George Mason University
College of Education and Human Development
School Psychology Program

SPSY 597-002 – Advanced Lifespan Development in the Schools
3 Credits, Fall 2020
Thursday 10:30-1:10 Online

Faculty

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Prerequisites/Corequisites

Admission to the school psychology program, or permission of instructor.

University Catalog Course Description

Focuses on emerging or foundational concepts in school psychology research, theory, or practice under direction of faculty member.

Course Overview

This course covers lifespan development (prenatal to death) in three main domains: cognitive, physical, and social/emotional. Cultural variations, contextual influences, and personal experiences are examined as interrelated factors to development. A significant portion of this course focuses on the timeframe of birth to young adulthood. By exploring human development in the context of the schools, school psychology students will broaden their understanding of how the educational environment impacts development. Additionally, their understanding of human development will enhance their professional skills, fostering K-12 students' academic achievement, positive growth and development, and mental health.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Zoom or Blackboard Collaborate. Lectures will be available for review prior to class (asynchronously) and synchronous class time will be devoted to class discussion, activities, and article shares. The course site will be available on Monday Aug 24, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students are recommended to use a headset microphone for use with Zoom or Blackboard Collaborate web conferencing tool. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- Students must download LockDown Browser in order to take the quizzes. Please see
  https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/
  for instructions on downloading and using this application.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. Lectures will be posted prior to class – please review the lectures before class meets on Thursday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Discuss the stages of human development across the cognitive, physical and social/emotional domains.
2. Examine and explain the impact and interrelatedness of cultural, contextual, and personal experiences on development.
3. Demonstrate knowledge of contemporary theories of human development and their relevance to educational practices in early childhood, middle, and adolescent education.
4. Understand and apply knowledge of human development in order to enhance school systems' policies and procedures, as well as K-12 students' academic achievement, cognitive growth and development, and mental and behavioral health and wellbeing.

Professional Standards

This course contributes to the development of knowledge and skills in the following NASP professional standards/domains of practice:

V. School Wide Practices to Promote Learning
VI. Services to Promote Safe and Supportive Schools
VII. Family, School and Community Collaboration
VIII. Equitable Practices for Diverse Student Populations

Required Texts

Berk, L. (2018). *Exploring lifespan development* (4th ed.). Boston, MA: Pearson.
     ISBN: 978-0134419701

Recommended Texts
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Supplemental materials will be posted on the Blackboard website.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and/or Examinations

- **5 quizzes = 50 pts (10 pts each)**
    - Quizzes will be taken online using LockDown Browser. Please see https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/ for instructions on downloading and using this application.
      Chapters 1-3 – available 9/11-9/14
      Chapters 4-6 – available 9/25-9/28
      Chapters 7-10 – available 10/23-10/26
      Chapters 11-14 – available 11/6-11/9
      Chapters 15-19 – available 12/4-12/7

- **Article share = 10 pts**
    - You will be responsible for presenting and leading the discussion for one article during synchronous class time.
    - When you are not the presenter, you will be responsible for participating and engaging in a discussion with the presenter and your group.

Presenter's Responsibilities (6 points)
A week before the presentation, the presenter will upload to Blackboard the article they will discuss with their group and a two-page discussion handout they will use to facilitate the discussion of their article's relevance and findings. The discussion handout should contain a brief summary of the article and its findings (one page) and 5-7 questions for discussion. This is worth 5 points. There will be a discussion thread for posting articles and discussion sheets on our class's Blackboard site.

Following your small group presentation, presenters will submit a paragraph reflecting on their presentation experience (i.e., How well did the discussion go overall? What insights or thoughts did participants share during the discussion of the article?). This is worth 1 point. Upload to Bb by the end of class or 11:59 pm that day.

Participant's Responsibilities (4 points)
As a participant, you will be responsible for reading the article and discussion sheet ahead of time, and thoughtfully listening to and engaging in article shares. To demonstrate engagement each participant will write a brief reflection (two paragraphs) following the article presentation, sharing thoughts about the research findings and relevance to readings and experience. There are 4 occasions where you will be a participant, worth 1 point each. Upload to Bb by end of class or 11:59 pm that day.

- **Research paper = 30 points**
  - o Students will complete a 6 to 8-page research paper (not including title page and references) on a topic of development related to the practice of school psychology. Paper will be in APA format, double spaced, with regular font and margins.

- **Class participation = 10 points**
  - o Students are expected to contribute to class discussion. Outside of the article shares, students will complete small group activities and share-outs, a short writing activity (one or two paragraphs) in response to a prompt, etc. There are 9 in class activities; one is worth 2 points, the rest are worth 1 point. If a written response is required, it should be uploaded to the "class activity (date of class)" slot on Bb by the end of class.

- **Grading**
  (Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

  - A+ = 99-100
  - A = 93-98
  - A- = 90-92
  - B+ = 87-89
  - B = 83-86
  - B- = 80-82
  - C = 70-79
  - D = 60-69
  - F = below 60

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Topic and Associated Readings	Assignments
Week 1		
8/27/20	Introductions, Overview of course and syllabus, article share dates assigned. Ch. 1 History, Theory, & Research Strategies	
Week 2		
9/3/20	Ch. 2 Genetic & Environmental Foundations	
Week 3		
9/10/20	Ch. 3 Prenatal, Birth, & the Newborn Baby	**Quiz 1 (Ch 1-3)** Quiz available 9/11 8:00 am to 9/14 11:59 pm
Week 4		
9/17/20	Ch. 4 Physical Development in Infancy & Toddlerhood Ch. 5 Cognitive Development in Infancy & Toddlerhood	Article Share in-class discussion for Infancy and Toddlerhood
Week 5		
9/24/20	Ch. 6 Social/Emotional Development in Infancy & Toddlerhood	**Quiz 2 (Ch 4-6)** Quiz available 9/25 8:00 am to 9/28 11:59 pm
Week 6		
10/1/20	Ch. 7 Physical & Cognitive Development in Early Childhood	
Week 7		
10/8/20	Ch. 8 Social/Emotional Development in Early Childhood	Article Share in-class discussion for Early Childhood
Week 8		
10/15/20	Ch. 9 Physical & Cognitive Development in Middle Childhood	

Week 9		
10/22/20	Ch. 10 Social/Emotional Development in Middle Childhood	Article Share in-class discussion for Middle Childhood **Quiz 3 (Ch 7-10)** Quiz available 10/23 8:00 am to 10/26 11:59 pm
Week 10		
10/29/20	Ch. 11 Physical & Cognitive Development in Adolescence Ch. 12 Social/Emotional Development in Adolescence	Article Share in-class discussion for Adolescence
Week 11		
11/5/20	Ch. 13 Physical & Cognitive Development in Early Adulthood Ch. 14 Social/Emotional Development in Early Adulthood	Article Share in-class discussion for Early Adulthood **Quiz 4 (Ch 11-14)** Quiz available 11/6 8:00 am to 11/9 11:59 pm
Week 12		
11/12/20	Ch. 15 Physical & Cognitive Development in Middle Adulthood Ch. 16 Social/Emotional Development in Middle Adulthood	
Week 13		
11/19/20	Ch. 17 Physical & Cognitive Development in Late Adulthood Ch. 18 Social/Emotional Development in Late Adulthood	
Week 14		
11/26/20	**NO CLASS THANKSGIVING BREAK**	
Week 15		
12/3/20	Ch. 19 Death, Dying, & Bereavement	**Quiz 5 (Ch 15-19)** Quiz available 12/4 8:00 am to 12/7 11:59 pm
Finals Week	No Class or Exam	**Research paper due 12/10 11:59 pm**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .