



PSYED 2317: Applied Developmental Psychology Professional Seminar II

Spring 2021 Tuesdays as listed, 5P - 7:20P

Online via canvas.pitt.edu

Zoom link: <https://pitt.zoom.us/j/96492528079>

Meeting ID: 964 9252 8079

Instructional Team

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Faculty Office Hours: By appointment

Important course information

Use of Technology: This course will be taught entirely online and uses the Canvas website provided through the University of Pittsburgh. To access this, go to <http://canvas.pitt.edu> and log on using your Pitt user name and password. You can also go to www.my.pitt.edu and access the Canvas site from there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructor cannot assist you with log-on problems.

COURSE PURPOSE & OBJECTIVES

This course, taken concurrently with Community-Based Practice Learning II, engages students across all specializations in their practice learning placements. The ADP professional seminar aims to actively develop students' sense of identity as an applied developmental scientist. 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 or program design. This course supports the ADP 2nd year community-based placement and capstone project or program design.

Objectives:

1. Engage in reflection and sharing of experiences from the ADP placement sites.
2. Refine and implement the plan for the master's ADP capstone project or program design project.
3. Discuss, revise, and present the evolving capstone project or program design project during class meetings.
4. Compile the final products for this course: a written final paper, executive summary, a professional poster, and spotlight presentation in preparation for individual capstone defense meetings.

EXPECTATIONS

Readings/Materials: All readings will be available online and/or through Canvas. 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 scholarly article related to their capstone project or program design to share with the class 2-weeks prior to spotlight presentations. In the event of an in-person Showcase of Excellence, students will be responsible for the cost to print professional posters for presentation. Printing specifics (dimensions, color, etc.) will be discussed during 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. Instructions for each assignment will be provided during class and posted on Canvas. 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 placement and capstone experience. This consists of providing a background reading for instructors and students, and a 15-minute presentation during class time, focused on the capstone project or program design. This is an opportunity to get instructors’ and classmates’ advice and feedback about the ongoing project. It is recommended that the presentation time includes an overview of the capstone, followed by 5 minutes of questions and answers. Presenters should prepare questions for their classmates prior to class to help advance the projects.

Students will sign up for time slots during a class session. Two weeks prior to each spotlight presentation, students must submit the updated capstone-in-a-page returned at the end of the fall term and a scholarly article related to the capstone project or program design.

3. Capstone Poster (20 points) – This assignment involves creating a professional poster to share your capstone. A full description will appear in the assignment section of Canvas.
4. Final Paper & Executive Summary (40 points) – The final paper assignment is similar to the project proposal paper assignment from last term and will build on that paper. A full description will appear in the assignment section of Canvas.

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 HONESTY

Academic Integrity Guidelines: All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. 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. Provided here is the School of Education Academic Integrity Policy. Please read the policy carefully.

A NOTE FOR STUDENTS WITH DISABILITIES:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, 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.

At this time, DRS remains fully operational from a remote position. While the office is not open for in person interaction, they are open during the same hours remotely, Monday through Friday from 8:30 AM to 5:00 PM. A Disability Specialist is available to you as a resource and can be contacted via email, phone, or through a scheduled phone or video appointment.

As the academic landscape evolves, DRS is available to assist in ensuring you have equal access to the course content. Should you have any questions or concerns, or if you would like to schedule a remote appointment with your Disability Specialist, please contact the office at (412) 648-7890. For more information, the latest updates will be available through <https://www.emergency.pitt.edu/covid19>

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.]

FEDERAL AND STATE BACKGROUND CHECKS AND CLEARANCES: All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. A new system will be in place soon to make sure that there is compliance. For now, see [how students can get their clearances](#).

