**PSYED 1025: Professional Seminar Dr. Anna Arlotta-Guerrero**

**Fall 2019 ana28@pitt.edu**

**Wednesdays 1:00-2:40 412-624-0306**

**COURSE OBJECTIVES**

This course introduces the scope and organization of, and current issues in, Applied Developmental Psychology. We will discuss a variety of topics as they relate to the profession and to the variety of services available to children, youth, and families.

The course will examine issues affecting children, youth, and families from a contemporary perspective. It provides students with an opportunity to experience, participate in, and study the greater community and to discover how communities can supprot children, youth and families. One of the primary objectives is the continued development of critical thinking skills and critical inquiry as you build critical consciousness. Practical experiences with respect to the concepts of empathy, citizenship, and social responsibility are an important component of this course. The course includes a required experiential component involving students in a community-based community engagement project. Field experiences are centered on community engagement projects at youth-servicing agencies.

**Course objectives include:**

1. To examine and understand the theoretical, historical, practical, and political aspects related to the experiences of children, youth, and families and to working with them in a professional setting.

2. To develop skills in advocacy, critical thinking, and complex problem solving.

3. To recognize, understand, and appreciate social and civic responsibility.

4. To challenge assumptions, biases, and prejudices in social, racial, and political issues related to children, youth and families.

5. To provide students with an opportunity to work on real problems in the community. Students participate in service learning directed toward effecting community change.

6. To assess and strengthen leadership, self-awareness, empathy, and personal skills and attributes related to service and leadership.

**COURSE FORMAT**

Each course meeting will be a combination of lecture and seminar-style learning. Seminar-style includes whole and small group discussions, individual and small group activities, and individual reflection on content and learning.

Active participation requires attendance, preparation, and willingness to contribute to small and whole group discussions. Readings and assignments will form the basis of our class discussions and group work. A 25-hour community engagement component of this course completes our meeting time.

**COURSE TEXTS**

Required readings for this class are posted on CourseWeb. **You are responsible** for obtaining copies of all required readings in time to prepare for class each week and for **bringing all readings and materials to class.**

**COURSE REQUIREMENTS: ASSIGNMENTS AND EVALUATIONS**

**Attendance and Participation: 10 points**

Active participation is critical in a seminar-style class; therefore, your attendance is expected at all class sessions. In the case of sickness or emergency, please notify the instructor via email in advance if possible. You should contact a classmate to learn of any assignments or announcements.

After the first absence, additional absences will result in a deduction in your grade. Absences from class to observe a religious holiday, serve jury duty, or participate in required military service are exceptions to this policy. If you anticipate being absent for any of these reasons, please make arrangements in advance and there will be no deduction in your grade.

**Each One Teach One: 60 points**

An important part of training to become a professional is learning to be aware of current issues and the impact that they may have on the future of the field, as well as the children and families with whom you are working. Three students will partner to facilitate a 15 -20 minute activity/discussion to help the class learn more about a current issue, event, or debate that is related to a topic covered in the course. We will work on choosing partners and topics before the second class session. Each students must have an active and equitable role in the presentation.

**Your EOTO should include:**

1. Overview of a current issue or event that is related to a topic covered in the course.

2. Share a brief (1-2 page) article from a newspaper, magazine, or online news source to highlight the issue at hand. This should be emailed to the class prior to you sharing in in class. Please also bring enough hard copies for students to share on the day of your presentation.

3. An activity or interactive component. This should take the majority of the time and should involve each member of the class in some way.

4. Be creative! Use what you know about teaching, instruction, and facilitation of curriculum to develop a thoughtful plan for your EOTO. Use of short video clips (2-3 minutes max), pictures, cartoons/comics is allowed. No Power Points please.

**Community Engagement Project: 130 total points**

This semester you will collaborate with a community organization to complete a community engagement project. You will devote 26 hours (includes any necessary training) on site with this community engagement partnership and will be assigned to a small group based on your expressed interests. This project has multiple components:

**Site Plan Presentation/Individual Paper: 25 points**

The site plan presentation consists of a one-page paper and short presentation to the class about your community engagement site. Information may include brief history, organization mission statement, physical plan/organization/layout, overview of services, rationale for services (i.e., why do they provide them?), and your project plan.

**Interviews and Individual Paper: 30 points**

The goal for this part of the assignment is for you to (a) learn more about your site, (b) continue to think critically and reflectively about your site, and (c) consider important issues at your site from multiple perspectives. Who should you interview?

Clients - children or youth who attend or participate at your site or in site-related activities

Direct staff - adults who work directly with children or youth

Managers - adults with supervisory responsibilities who may also work directly with children/youth.

You should plan for 10- to 15-minute interviews. You can ask some questions simply to learn more about your interviewees and their perspectives about the site.

For example:

1. Why did you decide to come/work at your site?
2. What kinds of responsibilities/activities do you have at your site?
3. What do you like most about your site?
4. If you could change one thing about your site, what would it be?

