Pitt Education

PSYED 2316 Applied Developmental Psychology Professional Seminar I
Fall 2021
Tuesdays 5:00-7:30 (Alternating Weeks)
5603 Wesley W. Posvar Hall

Instructor: Esohe Osai, Ph.D.
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Office Hours: By Appointment (schedule at: https://calendly.com/esohe_osai/student-meeting)

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 OR PSYED 2490 Supervised research in ADP; 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.

Readings:

There is no required textbook for this course. All readings will be available 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.

It is highly recommended that you obtain a copy of the *Publication Manual for the American Psychological Association, 7th Edition*, if you don't already have one. APA format is a requirement for the Capstone assignments. Having one in your possession will benefit your process with assignments in our course this semester.

COVID-19 Altered Semester Acknowledgement

The Fall 2021 semester is starting during a continued global pandemic. The weight of that reality deserves to be addressed in planning for the course. I have tried to maintain as much of the course experience as possible. However, we will adjust our format to consider guidance from the University of Pittsburgh's and the direction of the School of Education.

When virtual, the course will consist of 1) bi-weekly video content and 2) bi-weekly synchronous class session, during which we can engage in real-time and discuss content in breakout groups. These synchronous, real-time class sessions will occur during the regularly scheduled course time and last between 45 – 60 minutes. In addition to the videos and synchronous session, readings and assignments will be required. These requirements are detailed in the course schedule.

A few things to note:

1. When virtual, attendance in the synchronous class sessions is required and will count toward participation in the course. If special accommodations are needed, please notify the instructor ASAP.
2. Capstone placements are flexible this year, to include virtual placements and simulated placements. Additional information on capstone options will be distributed as part of our course material.

COURSE REQUIREMENTS: ASSIGNMENTS & EVALUATION

<u>Assignments:</u>

- **Initial Capstone Plan (5 pts., due 09/28/2021)**
  - 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 Canvas. Meeting 1 summary **(due 09/28/21)** will include a "brainstorming" session in which Capstone Project ideas are shared and discussed. Meeting 2 summary **(due 11/30/21)** will include discussion and feedback of the selected proposal, including discussion of the project evaluation.
- **Needs Assessment (10 pts., due 10/12/2021)**
  - 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 10/26/21)**
  - 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 11/09/21)**
  - 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.
- **My Capstone Story Presentations (15 pts., due 12/07/21)**
  - This assignment requires a brief overview the plan and current progress for the Capstone. Talk can be 5-7 minutes and should include no more than 5 slides.
- **Project Proposal (30 pts., due 12/10/21)**
  - 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).

<u>Attendance:</u>
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.

<u>Late assignments:</u>
I expect all assignments to be completed by the due date. When assignments are submitted late, it is difficult for me to honor our commitment to <u>all</u> of students to return assignments in a timely fashion and to provide useful feedback. Missed and/or late assignments will have a negative impact on your grade. Assignment grades will decrease by 20% for each day the assignment is late. If special accommodations are needed, please notify me prior to the due date.

UNIVERSITY COURSE POLICIES

Assignment Completion & Make-Up Work for Missed Classes
It is expected that you complete all assigned readings and assignments for days that you miss. That means that you should turn in any written assignment on the day of the class (or on a date we set via communication prior to the missed class), that you should read the assigned materials, and that you read through any presentation slides or handouts for the class (posted on the class Canvas sites).

Personal Technology Use
Appropriate use of electronic devices is a part of your professional responsibility in our class. Due to remote learning, you will typically be on a devise for the class. Beyond course engagement, using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor(s). Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with your instructor. Please let us know if there is an emergency that affects your need for using a phone during class time.

Academic Integrity
Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity 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 out- lined 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.

Plagiarism
Plagiarism (use of other authors' words without quotation marks and citation) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to digitally scan assignments as an additional way to check for plagiarism. If you have any questions about what constitutes plagiarism, please ask the instructor and/or the Pitt Writing Center (https://www.writingcenter.pitt.edu/). When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to write without plagiarizing. In all cases, the plagiarism will be reported to the Dean's office.

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 (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.

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. Shederick McClendon, Associate Dean of Students, is the contact.]

Accessibility
The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

Diversity and Inclusion
The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: https://www.diversity.pitt.edu/civil- rights-title-ix-compliance/policies-procedures-and-practices.

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online: https://www.diversity.pitt.edu/make-report/report-form. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

Absences for Religious Observances
As stated in the Faculty Handbook, the University of Pittsburgh has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. On such dates, students should not be penalized for absences and faculty meetings should not be scheduled.

Examples of such occasions are Yom Kippur, Muharram, Diwali, and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make every effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Students should be encouraged to alert faculty to the potential for such conflicts as early in the term as possible.

In accordance with this university policy, please let me know at the start of the semester of any anticipated absences for religious observance.

Take Care of Yourself
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of

yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121

Off-campus: 911

Additional Student Resources

- *University of Pittsburgh COVID-19 updates*: https://www.coronavirus.pitt.edu/
- *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)
- *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/)

Required readings are available via Canvas; have the readings available for each class session – either a paper or an electronic copy.

WEEK	DATE	TOPIC	READINGS DUE FOR THE CLASS SESSION	ASSIGNMENT Due
1	Aug 31	*Introduction Syllabus Capstone Overview*	Syllabus (See course Canvas Site)	
2	Sep 14	*Working with Community Partners*	Patton (2015) Community Tool Box (2015) – Chapter 18, section 1	Education Affiliation Agreement (if applicable)
3	Sep 28	*Annotated Bibliography*	Menter et al. (2011) Kearns & Gardiner (2011)	Initial Capstone Plan Faculty Mentor Mtg. 1
4	Oct 12	*Logic Model/TOC*	Buitrago (2015) Taplin & Clark (2012)	Needs Assessment
5	Oct 26	*Evaluation*	Frechtling (2002)	Research Summaries
NO CLASS	Nov 9	*Scheduled Project Meetings*		Logic Model or TOC
NO CLASS	Nov 30	**Meetings to take place Nov 1 – Nov 30**		Faculty Mentor Mtg. 2
6	Dec 7	*My Capstone Story Presentations*		Brief Class Presentation
NO CLASS	Dec 10	*N/A*		Project Proposals due via Canvas

Required Readings

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

Frechtling, J., Frierson, H., Hood, S., & Hughes, G. (2002). The user friendly handbook for project evaluation (No. NSF02-057). *Arlington, VA: NSF*. Chapters 1-2

Kearns, H. & Gardiner, M. (2011). The care and maintenance of your adviser. *Nature* (469), 570.

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 (4th Ed.).* Thousand Oaks, CA: Sage Publications. (selected pages)

Taplin, D. H. & Clark, H. (2012, March). *Theory of change basics: A primer on theory of chance.* 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.