

**PSYED 2316 Applied Developmental Psychology Professional Seminar I  
Fall 2019**

**Alternative Wednesdays 4:30-7:10**

**DL 211 and Office of Child Development (CL section, when notified in advance)**

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Faculty Office Hours: By appointment

**COURSE PURPOSE & OBJECTIVES**

This course engages students across all specializations in their practice learning placements and is to be taken concurrently with a two (2) credit field experience course (e.g. PSYED 2765 Community-Based Practice Learning I, PSYED 2490 Supervised research in ADP, or PSYED 2622 Child Life Practicum or PSYED 2722 Child Life Internship). The ADP professional seminar will develop students' sense of identity as an applied developmental scientist and will help them to actively develop professional skills and standards in this process. As part of the ADP professional seminar, students will collaborate with faculty, agency supervisors, and master student colleagues to progress with completion of the Applied Developmental Psychology Capstone Project and all of its components.

**Objectives:**

1. Engage in reflection and sharing of experiences from the ADP capstone sites.
2. Develop and design the plan for the master's ADP Capstone Project.
3. Prepare for and initiate the implementation and completion of Capstone Project during ADP Professional Seminar II.

**COURSE REQUIREMENTS: ASSIGNMENTS & EVALUATION**

**Readings:**

There is no required textbook for this course. All readings will be available online and/or through CourseWeb. Readings will consist of short articles which are targeted to the assignments and topics. As the semester progresses, readings will become more personalized toward individual capstone projects.

**Assignments:**

- **Initial Capstone Plan (5 pts., due 10/09/2019)**
  - This is a one page early plan of the capstone project. It is the official first attempt and may change as the semester progresses.
- **Faculty Mentor Meetings (5 pts., each meeting)**
  - Each student will identify and meet with a faculty mentor on at least two occasions in the Fall semester. A brief synopsis of each meeting will be submitted in CourseWeb. Meeting 1

summary (**due 10/02/19**) will include a “brainstorming” session in which Capstone Project ideas are shared and discussed. Meeting 2 summary (**due 11/13/19**) will include discussion and feedback of the selected proposal, including discussion of the project evaluation.

- **Needs Assessment (10 pts., due 10/02/2019)**
  - This is a report that includes a summary of a minimum of three interviews and a description of the structure, purpose, and activities at the internship/capstone site.
- **Research Summary/Annotated Bibliography (20 pts., due 11/06/19)**
  - This is a summary of research related to the capstone topic. Six to ten articles related to the topic must be summarized. Each annotation will include a summary of the article and will identify commonalities and connections among the articles.
- **Logic Model or Theory of Change (10 pts., due 11/20/19)**
  - This is a graphic that provides a comprehensive picture of the anticipated short- and long-term changes that need to take place in order to reach a final goal.
- **Project Proposal (40 pts., due 12/04/19)**
  - This is a compilation of the needs assessment, annotated bibliography, and a refined capstone plan that includes the theory of change. Details such as a timeline, key stakeholders, budget, etc. may also be included. This will be submitted as a written document (no longer than 6 - 8 pages) and a final class presentation.
- **Peer Support (5 pts.)**
  - Faculty will observe and assign rating of student engagement and support for their peers in class discussions and activities. Absence from class will lower scores in this domain due to inability to support peers.

**Grades:**

Please note, grades WILL NOT be discussed via email, due to the sensitive nature of grades and laws about student rights and privacy (i.e. FERPA). If you would like to speak about your grade, please come to meet with us in person. If you feel there is a specific error in the grading, we will review that particular concern.

<b>A+:</b> 97-100 points	<b>C:</b> 73-76 points
<b>A:</b> 93-96 points	<b>C-:</b> 70-72 points
<b>A-:</b> 90-92 points	<b>D+:</b> 67-69 points
<b>B+:</b> 87-89 points	<b>D:</b> 63-66 points
<b>B:</b> 83-86 points	<b>D-:</b> 60-62 points
<b>B-:</b> 80-82 points	<b>F:</b> <60 points
<b>C+:</b> 77-79 points	

However, **grades are non-negotiable and no extra credit opportunities are given individually.** We are, however, happy to discuss ways in which you may enhance your learning.

**Attendance:**

Regular class attendance is essential to a positive learning experience and is crucial to success in this course. The teaching format of this course will encourage active engagement and learning through discussion and in-class activities. Students are responsible for all material presented in class.

