d	Knowledge 1 Knowledge 3 Practice 3
Developmental Research Paper	1,2,4	NASP 2.4, 2.5, 2.8 CACREP 2a, 2b, 3a, 3c, 3d, 4a, 5d 8b. Curricula domain A 7.8; C: 2d	Knowledge 2 Knowledge 3 Practice 1 Practice 2
Professional conduct/participation	1,2,3,4	NASP 2.4, 2.5, 2.8 CACREP 2a, 2b, 3a, 3c, 3d, 4a, 5d, 8b. Curricula domain A 7.8; C: 2d	Knowledge 4 Practice 4

Suggested Readings:

Dryfoos, J. (1994). *Full Service Schools: A Revolution in Health and Social Services for Children, Youth and Families*. San Francisco: Jossey-Bass Publishers.

Fordham, S. (1996). *Blacked Out: Dilemmas of Race, Identity and Success at Capital High*. Chicago: University of Chicago Press.

Gatto, J. (1992). *Dumbing Us Down*. Philadelphia: New Society Publishers.

Holland, D. & Eisenhart, M. (1990). *Educated in Romance: Woman, Achievement and College Culture*. Chicago: University of Chicago Press.

Lu, F. G., Lim, R. F., and Mezzich, J.E. (1997). Issues in the Assessment and Diagnosis of Culturally Diverse Individuals. *Review of Psychiatry*, 14, 476-508.

Sue, D. W. & Sue, D. (2003). *Counseling the Culturally Diverse: Theory and Practice (4th edition)*. NY: John Wiley & Sons, Inc.

Sue, D. W. (2003). *Overcoming Our Racism*. San Francisco, CA: Jossey-Bass.

Titchkosky, R. (2003). *Disability, Self and Society*. Toronto: University of Toronto Press Incorporated.

Weil, E. (2006, September 24). What if it's (sort of) a boy and (sort of) a girl? [The New York Times](#).

Weinreich, J. P., & Drozdek, B. (Eds.). (2004). *Broken Spirits: The Treatment of Traumatized Asylum Seekers, Refugees, War and Torture Victims*. NY: Brunner- Routledge.