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**HHD 1028 DEVELOPMENTAL PRACTICE SEMINAR**

**Applied Developmental Psychology**

**Fall 2023**

**Class Days/Time:** Mondays and Fridays 4:30pm to 5:45pm

**Class Meeting:** Mondays 4:30pm to 5:45pm, 4318 Wesley W Posvar Hall.

**Instructors:** Dr. Sirry Alang

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 <https://www.education.pitt.edu/people/salang>

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**Office Hours**: By Appointment

***The syllabus is a required text. Please read it carefully!***

**Mission/Vision of the School of Education**

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

**Course Description**

A seminar for the integration of theory, research, practice skills, and experience related to developmentally focused child and youth care practice. The seminar is particularly focused on the internship experience and the related know ledge base. The purpose of this course is to prepare students for their internship in developmental/ interventive practice and future employment or graduate school. It is a professional development course that will enable students think about their internships through the lens of developmental theory and community engagement and will help connect theory to praxis.

Students in will engage with multimedia resources and their instructors and classmates (e.g., discussion boards, written reflections) to think critically about what constitutes essential professional skills and their utility in and outside of the workplace. Course content will be centered on the [twelve, 21st Century Skills](https://www.aeseducation.com/blog/what-are-21st-century-skills) that will broadly focus on learning skills, literacy skills, and life skills. A second major component of the course is to equip students with knowledge and skills to be successful in their career paths. Guests will come to the classroom to introduce students to different career paths and to answer questions. The third major component applies tenets of community engagement to internships and assesses how students learn from and are responsive to community perspectives, needs, and assets.

**Course Objectives**

By the conclusion of the course, students will be able to:

1. Identify key professional skills and describe their utility in future professional practice.
2. Infer how these key professional skills are context- and culturally-bound and analyze how these may privilege or elevate voices from certain social groups over others.
3. Apply new knowledge and skills to develop strong professional products to utilize for future internships, employment, or graduate school applications.
4. Understand how to work with and learn from diverse communities in ways that center equity and justice, and that foster community well-being.

**Course Readings**

There is no textbook required for this course. All assigned readings will be posted on Canvas.

**Methods of Instruction**

Meeting time is in person on Mondays from 4:30 pm to 5:45pm in 4318 Wesley W Posvar Hall. The instructors will also use Canvas, the University of Pittsburgh's learning management system, to teach this course. You will interact and engage with the instructional content and learning activities provided on the Canvas course. Fridays will be for completing and/or submitting any assignments via Canvas. This course follows a**15-week schedule** with weekly meetings and assignments. The course is self-paced in that you have one week to complete the graded activities (such as discussion forums, reflective practices and other assignments), which are due at the end of each weekly module. Discussion is a critical aspect of this course, so it is essential that you actively participate. You **must** post your initial response to all discussion forums by **Tuesday at 11:59 pm.** You must respond to at least two of your peers' threads by **Friday at 11:59 pm of the same week.**

**Student Responsibilities**

**Attendance**

Consistent course attendance is expected. The following actions on your part will demonstrate attendance:

1. Logging into the Canvas course environment regularly and participating in all activities.
2. Frequently and regularly accessing course instructional materials and assignments posted on the Canvas course environment during the entire semester.
3. Read and respond to the course e-mails.
4. Read course announcements (Note: We encourage you to change the Notification settings of your Canvas account profile to send you emails automatically when a new course announcement is posted).
5. Attend the course meetings (Mondays @ 4:30:pm – 5:45pm). These meetings are for your benefit; facetime with instructors and classmates, community building and checking-in, learning activities, guest speakers, etc. **Please let the instructors know in advance if you will be unable to attend a Monday meeting.**

**Participation**

Students will actively engage and participate both in the in-person and the online Canvas course environments. Active participation consists of the following actions and activities:

1. Engage actively by reading, reviewing, and watching pertinent instructional materials provided in the Canvas course environment throughout the semester.
2. Read all assignments, discussion forums, and project guidelines thoroughly.
3. Submit all assignments **electronically by the due dates and times** as specified in the guidelines provided.
4. All assignments will be included in the specific Weekly Modules.
5. Participate in discussion forums by creating threads and posting comments by the due dates and times as specified in the guidelines provided.
6. **Characteristics of excellent discussion contributions are outlined below**. Your instructors will consider these characteristics when assessing the quality and level of your participation.
	1. Each week you will commonly be required to submit your initial post by Monday. Subsequent responses to the posts of other learners should be posted at timely intervals throughout the week. Keep in mind the goal is to have a dynamic discussion that expands upon the provided materials.
	2. Your posts and responses should be thorough and thoughtful. Make substantive contributions to discussion forums. Simply stating **“Yes, I agree”** is not a substantive response to your peers and will not be considered adequate and will result in **zero points** being awarded. Support your statements with examples, experiences, or references.
	3. You are encouraged to be concise — keep each post and response to three to four short paragraphs. Keep in mind that like you, your fellow learners will be reading and responding to many threads.
	4. Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
	5. Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create active discussion topics. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial response.
	6. When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
7. Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.
8. All written assignments must follow **APA format.** Pitt’s library has information about this citation style and other resources/tools available at: <https://pitt.libguides.com/researchhelpuls/writing-reviewing-citing>

