

Lewis and Clark College
Graduate School of Education and Counseling
School Psychology Program

Fall 2017

SPSY 506:
Development and Learning

3 Semester Credits



Peter Mortola, Ph.D.

Professor of School and Counseling Psychology

Office: Rogers Hall 323, Phone: 768 6072

Email: pmortola@lclark.edu

Class meeting time/place: 1:15-4:30 pm, Thursday, York 101

Office hours: Tuesdays, 1:00-4:00 pm by appointment

“What do we do when we raise a child, teach a student, or educate a person as a member of society? All these forms of pedagogy require painful yet exhilarating departures from home and encounters with otherness. Like the swimmer who plunges into the river’s current to reach the opposite bank, the person who wishes to learn must risk a voyage from the familiar to the strange...Do schoolmasters realize that they only fully taught those they thwarted, or rather, completed, those they forced to cross? Certainly, I never learned anything unless I left, nor taught someone else without inviting him to leave his nest.”

Michel Serres (1997)

General Course Information

Required Readings

- 1) Solomon, A. (2012), *Far from the tree: Parents, Children, and the search for identity*, Scribner, NY
- 2) Steinberg, L. (2014), *Age of Opportunity: Lessons from the new science of adolescence*, Houghton, Mifflin, Harcourt Publishing Company, NY
- 3) Greene, R.W., (2014) *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*, Scribner, NY
- 4) Readings as assigned and available online

Catalogue Description

This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Course Goals

Through this course, candidates will develop knowledge, skills and dispositions that will enable them to:

- Understand developmental difference and commonality in human experience
- Differentiate and integrate developmental theories and research with particular focus on ages 3-21
- Apply developmental theory to the process of learning and the practice of school psychology
- Develop skills to assess and facilitate the developmental process in the role of a school psychologist
- Reflect on one's own experiences in development to better help and understand the development of others

Relevant Course and Departmental Policies

CPSY Department Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Standard Make-Up Assignment

Any missed class time of significance will require a due at the following meeting: An additional 3-5 page paper in which you describe what you learned from interviewing two or more individuals who attended the class time you missed as well as additional relevant readings on the week's topic that you chose in consultation with the professor.

Disability Services Statement

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Course Assignments and Expectations

Professional Standards, Attendance, & Participation Rubric (21 points)

This evaluation assesses candidate professional engagement in the course in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. The course instructor will circle a rating next to each standard based on candidate performance and include comments and goals for professional development as part of the evaluation of candidate performance for this course. A score of "2" given for any item is considered a passing grade. A score of "3" represents exceptional work.

Rating Scale: 0—Does not meet criteria 1—Meets criteria minimally/Area for growth

2—Meets criteria appropriately for program/practice level 3—Meets criteria exceptionally/Area of strength

1	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2	3
2	The candidate demonstrates a capacity for openness to points of view, theories, experiences and perspectives in the course that may differ from their own.	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner in the course that is consistent with the department's mission and standards.	0	1	2	3
4	The candidate is thoughtfully and effectively engaged in the course and is timely with assignments and class attendance and consistently shows strong and effective skills in verbal, nonverbal, and written communication.	0	1	2	3
5	The candidate follows professionally recognized conflict resolution processes and demonstrates appropriate emotional self-regulation regarding interpersonal relationships in the course.	0	1	2	3
6	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers and the instructor and is able to give such feedback respectfully in the course.	0	1	2	3
7	The candidate demonstrates an ability to appropriately monitor the use of technology in relation to the course.	0	1	2	3

Comments and Goals for Future Development:

Development and Learning Papers (20 points possible for each paper)

Candidates are required to write three papers based on the following topics and guidelines:

- Paper #1: Bringing strength (due first day of class)
- Paper #2: Reading reflection (due day of presentation in class)
- Paper #3: Developmental learning (due last day of class)

Course Papers Guidelines:

Writing helps better integrate your thoughts, feelings and actions regarding both your personal and professional development, specifically regarding the content of the course. Good writing reflects a conscientious and sustained effort to make clear and visible your thoughts and feelings about a topic and how you should act as a consequence of these reflections. Clear writing is a result of an iterative and editorial process. Please strive to meet the following standards set for the writing assignments in this class.

1. Author **demonstrates** clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed, 3 pages long, with 1.5 line spacing, no cover page, and is preferably printed double-sided. **(2 points)**

2. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. **(2 points)**

3. All sections of the paper described below are present and well-articulated (within and between):

b. Opening **(2 points)**

Include name and project title. Describe what do you intend to address in this paper.

c. Body **(12 points)**

Paper 1. Provide a description of your movement toward the field of school psychology and one or two particular strengths that you are bringing to the profession based on your previous experience. Reflect on what biases you will need to be aware of as you enter the profession. State what you hope to learn in the program.

Paper 2. Include substantial quotations pulled from class readings (three to five quotes total, at least 25-50 words, indented ½ inch) and your reflections on what makes each quote central to the chapter, as well as extensions or questions that the quotes elicit.

Paper 3. Detail 3-5 aspects of new learning regarding development and the practice of school psychology from the class and highlight the ways your understanding of development has become more complex or has been challenged by the content of this class.

d. Closing and Proofreading Process (2 points)

Summarize and provide some sense of closure for your paper. Describe what you have learned from the proofreading process that you engaged in with another student for this paper.

