

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

Fall 2018

***SPSY 506:***  
***Development and Learning***

3 Semester Credits



**Peter Mortola, Ph.D.**

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Class meeting time/place: 1:00-4:15 pm, Thursday

Office hours: Tuesdays, 1:00-4:00 pm or 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) Burke Harris, N., (2018), *The deepest well: Healing the long-term effects of childhood adversity*, Houghton Mifflin Harcourt, NY
- 2) Solomon, A. (2012), *Far from the tree: Parents, Children, and the search for identity*, Scribner, NY
- 3) Steinberg, L. (2014), *Age of Opportunity: Lessons from the new science of adolescence*, Houghton, Mifflin, Harcourt Publishing Company, NY
- 4) 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

### **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: students gaining knowledge to both differentiate and integrate multiple theoretical views on development; students gaining a better conceptual understanding of commonalities and differences in development; and, students 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, students 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 and Disability Services Statement**

Any missed class time of significance will require a **make-up assignment** 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. 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**

### **Course Evaluation Rubric and Grading Criteria (16 items total)**

The items on this rubric will be used to assess the student's professional dispositions, engagement in the course, **and** communication with others. These items are a subset of overall Professional Standards listed in the First Year Student Handbook. Each assignment in the class is weighted equally based on the following rating scale: 0—Meets no criteria; 1—Meets some criteria (B-); 2—Meets most criteria (B); 3—Meets all criteria (A-); 4—Meets all criteria exceptionally (A). Expectations for the various assignments are described below. I will add appropriate comments and goals that will facilitate further professional development of the student at the end of the term.

### **Student Presentations (4 total)**

During the term, students are expected to present to members of the class four times. 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 “*Contributions to the Profession*” paper (a two minute sharing). The last presentation on the last day of the course will be on the *New learning in development* paper (a two minute sharing). The second and third presentations, *Reading and Leading Reflections*, will be small group facilitations of discussion based on readings for the week after which the leader receives feedback from group members on the following criteria. **Leaders will incorporate this feedback into Papers #2 & #3.**

- 1) Leader presents complex information/ideas clearly and concisely (not too fast or slow with good volume) without oversimplification.
- 2) Leader demonstrates a grasp on the material reflective of an appropriate amount of preparation, presents for the appropriate amount of time and covers all aspects of the assignment.
- 3) Leader asks good questions with follow-ups and engages group members well in discussion of readings.
- 4) Leader demonstrates helpful (i.e. focusing, illuminating), contactful (i.e. warm, good eye contact, inclusive) and congruent (i.e. emotionally in tune with content) communication, both verbally and nonverbally.
- 5) Leader is professional and respectful in relation to the content, issues of diversity, and the audience.
- 6) Leader collects 3 questions from the group for the Development Quizzes based on the readings.

### **Development Quizzes (4 total)**

**Four quizzes will be given during the term for students to demonstrate learning and mastery of concepts, theory and data related to the class lectures and presentation slides (75%) and readings (25%). Quiz questions will be either fill in the blank, multiple choice, T/F, or short answers.**

### **Reading Reflections (weekly)**

This class is reading heavy. However, readings were chosen for relevance and readability. Students should expect to put an equal amount of time outside of class fulfilling readings and assignments as they spend in class each week. Students are expected to come to class with readings in hand, with underlined or highlighted passages to discuss, and with notes in margins or on paper highlighting thoughts and reflections from the reading. Students are expected to actively engage in small group reading discussions and help others to do so as well.

### **Development and Learning Papers (3 total)**

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

Paper #1: Entering the Profession (due first day of class)

Paper #2: Reading and Leading Reflection (due within three weeks after leading first group discussion)

Paper #3: Developmental Learning (due last day of class)

Paper 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.