**Late assignments:**

All assignments are expected during the session noted on the syllabus. Unless prior arrangements have been made (at least 48 hours in advance), **late submissions will not be accepted and will result in a grade of “0” for that assignment.** Depending on the circumstance, late submissions that are accepted may be at a reduced level of points.

## UNIVERSITY COURSE POLICIES

### ACADEMIC HONESTY

**Cheating and/or plagiarism will not be tolerated.** Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in an outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the assignment will be imposed, with likely additional consequences, including possible failure of the course for the semester and/or dismissal from the graduate program.

### A NOTE FOR STUDENTS WITH DISABILITIES

If you have a disability that requires testing accommodations or other classroom modifications, you need to notify instructors and the Disability Resources and Services no later than the 2<sup>nd</sup> week of the term. You are required to provide documentation from Disability Resources and Services to determine the appropriate accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

### STATEMENT ON CLASSROOM RECORDING

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

### DEPARTMENTAL GRIEVANCE PROCEDURES

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a PSYED student or a student in a PSYED class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

### ADDITIONAL STUDENT RESOURCES

- *Technology/Computer Help Desk*: 412-624-HELP [4357]
- *Graduate Studies at Pitt*: <http://www.pitt.edu/~graduate/>
- *Student Health Services*: 412-383-1800 (<http://www.studhlth.pitt.edu>)
- *Counseling Center*: 412-648-7930 (<http://www.counseling.pitt.edu>)
- *The Writing Center*: 412-624-6556 ([www.english.pitt.edu/writingcenter](http://www.english.pitt.edu/writingcenter))
- *Academic Resource Center*: 412-648-7920 (<http://www.asundergrad.pitt.edu/offices/arc/index.html>)
- *Disability Resources and Services*: 412-648-7890 (<http://www.drs.pitt.edu/>)
- *Office of International Services*: 412-624-7120 (<http://www.ois.pitt.edu/>)
- *Information Technology (Computing Services & Systems Development)* (<http://technology.pitt.edu/>)
- *Office of the Registrar* (calendar, transcripts, registration, enrollment) (<http://www.registrar.pitt.edu/>)

## COURSE CALENDAR

Class	Date	Topic	Readings (prior to class)	Assignment Due Dates
1	Aug 28	Welcome! Syllabus Assignment Review	Syllabus	
2	Sept 11	Getting to Know Your Site Interviews Needs Assessment	Patton (2015) Community Tool Box (2015) Main Section + Examples	
3	Sept 25	Annotated Bibliographies	Menter et al. (2011) Kearns & Gardiner (2011)	
				Needs Assessment (due 10/02/19) Faculty Mentor Meeting 1 Summary (due 10/02/19)
4	Oct 9	Logic Models Theory of Change Part 1	Buitrago (2015) Taplin & Clark (2012)	Initial Capstone Plan 1st Annotation
5	Oct 23	LM/ToC part 2 Evaluation	McNiff & Whitehead (2011), Last year's projects (TBD)	
6	Nov 6	Individual Project Meetings		Research Summary
				Faculty Mentor Meeting 2 Summary (due 11/13/19)
7	Nov 20	Individual Project Meetings		LM/ToC
THANKSGIVING RECESS (NOVEMBER 25 – DECEMBER 1, 2019)				
8	Dec 4, 11	Presentations		Project Proposal Capstone-in-a Page

## Reading References

- Buitrago, C. (2015, November). *Framing program evaluation: Why we should tinker with theories of change and logic models*. Cambridge, MA: Harvard Family Research Project.
- Community Tool Box. (2015). *Section 1. Designing community interventions*. Available from <http://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/design-community-interventions/main>
- Kearns, H. & Gardiner, M. (2011). The care and maintenance of your adviser. *Nature* (469), 570.
- McNiff, J., & Whitehead, J. (2006). *All you need to know about action research (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: SAGE Publications, Inc. (selected pages)
- Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). *A guide to practitioner research in education*. Thousand Oaks, CA: Sage Publications. (selected pages)
- Patton, M. Q. (2015). *Qualitative research & evaluation methods (4<sup>th</sup> Ed.)*. Thousand Oaks, CA: Sage Publications. (selected pages)
- Taplin, D. H. & Clark, H. (2012, March). *Theory of change basics: A primer on theory of change*. New York: ActKnowledge.
- W.K. Kellogg Foundation. (2004, Jan). *Using logic models to bring together planning, evaluation, and action: Logic model development guide*. Battle Creek, MI: W.K. Kellogg Foundation.