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

**Fall 2022**

**Alternative Tuesdays 6:00-8:30**

**Wesley W. Posvar Hall Room 5602**

Denise Esposto, MS, CCLS, EdD Candidate Sarah Miedel, MS, CCLS, LBS Dr. Colleen Eddy, PhD

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Faculty Office Hours: By appointment

**Zoom link for class:** <https://pitt.zoom.us/j/98511499961>

**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 ADP Capstone Project and all the 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**

**Expectations:** The current APA **(new APA Manual, 7th Edition)** style guidelines must be followed. All assignments will be graded according to the content and accuracy of the information, correct usage of the **APA style format (7th Edition)**, and evidence of proofreading for grammar, punctuation, and spelling.

**Readings:** There is no required textbook for this course. 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.

**Assignments:**

* **Initial Capstone Plan (5 pts., due 10/11/2022)**
  + 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 Meeting (10 pts., due 11/15/22)**
  + Each student will identify and meet with a faculty mentor on at least one occasion in the fall semester. A brief synopsis of the meeting will be submitted in Canvas. The meeting should occur by the end of October, and the summary **(due 11/15/22)** will include what capstone project ideas are shared and discussed, discussion and feedback of the selected proposal, and discussion of potential ideas for the project evaluation. The meeting can occur either in-person or virtually.
* **Needs Assessment (10 pts., due 10/04/2022)**
  + 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 11/08/22)**
  + This is a summary of research related to the capstone topic. A minimum of six articles (published within the past 10 years) related to the topic must be summarized (as per assignment guidelines). One of the references will have an annotation that will include a summary of the article. A reference list of all six articles will be included in APA 7th edition format. The research summary narrative will identify commonalities and connections among the six articles.
* **Logic Model or Theory of Change (10 pts., due 11/18/22)**
  + This is a graphic that provides a comprehensive picture of the anticipated short- and long-term changes that need to take place to reach a final goal.
* **Project Proposal (45 pts., due 12/9/22)**
  + This is a compilation of the needs assessment, annotated bibliography, and a refined capstone plan that includes the logic model or 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) worth 40 points and a final virtual class presentation, worth 5 points.

**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 contact us to set up a virtual meeting. If you feel there is a specific error in the grading, we will review that 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. If you cannot attend, email the instructors. All lectures will be recorded.

**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](http://www.bc.pitt.edu/policies/policy/02/02-03-02.html) Provided here is the School of Education [Academic Integrity Policy](http://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx). 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.](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.

## 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](https://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx).

**THE SCHOOL OF EDUCATION** [Policies and Forms](https://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx) 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/](http://www.pitt.edu/%7Egraduate/)
* ***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](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/>)
* ***Education Library Guide:*** See this Hillman Library [customized libguide](https://pitt.libguides.com/education), a gateway to resources for education students and faculty.
* ***Religious Observances:*** See the [Provost’s annual memo](http://www.universityannouncements.pitt.edu/Religious%20Observances%20FY19.pdf) 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](mailto:pittcares@pitt.edu) or see: <http://www.studentaffairs.pitt.edu/cars/>
* ***Student Affairs Summary***: [Faculty and Staff Guide for Helping Distressed Students](https://www.studentaffairs.pitt.edu/wp-content/uploads/2015/12/WEB-Helping-Distressed-Students-Guide1.pdf)

**COURSE CALENDAR**

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| --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Date** | **Topic** | **Readings (prior to class)** | | **Assignment Due Dates** | |
| 1 | Aug 30 | Welcome!  Syllabus  Assignment Review | Syllabus |  | | |
| 2 | S Sept 13 | Getting to Know Your  Site  Interviews  Needs Assessment | Patton (2015)  Community Tool Box (2015)  Main Section + Examples |  | | |
| 3 | Sept 27 | Annotated Bibliography | Menter et al. (2011)  Kearns & Gardiner (2011) |  | | |
|  |  |  |  | Needs Assessment  (due 10/04/22) | | |
| 4 | Oct 11 | Logic Models  Theory of Change  Part 1 **(class via Zoom)** | Buitrago (2015)  Taplin & Clark (2012) | Initial Capstone Plan  1st Annotation | | |
| 5 | Oct 25 | LM/ToC Part 2  Evaluation  **(class via Zoom)** | McNiff & Whitehead (2011),  Last year’s projects (TBD) |  | | |
| 6 | Nov 8 | No Class - Individual  Project Meetings |  | Evaluation Plan Draft (due 11/6/22)  Research Summary | | |
|  |  |  |  | Faculty Mentor Meeting  Summary (due 11/15/22) | | |
| **THANKSGIVING RECESS (NOVEMBER 20 – NOVEMBER 27, 2022)** | | | | | |
| 7 | Nov 29 | No Class - Individual  Project Meetings |  | LM/ToC (due 11/18/22) | | |
| 8 | Dec 6 | Project Presentations  during class  **(class via Zoom)** |  | Capstone-in-a Page (due 12/6/22)  Project Proposal Paper (1st draft  due 12/9/22; final revision due  12/16/22) | | |

**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* *(2nd 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 (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.