

**FALL 2004**  
**H 262 SYLLABUS**

**Relationships and Learning:  
Research and Models for Youth Development**

**Professor Gil G. Noam**

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**PART I**

Session 1

**INTRODUCTION: THE FRAMEWORK**

No readings.

Session 2

**CASE STUDY: WHERE EDUCATION AND MENTAL HEALTH  
MEET**

Eccles, J. & Appleton, J. (2002). *Community programs to promote youth development*. Washington, DC: National Academy Press. (pp. 297-319)

Noam, G.G., & Hermann, C.A. (2002). Where education and mental health meet: Developmental prevention and early intervention in schools. *Development and Psychopathology*, No. 14, pp. 861-875.

*Film: RALLY on Chronicle*

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**PART II: Relationship Contexts**

Session 3

**RELATIONSHIPS BETWEEN TEACHERS AND STUDENTS**

Pianta, R.C., Stuhlman, M.W., & Hamre, B.K. (2002). How school can do better: Fostering stronger connections between teachers and students. *New Directions for Youth Development*, No. 93, pp. 91-107.

Pianta, R.C., & Walsh, D.J. (1996). Conversations between children and schools. p. 153-173. In *High-risk children in schools: Constructing sustaining relationships*. New York: Routledge.

Bernstein-Yamashiro, B.L. (2004). Learning Relationships: Teacher-student connections in high school. *New Directions for Youth Development*, No. 103. San Francisco: Jossey-Bass.

Lynch, M., & Cicchetti, D. (1992). Maltreated children's reports of relatedness to their teachers. In R.C. Pianta (Ed.), *Beyond the parents: The role of other adults in children's lives* (New Directions for Child Development, No. 57, pp. 81-107). San Francisco: Jossey-Bass.

#### Session 4

### **MENTORING RELATIONSHIPS**

Rappaport, N. (2002). Can advising lead to meaningful relationships? In J. Rhodes (Ed). *A critical view of youth mentoring*. (New Directions for Youth Development, No. 93, pp. 109-125). San Francisco: Jossey-Bass.

Kontos, S. (1992). The role of continuity and context in children's relationships with nonparental adults. In R.C. Pianta (Ed.), *Beyond the parents: The role of other adults in children's lives* (New Directions for Child Development, No. 57, pp. 109-119). San Francisco: Jossey-Bass.

Rhodes, J.E. (2002). *Stand by me: Risk and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press. (pp. 24-53: How Mentoring Works)

Rhodes, J., Grossman, J., & Roffman, J. (2002). The rhetoric and reality of youth mentoring. In J. Rhodes (Ed). *A critical view of youth mentoring*. (New directions for youth development, No. 93, pp. 9-20). San Francisco: Jossey-Bass.

#### Session 5

### **PSYCHOANALYSIS AND OBJECT-RELATIONS PSYCHOLOGY**

#### **Transference and Attachment**

Phillips, A. (1988). Winnicott. Cambridge, MA: Harvard University Press. (pp. 127-137).

Winnicott (1951). The child's needs and the role of the mother in the early stages. pp. 14-23. In J. Hardenberg, (Ed.). (1957). *The child and the outside world: Studies in developing relationships*. London: Tavistock.

Bowlby, J. (1969). *Attachment*. New York: Basic Books. (pp.177-186; 198-202).

Benjamin, J. (1988). *The bonds of love: Psychoanalysis, feminism, and the problem of domination*. New York: Pantheon. (pp. 11-50)

*Film: John*

#### Session 6

### **COUNSELLING AND THERAPY RELATIONSHIPS**

#### **THE THERAPEUTIC ALLIANCE: RELATIONSHIPS BETWEEN THERAPISTS AND ADULT PATIENTS**

Bachelor, A., & Horvath, A. (1999). The therapeutic relationship. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.

Horvath, A.O., & Symonds, B.D. (1991). Relation between working alliance and outcome in psychotherapy: A meta-analysis. *Journal of counseling psychology*, 38, 2, 139-149.

Jennings, L. & Skovholt, T. M. (1999). The cognitive, emotional and relational characteristics of master therapists. *Journal of Counseling Psychology*, 46, (1) 3-11.

Gelso, C.J., & Carter, J.A. (1994). Components of the psychotherapy relationship: Their interaction and unfolding during treatment. *Journal of Counseling Psychology*, 41, 296-306.

