

**PSYED 2317: Applied Developmental Psychology Professional Seminar II**

Spring 2020, Wednesdays as listed: 4:30 - 7:10, DL 211

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Faculty Office Hours: By appointment

**COURSE PURPOSE & OBJECTIVES**

This course, taken concurrently with Community-Based Practice Learning II (or Child Life Practicum, Child Life Internship, Supervised Research in ADP) engages students across all specializations in their practice learning placements. The ADP professional seminar aims to develop students’ sense of identity as an applied developmental scientist and will help them to actively develop professional ethics and standards in this process. As part of the ADP professional seminar, students will collaborate with faculty, agency supervisors, and student colleagues to progress with completion of the master’s written capstone project. This course supports the ADP 2nd year internship and capstone project.

Objectives:

1. Engage in reflection and sharing of experiences from the ADP internship sites.
2. Refine and implement the plan for the master’s ADP capstone project.
3. Discuss, revise, and present the evolving capstone project during class meetings.
4. Compile the final products for this course: a written report, a poster session, and preparation for individual capstone defense meetings.

**EXPECTATIONS**

**Readings/Materials:** 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. In addition, each student will select a resource (article, video, etc.) related to their Capstone Project to share with the class 2-weeks prior to spotlight presentations. Students will be responsible for the cost to print professional posters for presentation at the Showcase of Excellence. Printing specifics (dimensions, color, etc. will be discussed in class).

**Assignments:** The assignments are intended to help students successfully complete the capstone and share progress to get the support and camaraderie of the class. Detailed descriptions for each assignment (except spotlight) will be provided during class and posted on CourseWeb. Listed below are the assignment descriptions.

* + - 1. Evaluation Plan (20 points) – The evaluation plan helps to answer the following questions. How will you know if your capstone was successful? How well did it work? What were individuals’ thoughts of the capstone? At the end of the fall term, a capstone plan was created that included some form of assessment or evaluation. This assignment will allow more detail about the assessment and should clearly explain the evaluation of the intervention to the reader. The plan can be quantitative and/or qualitative, and it can be formative and/or summative.
      2. Spotlight (20 points) – Each student will have the opportunity to have a “spotlight” on their internship and capstone experience. This consists of providing a background reading for instructors and students, and a 20 – 30 minute presentation during class time, focused on the capstone project. This is an opportunity to get instructors’ and classmates’ advice and feedback about the ongoing project. It is recommended that some of the presentation time includes an update on the capstone, followed by presenter facilitated discussion. This can be structured (e.g., with small group activities, written advice on index cards, etc.) or freeform. Questions for classmates should be prepared prior to class to help advance the project.

Students will sign up for time slots during the first class session. Advanced readings for classmates

should be submitted to the instructors for posting in CourseWeb at least one week prior to your

spotlight presentation. This should include the capstone-in-a-page, a progress update, and a reading (or

video or audio) that would be helpful during the spotlight.

* + - 1. Capstone Poster Showcase (20 points) –This assignment involves creating a professional poster to share your capstone. A full description will appear in the assignment section of CourseWeb.
      2. Final Paper & Executive Summary (40 points) – The final paper assignment is similar to the final paper assignment for last term and can build on that paper. A discussion of implementation and what you learned should be included. A full description will appear in the assignment section of CourseWeb.

**Grades:**

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

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. 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 Integrity**

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](http://www.cfo.pitt.edu/policies/policy/02/02-03-02.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 exam, including dictionaries and programmable calculators.

## **Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](http://www.drs.pitt.edu/) (DRS), 140 William Pitt Union,

(412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

## **Accessibility**

Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

## **Copyright Notice**

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](http://www.copyright.gov/) and the [University Copyright Policy](http://oscp.library.pitt.edu/intellectual-property/copyright/pitt-policies-on-copyright/).

## **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**

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/](http://www.pitt.edu/%252525257Egraduate/)
* *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/>)

**READINGS**

1. Buitrago, C. (2015, November). *Framing program evaluation: Why we should tinker with theories of change and logic models.* <http://tinyurl.com/zceq5z8>
2. Paul, A. M. (2012, May). How to increase your powers of observation. *Time.* <http://ideas.time.com/2012/05/02/how-to-incease-your-powers-of-observation/>
3. Lamott, A. Shitty First Drafts. (2005). In P. Eschholz, A. Rosa, & V. Clark (Eds.) *Language awareness: Readings for college writers (9th Ed.).* (pp. 93-96). Boston: Bedford/St. Martin’s.
4. Startup podcast episode 16: Listen at <https://soundcloud.com/hearstartup/16-the-secret-formula> or get at iTunes or wherever podcasts are found.

(e) Other assigned readings in CourseWeb

**COURSE CALENDAR**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Seminar Topics** | **Readings** | **Assignments Due in CourseWeb or as Noted** |
| January 6 | SPRING TERM CLASSES BEGIN | | |
| January 8 | Welcome back!  Syllabus review  Sign-up for Spotlights  Evaluation |  |  |
| January 22 | Evaluation continued | Buitrago, 2015 (a)  Paul, 2012 (b) | Bring in the DRAFT of your Evaluation Plan |
| February 5 | Poster making | FieldNotes handout | Evaluation Plan due  Spotlight Group One (Child Life):  1,2,3,4, 5 articles due  Spotlight Group Two:  16, 17, 18, 19, 20 articles due |
| February 19 | Writing IS rewriting  Spotlight Individual Presentations  Spotlight Group One (Child Life):  1,2,3,4,5  Spotlight Group Two:  16,17,18,19,20 | Lamott (c)  Startup Podcast 16: The secret  formula (d)  Read Spotlight Group One  (Child Life):  1,2,3,4, 5 articles  before class  Read Spotlight Group Two:  16, 17, 18, 19, 20 articles  before class | Spotlight Group One (Child Life): 6,7,8,9,10 articles due  Spotlight Group Two:  21, 22, 23,24, 25 articles due |
| March 4 | Spotlight Individual Presentations  Spotlight Group One (Child Life):  6,7,8,9,10  Spotlight Group Two:  21,22,23,24,25 | Read Spotlight Group One  (Child Life):  6,7,8,9,10 articles  before class  Read Spotlight Group Two:  21,22,23,24,25 articles  before class | Spotlight Group One (Child Life): 11,12,13,14,15 articles due  Spotlight Group Two:  26, 27, 28,29,30 articles due |
| March 8 – 15 SPRING RECESS | | | |
| March 18 | Poster Checkups  Defense Meeting Primer | Review defense meeting, final poster, and guidelines for the executive summary and final paper | Draft of Poster PPT due no later than 3/20/20 |
| April 1 | Spotlight Individual Presentations  Spotlight Group One (Child Life):  11,12,13,14,15  Spotlight Group Two:  26,27,28,29,30 | Read Spotlight Group One (Child Life) 11,12,13,14,15 articles before class  Read Spotlight Group Two:  26,27,28,29,30 articles  before class |  |
| April 3 | Showcase of Excellence | | Poster Presentations |
| April 6 |  |  | Final paper and  Executive summaries due 4/06/20 |
| April 13 - 15, 2020 Capstone Defense Meetings | | | |