

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

Fall 2019

SPS4 506:
Development and Learning

3 Semester Credits



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

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 them to leave their 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

Development is the study of growth, adaptation and learning. The primary goals for this course include: gaining a deeper understanding of healthy development; gaining a clearer understanding of what can interfere with healthy development; developing operational ideas of what we school psychologists, teachers, and parents can do to support healthy development. 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 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

Development and Learning Journal (weekly, turned in twice)

During the term, students are required to create a paper journal, organized by the weekly content and themes of the course. This journal can be used in class as an aide during tests, will be turned in and graded along with each test, and should be kept as a study guide for the Praxis II and for future reference of developmentally appropriate practice once you are engaged in the profession. *Development and Learning Journals* will be graded (using this scale: 0—Did not meet criteria; 1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally) based on the following criteria:

- Journal contains weekly notes (at least some hand written) incorporating rich content from course slides, presentations, discussions and readings.
- Journal contains images, drawings, and metaphors (at least some composed by hand) along with verbal content that help conceptualize the course content in reference to prior understanding and learning.
- Journal is well organized and reflects creative, integrative, and thoughtful presentation of materials and learning.

Reading Reflections (weekly and included in journals)

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 highlighted passages to discuss, and with notes in margins and in your Development and Learning Journal 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 Tests (2 total)

Two tests 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 (80%) and readings (20%). Test questions will be either fill in the blank, multiple choice, T/F, or short answers. *Development and Learning Journals* are to be used during test and turned upon completion of the test.

Student Presentations and Group Facilitation (4 total)

During the term, students are expected to present to or facilitate discussions with the class five times in total (four will be graded). The goal of these presentations is to gain experience speaking on relevant topics in professional contexts as well as gaining small group facilitation skills. The first presentation on the first day of class is based on your “*Contributions to the Profession*” paper (a five minute sharing). The last presentation on the last days of the course will be on the “*Facilitating Development*” paper (a five minute sharing). The second and third presentations, *Reading and Leading Reflections*, will be a small group facilitation of discussion based on readings for the week. After facilitating this discussion the leader will ask for feedback from group members on the following criteria: 0—Did not meet criteria; 1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally. Leaders will incorporate this feedback into Paper #2, which is due two weeks after the first time you facilitate a discussion.

- 1) Leader presents their highlights for approximately 5 minutes and helps facilitate discussion for about 15 minutes, adding additional contributions appropriately.
- 2) Leader presents complex information/ideas clearly and concisely (not too fast or slow with good volume) without oversimplification.
- 3) 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.
- 4) Leader asks good questions with follow-ups and engages group members well in discussion of readings.
- 5) 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.
- 6) Leader is professional and respectful in relation to the content, issues of diversity, and the audience.

Development and Learning Papers (3 total)

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

- Paper #1: Professional Contributions and Reflections on Development (due first day of class)
- Paper #2: Reading and Leading Reflection (due the week after your second group facilitation)
- Paper #3: Facilitating Development in Schools (due last two days 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 on about 4 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, whole paper) with helpful transitions between each. 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 sections):

Paper #1: (a) Provide a brief description of your movement toward the field of school psychology and describe one or two particular strengths that you are bringing to the profession based on your previous experience; (b) Reflect on what biases you will need to be aware of as you enter the profession given your own background, culture, upbringing, and identity; (c) How much background to you have studying development? How can a developmental understanding help guide our practice?

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 and provide a grade (using same scale used throughout syllabus, 0-4) for each of your two facilitations.

Paper #3: Write a narrative that integrates content from this course with your experience at your pre-practicum site. Include a rich description of a specific situation involving a child, small group, whole class and/or teacher. Include clear and multiple references and citations to both developmental content addressed in class as well as readings. Describe what you learned from the class that helped you see or understand the child, teacher or situation through a more developmentally appropriate/supportive lens.

- **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.

OSPA Fall Conference Assignment Options

The Oregon School Psychologist Association (OSPA) fall conference is October 10th and 11th in Troutdale, Oregon. Candidates are strongly encouraged to attend this excellent professional development opportunity. For conference details and to register visit: <https://www.oregonschoolpsychologists.com/>. **Assignment option 1:** Candidates who attend the conference will write a 1-page reflection about the conference regarding what the candidate learned and how the content relates to the developmental process. **Assignment option 2:** Candidates who are unable to attend the conference will write a 5-page paper (APA format) on a topic that is presented on at the conference (see conference brochure for session descriptions). Candidates will include specific information regarding how they see this information relating to their future practice as a school psychologist and how the content relates to the developmental process. Papers (and brief sharing of content) are due in class on October 17th.

Course Evaluation Rubric and Grading Criteria (15 items total)

The items on this rubric will be used to assess the student's professional dispositions, engagement in the course, communication with others. These items are a sub-set 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). At the end of the term, the instructor will add appropriate comments and goals that will facilitate further professional development of the student.