After you conduct the interviews, you will write a summary that includes detailed information about who you interviewed and what you learned during, and because of, the interview. Each summary should be two pages, double-spaced.

**Annotated Bibliography/Group Paper: 30 points**

With a partner at your site, you will write an annotated bibliography about your target population. Think about the type of activities at your site, the theory behind the site activities, etc. Think about what outcomes are expected, why are programs like these developed and needed? Each partner is to find and submit 2 relevant sources; journal article, a book section or chapter, etc. An annotated bibliography sites the resource and gives a short, one or two paragraphs that summarizes the readings. Compile all resources/summaries into one paper.

**Final Group Presentation: 30 points**

Each group will prepare a presentation to highlight the community engagement project completed during the term and the community organization with whom they collaborated. Additional details will be provided about the requirements for this presentation.

**Hours Log and Final Reflection: 15 points**

Each member of the group will need to keep track of the hours spent on-site and the activities in which you engage during the community engagement project. Your site partner will need to approve and sign the attached form. The log will be due during finals week along with a 2-page individual reflection paper about the experience.

**Academic Integrity**

Students in this course will be expected to comply with the [**University of Pittsburgh's Policy on Academic Integrity.**](http://www.pitt.edu/~graduate/ai1.html) Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an examination, including dictionaries and programmable calculators.

**Cell Phones and Laptops**

Students should not receive or make cell phone calls during class. Cell phones should be turned off or to silent mode to prevent disruption. Students are welcome to check messages or make calls during break time. Laptops are welcome if used for the purpose of taking notes or uploading an article that we are discussing. Bringing laptops to class to work on assignments or to read personal material is not permitted.

**Disabilities**

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the [Disability Resources and Services](http://www.pitt.edu/~osaweb/drs/drs.html) no later than the 2nd week of the term. You may be asked to provide documentation of your disability to the Disability Resources and Service office to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 412-648-7890 (Voice or TDD) to schedule an appointment. The Office is located in 216 William Pitt Union.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Discussion Topic** | **Readings** | **Assignments Due** |
| Aug. 28 | Introduction and Course Overview  Community Engagement/Service-Learning Project Plans | What is community engagement?  What is service learning?  Post It Dialog Activity |  |
| Sept. 4 | Defining ADP  NAEYC Code of Ethical Conduct  Developing a Professional Philosophy | NAEYC Code of Ethics  <http://www.naeyc.org/files/naeyc/file/positions/Ethics%20Position%20Statement2011.pdf>  Brown (2010)  Visual Art Philosophy Activity | Site placements |
| Sept. 11 | Getting to know the Pittsburgh community  Why engage with your community? | Dear White Teachers (Love, 2019)  [**https://www.edweek.org/ew/articles/2019/03/20/dear-white-teachers-you-cant-love-your.html**](https://www.edweek.org/ew/articles/2019/03/20/dear-white-teachers-you-cant-love-your.html)  Power and Privilege  Great Game of Power | Project Overview |
| Sept. 18 | Positive Youth Development and Organized Activities  What can adults learn from kids? | Damon (2004)  Svitak (2010) | Site Plan Presentation |
| Sept. 25 | The Child Consumer and the Media | Weinstein (2018)  American Pediatrics Report (2016) | EOTO Presentation #1  EOTO Presentation #2 |
| Oct. 2 | The effects of illness on the child and the family | Lawrence (2012)  Michigan Medicine | EOTO Presentation #3  EOTO Presentation #4 |
| Oct. 9 | Unequal Childhoods  What places children into different groups?  What is it like to be part of a sub-group? | Lareau  <https://sociology.sas.upenn.edu/sites/sociology.sas.upenn.edu/files/Lareau_Question&Answers.pdf>  Placement Check In | EOTO Presentation #5  EOTO Presentation #6 |
| Oct. 16 | Bullying | Bigler (2014)  Bigler Interview | EOTO Presentation #7  EOTO Presentation #8 |
| Oct. 23 | Poverty Simulation Presentation  Thomas Bryant  Americorps Jumpstart | Meet in the WPU Assembly Room by 12:45 so that we can begin promptly at 1:00. We will stay until 3:00 for this presentation so please mark your calendars. | Interview Paper Due |
| Oct. 30 | Child Welfare and  Mandatory Reporting | Sittenfeld (2011) | EOTO Presentation #9  EOTO Presentation #10 |
| Nov. 6 | Field Trip, TBA |  |  |
| Nov. 13 | Crisis and Mental Health | Kerr  School Based Behavioral Health  Project Reassure | Annotated Bibliography Due |
| Nov. 20 | Youth Violence and Juvenile Justice | Steinberg |  |
| Nov. 27 | No Class  Holiday Break |  |  |
| Dec. 4 | Service Learning Project Presentations |  | Service Learning Presentations  Final Reflection Paper |
| Dec. 11 | Finals Week  No class meeting |  | Service Learning Hours Log Due with supervisor signature must be uploaded onto Courseweb by December 11 at noon. |