Student Presentations (5 points possible each presentation)

During the term, students are expected to present to the class three times for between 5-10 minutes each time. The goal of these presentations is to gain experience speaking on relevant topics in professional contexts: The first presentation on the first day of class is based on your “*Bringing strength*” paper. The second presentation will be on the readings for a week of your choosing (students will sign up for these *Reading Reflection Presentations* in advance). The last presentation on the last day of the course will be on the *New learning in development* paper. Presentations will be graded in relation to the following rubric for this assignment (1 point per item):

- 1) Student demonstrates helpful, contactful and congruent communication, both verbally and nonverbally
- 2) Student is professional and respectful in relation to the content, issues of diversity, and the audience
- 3) Student demonstrates a grasp on the material reflective of an appropriate amount of preparation
- 4) Student presents complex information clearly and concisely without oversimplification
- 5) Student presents for the appropriate amount of time and covers all aspects of the assignment

Concept Quizzes (10 points possible each quiz)

Two quizzes will be given during the term for students to demonstrate learning and mastery of concepts related to the goals of the class. The questions (multiple choice, T/F, short answers) will be based on careful reading and comprehension of course readings, discussions, and presentations.

Course Assignment Point Totals

<i>Professional Standards, Course Attendance, & Participation</i> rubric	21 points
<i>Paper 1: Bringing strength</i>	20 points
<i>Paper 2: Reading reflection</i>	20 points
<i>Paper 3: New learning in development</i>	20 points
<i>Presentation 1: Bringing strength</i>	5 points
<i>Presentation 2: Reading reflection</i>	5 points
<i>Presentation 4: Developmental learning</i>	5 points
Concept Quiz #1	10 points
<u>Concept Quiz #2</u>	<u>10 points</u>
Total points	116 points

Course Grading

Total points for class assignments will be determined by the rubrics above and grades determined as below:

106–116 = A

95–105 = B

84–94 = C

Course Outline by Weekly Sessions

Date	Course Readings & Topics	Assignments & Student Presentations
1 9/7	Topic: Attachment and optimal development <i>Flow Drawing</i> Readings: Syllabus	<i>Bringing strength</i> paper due
2 9/14	Topic: Assessment of problems in development BASC (part 1) Readings: RAD* & Solomon, Ch. 1. Son (49 pages)	Reading Reflection Presentation #1 Reading Reflection Presentation #2
3 9/21	Topic: Regulation and development BASC (part 2) Readings: Solomon, Ch. 2. Deaf (65 pages)	Reading Reflection Presentation #1 Reading Reflection Presentation #2
4 9/28	Topic: Academic development WISC Readings: Solomon 4. Down Syndrome (50 pages)	Reading Reflection Presentation #1 Reading Reflection Presentation #2
5 10/5	Topic: Integration and sensory development Autism scales Readings: Solomon 5. Autism (74 pages)	Reading Reflection Presentation #1 Reading Reflection Presentation #2
6 10/12	OSPA Conference Readings: Greene, Chapters 1-3	OSPA Conference
7 10/19	Topic: Emotional development CDI Readings: Greene, Chapters 4-6	Reading Reflection Presentation #1 Reading Reflection Presentation #2
8 10/26	Topic: Social development SSRS Readings: Greene, Chapters 7-9	Reading Reflection Presentation #1 Reading Reflection Presentation #2
9 11/2	Topic: Language development and narrative/RATC Readings: Solomon 7. Disability (50 pages); Mortola, Collecting an anecdote (pdf)	Reading Reflection Presentation #1 Reading Reflection Presentation #2
10 11/9	Topic: Gender and identity development Counseling in groups Readings: Solomon, Ch. 11. Transgender (76 pages)	Reading Reflection Presentation #1 Reading Reflection Presentation #2
11 11/16	Topic: From childhood to adolescence Identity drawing Readings: Solomon, Ch. 12. Father (25 pages), Steinberg, Chapter 1 & 2	Reading Reflection Presentation #1 Reading Reflection Presentation #2
11 11/23	Thanksgiving – No class	
12 11/30	Topic: Adolescence, affiliation and status Achenbach (part 1) Readings: Steinberg, Chapters 3, 4, 5, & 6	Reading Reflection Presentation #1 Reading Reflection Presentation #2
13 12/7	Topic: Adolescence, gas pedal and brakes Achenbach (part 2) Readings: Steinberg, Chapters 7, 8, 9, & 10	Reading Reflection Presentation #1 Reading Reflection Presentation #2
14 12/14	Topic: <i>Development learning</i> presentations Course evaluations Readings: Steinberg, Conclusion	<i>Developmental learning</i> Paper Due

* <https://apsy651.wikispaces.com/file/view/X++RAD+implications+for+school+-+Schwartz+2006.pdf>

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Boats In A Fog

Robinson Jeffers

Sports and gallantries, the stage, the arts, the antics of dancers,
The exuberant voices of music,
Have charm for children but lack nobility; it is bitter earnestness
That makes beauty; the mind
Knows, grown adult.
A sudden fog-drift muffled the ocean,
A throbbing of engines moved in it,
At length, a stone's throw out, between the rocks and the vapor,
One by one moved shadows
Out of the mystery, shadows, fishing-boats, trailing each other
Following the cliff for guidance,
Holding a difficult path between the peril of the sea-fog
And the foam on the shore granite.
One by one, trailing their leader, six crept by me,
Out of the vapor and into it,
The throb of their engines subdued by the fog, patient and
cautious,
Coasting all round the peninsula
Back to the buoys in Monterey harbor. A flight of pelicans
Is nothing lovelier to look at;
The flight of the planets is nothing nobler; all the arts lose virtue
Against the essential reality
Of creatures going about their business among the equally
Earnest elements of nature.