

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

Fall 2016

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

3 Semester Credits



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Class meeting time: 1:15-4:30 pm, Thursday, York 121

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) 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:

- 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 a perspective of the role of a school psychologist as a facilitator of the developmental process
- Reflect on one's own experiences in development to better help and understand the development of others
- Understand developmental difference and commonality in human experience

## Course Assignments and Expectations

### Course Attendance, Participation, and Professional Standards

Because of the importance of in-class time together in this colloquium, regular and timely class attendance and engaged participation are expected and will be assessed and feedback will be provided. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Please contact the professor prior to class or due dates regarding any absences from class or problems with assignment deadlines. Please notify the instructor of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account. Any missed class time of significance will require a **standard 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. **(3 points)**

**Course Professional Standards Rubric**

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. **(7 points)**

**Rating Scale:**

N—No Opportunity to observe    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.	N	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.	N	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.	N	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.	N	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.	N	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.	N	0	1	2	3
7	The candidate demonstrates an ability to appropriately monitor the use of technology in relation to the course.	N	0	1	2	3

**Comments and Goals for Future Development:**

## **Development and Learning Reflection Papers**

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

### **Reflection Paper #1: A Personal Reflection**

A personal reflection of falling from the tree: How were you similar or different from the norms and how did you develop empathy for those who are different? What bias might you have to be aware of as you move into this profession?

### **Reflection Paper #2: A Professional Encounter**

A professional encounter with difference: How is a child you have encountered in pre-practicum similar or different from the norms and how have you developed empathy for those who are different? What bias might you have to be aware of as you move into this profession?

### **Reflection Paper #3: Intersections of Professions**

Intersections of professions: How did you observe a teacher positively supporting or thwarting development in the classroom? How have these observations changed your own understanding of teaching? What bias towards teachers might you have to be aware of as you move into this profession?

### **Reflection 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.

1. Author **demonstrates** clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed, 3-4 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)**
    1. Provide a relevant narrative or observational description from your own life experience and/or your Pre-Practicum placement, as relevant.
    2. Include substantial quotations pulled from class readings or presentations that relate to the topic of the paper (two to four quotes total, at least 40 words or more, indented ½ inch).
    3. Make connections between the narrative/observations and developmental literature/theory paying particular attention to new understanding that will inform your personal and professional actions.
  - d. Closing and Proofreading Process **(2 points)**  
Describe the ways in which your thinking about the profession and practice of school psychology is becoming more complex or has been challenged by the content of this class. Describe what you have learned from the proofreading process that you engaged in with another student for this paper.

### **Student Presentations**

During the term, students are expected to present to the class four times for approximately 5-10 minutes each time. The goal of these presentations is to gain experience speaking on and facilitating discussion of relevant topics in professional contexts: Two of the presentations will be on the readings for a week of your choosing (*Reading Reflection Presentation*). The other two presentations will be on two out of the three course papers described above (*Reflection Paper Presentation*) Students will sign up for the presentations in advance. Presentations will be graded in relation to the following rubric for this assignment (**1 point per item**):

- 1) Student presents complex information clearly and concisely without oversimplification
- 2) Student includes direct quotations from class readings/presentations as well as specific descriptive examples
- 3) Student demonstrates helpful, contactful and congruent communication, both verbally and nonverbally
- 4) Student is professional and respectful in relation to the content, issues of diversity, and the audience
- 5) Student demonstrates a grasp on the material reflective of an appropriate amount of research and reading

### **Concept Quizzes**

Three 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. (**10 points each**)

### **Course Assignment Point Totals**

Course Attendance, Participation, & Professional Standards	7 points
Reflection Paper #1	20 points
Reflection Paper #2	20 points
Reflection Paper #3	20 points
Reading Reflection Presentation #1	5 points
Reading Reflection Presentation #2	5 points
Reflection Paper Presentation #1	5 points
Reflection Paper Presentation #2	5 points
Concept Quiz #1	10 points
Concept Quiz #2	10 points
<u>Concept Quiz #3</u>	<u>10 points</u>
Total possible points	117 points

### **Course Grading**

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

$$105 - 1127 = A$$

$$92 - 104 = B$$

$$79 - 91 = C$$

### Course Outline by Weekly Sessions

Date	Course Readings & Instructor Presentation Topics	Course Assignments & Student Presentation Dates
<b>1 9/8</b>	Readings: Syllabus, Solomon, Ch. 1. Son (49 pages)  Topic: The pulse of regulation in development	Reading Reflection Presentation (x3) “Strength” introductions (x9)
<b>2 9/15</b>	Readings: Solomon, Ch. 2. Deaf (65 pages)  Topic: Support and risk	Reading Reflection Presentation (x3) “Strength” introductions (x9)
<b>3 9/22</b>	Readings: Solomon, Ch. 3. Dwarfs (55 pages)  Topic: Disequilibrium and equilibration	Reading Reflection Presentations (x3) Reflection Paper #1 Presentations (x4)
<b>4 9/29</b>	Readings: Solomon 4. Down Syndrome (50 pages)  Topic: Integration and differentiation	Reading Reflection Presentation (x3) Reflection Paper #1 Presentations (x4)
<b>5 10/6</b>	Readings: Solomon 5. Autism (74 pages)  Topic: Sensory development and learning	Reading Reflection Presentation (x3) Reflection Paper #1 Presentations (x4)
<b>6 10/13</b>	Readings: Solomon 6. Schizophrenia (60 pages)  Topic: Emotional development and learning	Reading Reflection Presentation (x3) Mid-Term Course Evaluation (all in class)
<b>7 10/20</b>	Readings: Solomon 7. Disability (50 pages)  Topic: Social development and learning	Reading Reflection Presentations (x3) Concept Quiz #1
<b>8 10/27</b>	Readings: Solomon 8. Prodigies (75 pages)  Topic: Play, development and learning	Reading Reflection Presentation (x3) Reflection Paper #2 Presentations (x4)
<b>9 11/3</b>	Readings: Solomon 9. Rape (60 pages)  Topic: Language Development and learning	Reading Reflection Presentation (x3) Reflection Paper #2 Presentations (x4)
<b>10 11/10</b>	Readings: Solomon 10. Crime (60 pages)  Topic: Behavioral development and learning	Reading Reflection Presentation (x3) Reflection Paper #2 Presentations (x4)
<b>11 11/17</b>	Readings: Solomon, Ch. 11. Transgender (76 pages) Ch. 12. Father (25 pages)  Topic: Physical development and adolescence	Reading Reflection Presentations (x3) Concept Quiz #2
<b>11 11/24</b>	Thanksgiving – No class	
<b>12 12/1</b>	Readings: Steinberg, Chapters 1, 2, 3, & 4  Topic: Brain plasticity and adolescence	Reading Reflection Presentation (x3) Reflection Paper #3 Presentations (x4)
<b>13 12/8</b>	Readings: Steinberg, Chapters 5, 6, 7, & 8  Topic: Identity development and adolescence	Reading Reflection Presentation (x3) Reflection Paper #3 Presentations (x4)
<b>14 12/15</b>	Readings: Steinberg, Chapters 9, 10 & Conclusion  Topic: Take-away themes of development	Reading Reflection Presentation (x3) Reflection Paper #3 Presentations (x4) Concept Quiz #3 Final Course Evaluation (all on line)

## Bibliography

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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.