- Pragmatics: Author uses clear and effective spelling, punctuation, and grammar in communicating ideas **succinctly in 2 or 3 sides of a page**. Papers are turned in on paper and on time. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. Each section described below has its own heading and is well-articulated (within and between).
- Heading: Include your name, title of paper, and date.
- Opening: In a brief opening paragraph, describe what you intend to do in the paper and why.
- Body (The body of each of the three papers due this term should include the following named sections):

Paper #1: (a) Describe one or two particular strengths that you are bringing to the profession based on your previous experience; (b) Reflect on what biases/limitations you will need to be aware of as you enter the profession given your own background, culture, upbringing, identity; (c) State what you hope to learn in the program.

Paper #2: (a) Include substantial quotations pulled from class readings (two to three quotes total, at least 25-50 words, indented ½ inch); (b) Reflect on what makes each quote important and what you took from the text; (c) Describe how the reading has broadened your thinking; (d) **Detail what you have learned about effective group facilitation based on your experience and feedback received, specifically describing one skill you and others identified that is a strength for you to build on and one skill that is a challenge for you to continue developing.**

Paper #3: (a) Detail 3-5 aspects of new learning regarding development and the practice of school psychology from the class; (b) Highlight the ways your understanding of development has become more complex or has been challenged by the content of this class; (c) Describe how your practice **with children** has changed as a result; (d) **Provide a summative evaluation of your two group facilitations in terms of what you learned, what you practiced, and what grade you give yourself (1-4) for the two group facilitation experiences based on your own evaluation and those of your peers.**

- Closing and Proofreading Process: Summarize and provide some sense of closure for your paper. Describe what you learned from the required proofreading process for this paper with another student.

### Course Outline by Weekly Sessions

Date	Course Readings & Topics	Assignments & Student Presentations
<b>1</b> <b>9/6</b>	Navigation of Dialectics in Development Childhood drawing	<i>Paper #1 due</i> <i>Presentation #1 due</i>
<b>2</b> <b>9/13</b>	Regulation & Dis-regulation in Development Readings: Syllabus, Burke-Harris, 1-5 (77 pages)	
<b>3</b> <b>9/20</b>	Support & Risk: Attachment in Development Readings: Burke-Harris, 6-9 (78 pages)	
<b>4</b> <b>9/27</b>	Challenge & Skills: Flow and ZPD in Development Readings: Burke-Harris, 10-Epilogue (70 pages)	<i>Development Quiz #1</i>
<b>5</b> <b>10/4</b>	Integration & Differentiation in Development Readings: Solomon, 1 & 4, Son/Downs (99 pages)	<i>Development Quiz #1</i>
<b>6</b> <b>10/11</b>	Theory Of Mind & Autism In Development: Part 1 Readings: Solomon, 5, Autism (74 pages)	
<b>7</b> <b>10/18</b>	Theory Of Mind & Autism In Development: Part 2 Readings: Solomon, 7 & 12, Dis/Father (75 pages)	
<b>8</b> <b>10/25</b>	Nature & Nurture: Gender Identity in Development Readings: Solomon, 11, Transgender (76 pages)	<i>Development Quiz #2</i>
<b>9</b> <b>11/1</b>	Social & Emotional Development Readings: Greene, 1-3 (75 pages)	
<b>10</b> <b>11/8</b>	Cognitive Development Readings: Greene, 4-6 (108 pages)	
<b>11</b> <b>11/15</b>	Academic Achievement & Development Readings: Greene, 7-9 (100 pages)	<i>Development Quiz #3</i>
<b>11/22</b>	Thanksgiving – No class	
<b>12</b> <b>11/29</b>	Dialectics in Adolescence Part 1 Readings: Steinberg, 1-2 (45 pages)	
<b>13</b> <b>12/6</b>	Dialectics in Adolescence: Parts 2 & 3 Readings: Steinberg, 3-5 (60 pages)	<i>Paper #3 due</i>
<b>14</b> <b>12/13</b>	Readings: Steinberg, 6-8 (57 pages)	<i>Development Quiz #4</i> <i>Presentation #4 due</i>

### Course Evaluation Rubric and Grading Criteria

The following rubric will be used in this course to evaluate student performance. The instructor will add appropriate comments and goals that will facilitate further professional development of the student. Rating Scale:

0—Meets no criteria; 1—Meets some criteria (B-); 2—Meets most criteria (B); 3—Meets all criteria (A-);

4—Meets all criteria exceptionally (A).