THE SCHOOL OF EDUCATION Policies and Forms page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

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>)
- **Student Mental Health:** Counseling Center, in the Wellness Center in Nordenberg Hall:
<https://www.studentaffairs.pitt.edu/cc/> Call **412-648-7930**, any time.
- **The Writing Center:** 412-624-6556 (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/>)
- **Education Library Guide:** See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty,
- **Religious Observances:** See the [Provost's annual memo](#) about religious observances.
- **Emergencies:** Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121
- **Office of Diversity and Inclusion (ODI):** Resources, consultation, and bias incident reporting:
<https://www.diversity.pitt.edu/>

- **Title IX office:** resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>
- **Catalogs:** The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.
- **Sexual Assault Response:** 412-648-7856
- **Care and Resource Support Team (CARS):** Email pittcares@pitt.edu or see: <http://www.studentaffairs.pitt.edu/cars/>
- **Student Affairs Summary:** [Faculty and Staff Guide for Helping Distressed Students](#)

READINGS

- (a) Buitrago, C. (2015, November). *Framing program evaluation: Why we should tinker with theories of change and logic models*. <http://tinyurl.com/zceq5z8>
- (b) Paul, A. M. (2012, May). How to increase your powers of observation. *Time*. <http://ideas.time.com/2012/05/02/how-to-increase-your-powers-of-observation/>
- (c) 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). Bedford/St. Martin's.
- (d) 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 Canvas.

COURSE CALENDAR

Date	Seminar Topics	Readings	Assignments Due in Canvas or as Noted
January 19	SPRING TERM CLASSES BEGIN		
January 19	Welcome back! Syllabus review Sign-up for Spotlights Evaluation		
February 2	Evaluation continued Observation/Coding of Qualitative Data Peer review of evaluation plan	Buitrago, 2015 (a) Paul, 2012 (b)	Be prepared to share an electronic copy of DRAFT of Evaluation Plan
February 16	Poster making		Evaluation Plan due Spotlight Group One (Denise and Sarah): 1, 2, 3, 4 articles due Spotlight Group Two (Dr. Gallen and Dr. Osai): 13, 14, 15, 16 articles due
March 2	Spotlight Individual Presentations Spotlight Group One (Denise and Sarah): 1, 2, 3, 4 Spotlight Group Two (Dr. Gallen and Dr. Osai): 13, 14, 15, 16	Lamott (c) Startup Podcast 16: The secret formula (d) Read Spotlight Group One (Denise and Sarah): 1, 2, 3, 4 articles before class Read Spotlight Group Two (Dr. Gallen and Dr. Osai): 13, 14, 15, 16 articles before class	Spotlight Group One (Denise and Sarah): 5, 6, 7, 8 articles due Spotlight Group Two (Dr. Gallen and Dr. Osai): 17, 18, 19, 20 articles due
March 16	Spotlight Group One (Denise and Sarah): 5, 6, 7, 8 Spotlight Group Two (Dr. Gallen and Dr. Osai): 17, 18, 19, 20	Read Spotlight Group One (Denise and Sarah): 5, 6, 7, 8 articles before class Read Spotlight Group Two (Dr. Gallen and Dr. Osai): 17, 18, 19, 20 articles before class	Poster draft due 3/17
March 30	Poster Checkups Defense Meeting Primer	Review defense meeting, final poster, and guidelines for the executive summary and final paper	Spotlight Group One (Denise and Sarah): 9, 10, 11 12 articles due

			Spotlight Group Two (Dr. Gallen and Dr. Osai): 21, 22, 23 articles due
CGSE and ADP Showcase of Excellence Poster Presentation March 31 – April 2, 2021 (tentative)			
April 5	No class, assignment due only		Executive summaries due
April 13	Spotlight Individual Presentations Spotlight Group One (Denise and Sarah): 9, 10, 11 12 Spotlight Group Two (Dr. Gallen and Dr. Osai): 21, 22, 23	Read Spotlight Group One (Denise and Sarah): 9, 10, 11, 12 articles before class Read Spotlight Group Two (Dr. Gallen and Dr. Osai): 21, 22, 23 articles before class	
April 12			Final paper and final revised executive summaries due
April 19 - 23, 2021 Capstone Defense Meetings (tentative)			