#### Session 7

### **RELATIONSHIPS & RESILIENCY IN YOUTH DEVELOPMENT**

Masten, A. (1994). Resilience in individual development: Successful adaptation despite risk and adversity. In Wang, M. and Gordon, E. (eds.) *Educational resilience in inner-city America: Challenges and prospects*. Hillsdale, NJ: Erlbaum Assoc. (pp. 3-25).

Werner, E. (1990). Protective factors and individual resilience. In S. Meisels & J.S. Shonkoff (Eds.), *Handbook of early childhood intervention*. New York: Cambridge University Press. (pp. 96-116).

Dryfoos, J.G. (1994). Chapter 3: Support Services and Quality Education: A Range of Possibilities. In *Full Service Schools: A Revolution in Health and Social Services for Children, Youth and Families*. San Francisco: Jossey-Bass. pp. 45-75

#### Session 8

### **DEVELOPMENTAL PSYCHOLOGY**

#### **Eriksonian Lifecycle Approach**

Erikson, Erik H., *Identity and the lifecycle*. New York: Norton, 1980. (pp.108-131)

G. Vaillant. (1997) *Adaptation to life*. Boston: Little Brown Publishers. (pp.41-52, 75-90, 105-126).

Noam, G. (1999). The Psychology of Belonging: Reformulating Adolescent Development. In A.H. Esman, L.T. Flaherty, H.A Horowitz (Eds.), *Annals of the American Society of Adolescent Psychiatry* (Adolescent Psychiatry

Developmental and Clinical Studies, Volume 24). Hillsdale, NJ: The Analytic Press.

### **Discussion of final paper projects**

Session 9

## **COGNITIVE DEVELOPMENTAL PSYCHOLOGY**

### **Social Cognition**

Vygotsky, L.S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press. pp. 79-91.

Dodge, K.A., Petit, G.S., McClaskey, C.L. & Brown, M.M. (1987). Social competence in children. *Monographs of the Society for Research in Child Development*, 51, 2, pp. v-26.

Fischer, K. W., & Watson, M. W. (2001). Dynamic development of socio-emotional roles and distortions in families: The case of the Oedipus conflict. In G. Roper, C. V. Hagen, & G. Noam (Eds.), *Risk and development: Perspectives from clinical developmental psychology* (pp. 86-116). Stuttgart: Verlag W.

Walsh, C. (1999). Reconstructing Larry, in *Harvard Education Bulletin*, VXLIII, n.1. pp. 1-13.

Session 10

## **CLINICAL-DEVELOPMENTAL PSYCHOLOGY**

### **Implications for at-risk students**

Pianta, R. C. & Walsh, D. J. (1996). The child as a developing system. *High risk children in schools: Constructing sustaining relationships*. New York: Routledge. (pp. 101-116).

Noam, G. (1997). Clinical-developmental psychology: Towards developmentally differentiated interventions. In I. Sigel & K.A. Renninger (Eds.), *Handbook of child psychology* (5th ed.), Vol. 4, Child psychology in practice. New York: Wiley Publishers. (pp. 585-632).

Fischer, K, et al. (1997). Psychopathology as adaptive development along distinctive pathways. *Development and Psychopathology*, 9, pp. 749-779.

Session 11

## **CLINICAL-DEVELOPMENTAL PSYCHOLOGY, continued**

Noam, G. (1996). Reconceptualizing maturity: Beyond the myth of integration. In G.G. Noam & K.W. Fischer (Eds.), *Development and vulnerability in close relationships*. Mahwah, NJ: Erlbaum. (pp. 135-172)

Pollack, W. (1998). Hamlet's curse: Depression and suicide in boys. *Real boys: Rescuing our sons from the myths of boyhood*. New York: Random House (pp. 303-337)

Fiore, N.A. & Noam, G.G. (2004). Chapter 1. *New Directions for Youth Development*, No. 103. San Francisco: Jossey-Bass. Publication pending.  
TO BE PURCHASED FROM PROFESSOR

*Film: Neil (example of BBC longitudinal study)*

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Session 12

## **WRAP UP & STUDENT PROJECT REVIEW**

We will use this time to review readings we haven't yet covered, answer questions about the semester, and summarize the studies.

**(no readings)**

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