

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

SPSY 597-002 – Advanced Lifespan Development in the Schools
3 Credits, Fall 2023
Mondays, 1:30pm -4:10 pm
Thompson Hall L003

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 using a lecture/discussion format and Blackboard.

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: Sage.
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

	Due Dates	Points
Attendance & Participation	Ongoing	Total Pts 10
Quizzes (5 quizzes - 10 points each) <ul style="list-style-type: none">• Quiz 1 (Chapters 1-3)• Quiz 2 (Chapters 4-6)• Quiz 3 (Chapters 7-10)• Quiz 4 (Chapters 11-14)• Quiz 5 (Chapters 15-19)	9/18 10/2 10/23 11/6 11/27	Total Pts 50 10 10 10 10 10
Article Share <ul style="list-style-type: none">• Infancy and toddlerhood• Early childhood• Middle childhood• Adolescence• Early adulthood	9/18 10/2 10/16 10/23 10/30	Total Pts 10
Research Paper	12/8	Total Pts 30
TOTAL		100

Quizzes = 50 pts (10 pts each)

Students will complete five quizzes (10 points each) across the semester to demonstrate knowledge of central aspects of human development and developmental theories. Quizzes may include a combination of multiple-choice responses, short essays, and other test items.

Article share = 10 pts

You will be responsible for presenting and leading the discussion for one article during 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 one-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 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. 1 point for facilitating the article share discussion.

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

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. Additional details will be provided throughout the course.

Class participation = 10 points

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/policies-procedures/>

A Statement to Frame Our Work Together:

In an ideal world, science would be objective.

However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to use data from a diverse group of scientists reporting on diverse populations, but limits still exist on this front.

I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science.

Despite the potentially exclusionary nature, of some content included in this course, I have chosen to include such research because I believe that the data still has value in informing and supporting our discussions and may push us to reflect on our own understanding of human development and how we do our work on a daily basis. Therefore, within this class we will

critically assess the studies and theoretical frameworks presented and collaboratively assess their applicability to our work as scientists.

Class Schedule

Date	Topic and Associated Readings	Assignments
Week 1		
8/21/23	Introductions, Norm Setting, Overview of course and syllabus, article share dates assigned. Ch. 1 History, Theory, & Research Strategies	
Week 2		
8/28/23	Ch. 2 Genetic & Environmental Foundations	
Week 3		
9/4/23	Labor Day: University Closed	
Week 4		
9/11/23	Ch. 3 Prenatal, Birth, & the Newborn Baby Ch. 4 Physical Development in Infancy & Toddlerhood	
Week 5		
9/18/23	Ch. 5 Cognitive Development in Infancy & Toddlerhood Ch. 6 Social/Emotional Development in Infancy & Toddlerhood	Quiz 1 (Ch 1-3) Article Share in-class discussion for Infancy and Toddlerhood
Week 6		
9/25/22	SYNCHRONOUS Ch. 7 Physical & Cognitive Development in Early Childhood	
Week 7		
10/2/23	Ch. 8 Social/Emotional Development in Early Childhood	Quiz 2 (Ch 4-6) Article Share in-class discussion for Early Childhood
Week 8		
10/10/23 *Tuesday Class	Ch. 9 Physical & Cognitive Development in Middle Childhood Ch. 10 Social/Emotional Development in Middle Childhood	Article Share in-class discussion for Middle Childhood

Week 9		
10/16/23	Ch. 11 Physical & Cognitive Development in Adolescence	
Week 10		
10/23/23	Ch. 12 Social/Emotional Development in Adolescence	Quiz 3 (Ch 7-10) Article Share in-class discussion for Adolescence
Week 11		
10/30/23	Ch. 13 Physical & Cognitive Development in Early Adulthood Ch. 14 Social/Emotional Development in Early Adulthood	Article Share in-class discussion for Early Adulthood
Week 12		
11/6/23	Ch. 15 Physical & Cognitive Development in Middle Adulthood Ch. 16 Social/Emotional Development in Middle Adulthood	Quiz 4 (Ch 11-14)
Week 13		
11/13/23	Ch. 17 Physical & Cognitive Development in Late Adulthood Ch. 18 Social/Emotional Development in Late Adulthood	
Week 14		
11/20/23	NO CLASS THANKSGIVING BREAK	
Week 15		
11/27/23	Ch. 19 Death, Dying, & Bereavement	Quiz 5 (Ch 15-19)
Finals Week	No Class or Exam	Research paper due by 12/8/23 at 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/>.