<b>Professional Standards and Skills</b>							
1	The student demonstrates ability to relate to peers, professors, supervisors, and other professionals in a respectful, ethical and appropriate manner. Particularly in relation to cultural, familial, and individual differences relating to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2	3	4	
2	The student demonstrates a continuing capacity for humility and openness to points of view, theories, experiences and perspectives different <u>from</u> their own and also demonstrates the ability to receive, integrate/utilize feedback from peers and supervisors and is able to give such feedback respectfully.	0	1	2	3	4	
3	The student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.	0	1	2	3	4	
4	The student 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	4	
5	The student demonstrates thoughtful, timely, and effective engagement in all aspects of the class and makes the effort to contribute positively. The student takes initiative, is dependable and responsible, and is concerned with their own personal and professional growth.	0	1	2	3	4	
<b>Course Assignments</b>							
6	The student demonstrates an ability to meet the criteria and requirements of Paper #1 as detailed in the syllabus	0	1	2	3	4	
7	The student demonstrates an ability to meet the criteria and requirements of Paper #2 as detailed in the syllabus	0	1	2	3	4	
8	The student demonstrates an ability to meet the criteria and requirements of Paper #3 as detailed in the syllabus	0	1	2	3	4	
9	The student demonstrates an ability to meet the criteria and requirements of Presentation #1 as detailed in the syllabus	0	1	2	3	4	
10	The student demonstrates an ability to meet the criteria and requirements of Presentation #2 as detailed in the syllabus	0	1	2	3	4	
11	The student demonstrates an ability to meet the criteria and requirements of Presentation #3 as detailed in the syllabus	0	1	2	3	4	
12	The student demonstrates an ability to meet the criteria and requirements of Presentation #4 as detailed in the syllabus	0	1	2	3	4	
13	The student demonstrates an ability to meet the criteria and requirements of Developmental Quiz #1 as detailed in the syllabus	0	1	2	3	4	
14	The student demonstrates an ability to meet the criteria and requirements of Developmental Quiz #2 as detailed in the syllabus	0	1	2	3	4	
15	The student demonstrates an ability to meet the criteria and requirements of Developmental Quiz #3 as detailed in the syllabus	0	1	2	3	4	
16	The student demonstrates an ability to meet the criteria and requirements of Developmental Quiz #4 as detailed in the syllabus	0	1	2	3	4	
Comments:		Totals:	0	1	3	4	6
			6	2	8	4	4

**Course Grading: 64 total points possible**

A = 52 and above; A- = 48 and above; B = 42 and above; B- = 37 and above.

Graduate School policy: "The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

## **Bibliography**

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Mejía-Arauz R, Rogoff B, Paradise R. Cultural variation in children's observation during a demonstration. *International Journal of Behavioral Development* 2005;29(4):282-291.

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Vygotsky LS. Imagination and creativity in childhood. *Journal of Russian and East European Psychology* 2004;42(1):7-97. 17.

### SPSY 506: Weekly Seating Chart

To facilitate community-building in our program and cohort as well as to learn from each other's areas of experience and expertise, the following seating chart will be used on a weekly basis. Based on the list on the following page, each cohort member will be assigned a number to correspond with the seating arrangement. Underlined numbers are the individuals responsible for group discussion leadership that week. Each student will present twice.