	Professional Standards and Skills					
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 from 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, positively, and effectively engaged in the course, timely with assignments and class attendance and shows effective skills in verbal, nonverbal, and written communication.	0	1	2	3	4
5	The student receives feedback well, is concerned with their own personal/professional growth, and is able to provide feedback in respectful and effective ways.	0	1	2	3	4
	Course Assignments					
6	The student demonstrates an ability to meet the criteria and requirements of Paper #1	0	1	2	3	4
7	The student demonstrates an ability to meet the criteria and requirements of Paper #2	0	1	2	3	4
8	The student demonstrates an ability to meet the criteria and requirements of Paper #3	0	1	2	3	4
9	The student demonstrates an ability to meet the criteria and requirements of the OSPA assignment	0	1	2	3	4
10	The student demonstrates an ability to meet the criteria and requirements of Presentation #1	0	1	2	3	4
11	The student demonstrates an ability to meet the criteria and requirements of Presentation #2	0	1	2	3	4
12	The student demonstrates an ability to meet the criteria and requirements of Presentation #3	0	1	2	3	4
13	The student demonstrates an ability to meet the criteria and requirements of Presentation #4	0	1	2	3	4
14	The student demonstrates an ability to meet the criteria and requirements of Test & Journal #1	0	1	2	3	4
15	The student demonstrates an ability to meet the criteria and requirements of Test & Journal #2	0	1	2	3	4
	Totals:	0	1	3	4	6
			5	0	5	0

Course Grading: 60 total points possible

A = 50 and above; A- = 45 and above; B = 35 and above; B- = 30 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."

Overall Score and Grade:

Growing Edges:

Strengths:

Course Outline by Weekly Sessions

Date	Course Readings & Topics	Assignments & Facilitator Initials
1 9/5	Regulation & Dis-regulation Readings: Syllabus, Burke-Harris, 1-5 (77 pages)	<i>Paper #1 & Presentation due</i>
2 9/12	Attachment, Flow and ZPD Readings: Burke-Harris, 6-9 (78 pages)	1 2 3 4 5
3 9/19	Dialectics & Development Readings: Burke-Harris, 10-Epilogue (70 pages)	1 2 3 4 5
4 9/26	Development & Difference Readings: Solomon, 1 & 4, Son/Downs (99 pages)	1 2 3 4 5
5 10/3	Social/Emotional Development & Theory of Mind Readings: Solomon, 5, Autism (74 pages)	1 2 3 4 5
10/10	OSPA – No class/See assignment options in syllabus	
6 10/17	OSPA assignment discussions	<i>Development Test #1</i>
7 10/24	Gender & Learning Readings: Solomon, 11 & 12, Trans/Father (105 pgs)	1 2 3 4 5
8 10/31	Learning & Teaching Readings: Greene, 1-3 (75 pages)	1 2 3 4 5
9 11/7	Cognition & Intelligence Readings: Greene, 4-6 (108 pages)	1 2 3 4 5
10 11/14	Adolescence: Part 1 Readings: Greene, 7-9 (100 pages)	<i>Paper #2 due (1 week following 2 facilitations)</i> 1 2 3 4 5
11 11/21	Adolescence: Part 2 Readings: Steinberg, 1-4 (80 pages)	1 2 3 4 5
11/28	Thanksgiving – No class	
12 12/5	Readings: Steinberg, 5-8 (80 pages)	<i>Development Test #2</i>
13 12/12	Facilitating Development in Schools	<i>Paper #3 & Presentation due</i>

Bibliography

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SPSY 506: Seating Chart Per Week

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. During the first week of class students will be assigned a number to correspond with the seating arrangement. Underlined numbers are the individuals responsible for group discussion leadership that week.

Wk 1	Open																																							
Wk 2 9/12	Table 1	<u>1</u>	6	11	16	Wk 7 10/24	Table 1	<u>6</u>	2	3	4	Wk 8 10/31	Table 1	16	18	14	10	Wk 9 11/7	Table 1	11	17	<u>8</u>	15	Wk 10 11/14	Table 1	1	12	<u>9</u>	20	Wk 11 11/21	Table 1	1	18	<u>20</u>	12					
	Table 2	<u>2</u>	7	12	17		Table 2	<u>1</u>	7	8	9		Table 2	6	<u>2</u>	19	15		Table 2	6	<u>13</u>	4	20		Table 2	6	17	3	<u>14</u>		12/12	Table 2	14	16	8	<u>10</u>				
	Table 3	<u>3</u>	8	13	18		Table 3	<u>11</u>	12	13	14		Table 3	11	<u>7</u>	3	20		Table 3	1	2	<u>18</u>	9		Table 3	11	8	<u>19</u>	5		Table 3	11	8	<u>19</u>	5	Table 3	2	18	19	10
	Table 4	<u>4</u>	9	14	19		Table 4	<u>16</u>	17	18	19		Table 4	1	<u>12</u>	8	4		Table 4	16	7	14	5		Table 4	16	2	13	10		Table 4	16	2	13	10	Table 4	15	16	7	11
	Table 5	<u>5</u>	10	15	20		Table 5	5	10	15	20		Table 5	5	<u>9</u>	13	17		Table 5	12	<u>3</u>	19	10		Table 5	12	<u>3</u>	19	10		Table 5	3	17	6	10	Table 5	3	4	20	12
Wk 3 9/19	Table 1	1	<u>10</u>	14	18	Wk 4 9/26	Table 1	1	9	<u>12</u>	20	Wk 5 10/3	Table 1	1	8	15	<u>17</u>	Wk 6 10/17	Table 1	1	7	13	19	Wk 12 12/5	Table 1	1	5	19	12	Wk 13 12/12	Table 1	1	17	8	9					
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Table 5	5	<u>9</u>	13	17	Table 5	5	8	<u>11</u>	19	Table 5	5	7	14	<u>16</u>	Table 5	5	7	14	<u>16</u>	Table 5	5	6	12	18	Table 5	3	17	6	10	Table 5	3	4	20	12						
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