Wk 2	Table 1	<u>1</u>	6	11	16	21	Wk 7	Table 1	<u>1</u>	2	3	4	5							
	Table 2	<u>2</u>	7	12	17	22		Table 2	<u>6</u>	7	8	9	10							
	Table 3	<u>3</u>	8	13	18	23		Table 3	<u>11</u>	12	13	14	15							
	Table 4	<u>4</u>	9	14	19			Table 4	<u>16</u>	17	18	19	20							
	Table 5	<u>5</u>	10	15	20			Table 5	<u>21</u>	22	23									
Wk 3	Table 1	1	<u>10</u>	14	18	22	Wk 8	Table 1	1	<u>22</u>	18	14	10							
	Table 2	2	<u>6</u>	15	19	23		Table 2	6	<u>2</u>	23	19	15							
	Table 3	3	<u>7</u>	11	20			Table 3	11	<u>7</u>	3	20								
	Table 4	4	<u>8</u>	12	16			Table 4	16	<u>12</u>	8	4								
	Table 5	5	<u>9</u>	13	17	21		Table 5	21	<u>17</u>	13	9	5							
Wk 4	Table 1	1	9	<u>12</u>	20	23	Wk 9	Table 1	1	17	<u>8</u>	15	Wk 12	Table 1	1	5	19	23	12	
	Table 2	2	10	<u>13</u>	16			Table 2	6	22	<u>13</u>	4	20		Table 2	14	18	7	21	
	Table 3	3	6	<u>14</u>	17			Table 3	11	2	<u>18</u>	9			Table 3	2	16	20	9	13
	Table 4	4	7	<u>15</u>	18	21		Table 4	16	7	<u>23</u>	14	5		Table 4	15	4	8	22	11
	Table 5	5	8	<u>11</u>	19	22		Table 5	21	12	<u>3</u>	19	10		Table 5	3	17	6	10	
Wk 5	Table 1	1	8	15	<u>17</u>	Wk 10	Table 1	1	12	23	<u>9</u>	20	Wk 13	Table 1	1	17	8	9		
	Table 2	2	9	11	<u>18</u>		Table 2	6	17	3	<u>14</u>			Table 2	14	5	6	22	13	
	Table 3	3	10	12	<u>19</u>	21	Table 3	11	22	8	<u>19</u>	5		Table 3	2	18	19	10	11	
	Table 4	4	6	13	<u>20</u>	22	Table 4	16	2	13		10		Table 4	15	16	7	23		
	Table 5	5	7	14	<u>16</u>	23	Table 5	21	7	18	<u>4</u>	15		Table 5	3	4	20	21	12	
Wk 6	Table 1	1	7	13	19	Wk 11	Table 1	1	18	<u>20</u>	22									
	Table 2	2	8	14	20	<u>21</u>	Table 2	14	16	8	<u>10</u>	12								
	Table 3	3	9	15	16	<u>22</u>	Table 3	2	4	6	23									
	Table 4	4	10	11	17	<u>23</u>	Table 4	<u>15</u>	17	19	21	13								
	Table 5	5	6	12	18		Table 5	3	<u>5</u>	7	9	11								



**2018 Cohort names and numbers**

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**SPSY 506: Development and Learning - Overall ratings of student presenters**

**Please rate each of your discussion leaders using the criteria for presentations and rating scale below:**

- 1) presents complex information/ideas clearly/concisely (not too fast/slow, good volume) without oversimplification.
- 2) demonstrates a grasp on the material reflective of an appropriate amount of preparation, presents for the appropriate amount of time and covers all aspects of the assignment.
- 3) asks good questions with follow-ups and engages group members well in discussion of readings.
- 4) demonstrates helpful (i.e. focusing, illuminating), contactful (i.e. warm, good eye contact, inclusive) and congruent (i.e. emotionally in tune with content) communication, both verbally and nonverbally.
- 5) is professional and respectful in relation to the content, issues of diversity, and the audience.

1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally.

#	Leader	Overall rating	Constructive comments
1		1 2 3 4	
2		1 2 3 4	
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