Another great resource is the Purdue Online Writing Lab:

<https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html>

1. Complete all assignments and projects by the due date and time specified.

**Language**

All courses require a level of professionalism, respect, and courtesy that you would show your instructors and classmates whether virtually in an online environment or in a face-to-face setting. To that end, please observe the following standards:

1. **Discussion forums:** The purpose of discussion forums in an academic setting is to advance the understanding of a given topic. Therefore, your threads and posts should:
	1. be substantive (more than a few words), constructive, and on-topic;
	2. advance the discussion in a meaningful way;
	3. demonstrate professional courtesy;
	4. use correct grammar and punctuation (no acronyms commonly used in texting).
2. **Electronic communication:** You should avoid casual language and abbreviations commonly used in texting, which are not appropriate for in-class communication. Care should be taken to use correct grammar and punctuation.
3. **Websites:** You should use care when sharing websites in your posts by ensuring that the website is appropriate for an academic setting, non-offensive in nature, and relevant to the topic at hand.

**Use of Technology**

This course uses a web site (Canvas) provided through the University. To access the course Web site, go to <https://canvas.pitt.edu> and log on using your Pitt username and password. If you experience any issues using Canvas, you can **click the Help button within Canvas,** which includes 24/7 chat or telephone support. If you are having issues logging in to Canvas, connecting to Wi-Fi, or using any software needed for this class, **contact the University Help Desk at 412-624-HELP [4357],** [pi.tt/help](https://pi.tt/help) or go to Drop-In Support ([pi.tt/disd](https://pi.tt/disd))**.** This help is available 24/7. The instructors cannot assist you with log-on problems.

**Software Sources**

You will need the following software for this course: Microsoft Office and Adobe Creative Suite. You can download/access Microsoft Office from [portal.office.com](https://portal.office.com/) and Adobe Creative Suite from <https://accounts.pitt.edu/SoftwareLicense> for use in class assignments and projects. You can also use the software in the physical or virtual Student Computing Labs.

**Course Activities Schedule**

This course follows a **15-week schedule** with weekly assignments. Graded activities/tasks are due every Friday. **We will meet once a week in person on Mondays from 4: 30pm to 5:45pm in 4318 Wesley W Posvar Hall.** See Tentative Course Schedule for detailed activities.

**Missing Coursework**

Any missed coursework will receive a grade of zero if an appropriate documented excuse is not provided. This includes all graded activities and tasks.

**Documentation of illness**

Students **must** notify the instructors in case of a non-life threatening emergency as soon as possible. It is your professional obligation to notify the instructors of any such emergency within a reasonable time period. A doctor's written verification of illness **must** be provided to the instructors before any make-up work will be accepted and/or rescheduled. For a non-medical emergency, securing documentation to support your explanation will increase the likelihood of being allowed the opportunity for make-up work. A doctor's note or other documentation will be accepted at the discretion of the instructors. If make-up work is granted, the instructors may alter the contents of such assignments to minimize potential issues of academic integrity. The timelines for submitting make-up work will be determined by the instructors on a case-by-case basis.

**Instructors’ Obligations to Students**

Just as we have expectations for your conduct and behavior in the course, you have expectations from us as your instructors. We will ensure that we maintain an active role in the course. We will log into the course regularly and will respond to any queries/concerns posted in the Ask Your Professors discussion board. We will provide timely feedback to you on submitted assignments. You are also encouraged to communicate privately with us via email or your Canvas Inbox.

You should expect a response from us within 24 hours of receiving your e-mails and course messages during the week, or 48 hours over the weekend. We will be logging in and checking the course regularly; however, like you, we have other personal and professional responsibilities that require our time and attention, so we appreciate your understanding and patience.

**Grading Policy**

The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance. Additional details for each course assignment will be available in Canvas. Please review the grade breakdown presented in the table below. The table is intentionally broad to allow for continued tailoring and development as the semester progresses and we learn more about your areas of interest and professional goals.

|  |  |
| --- | --- |
| Assignment | Points  |
| Online Discussion Forums  | 40 points |
| Reflective Activities  | 40 points |
| Annotated Bibliography  |  20 points |
|  |  |

**TOTAL POINTS =** 100points

**Grading Scale:**

|  |  |
| --- | --- |
| **%**  | **Letter Grade** |
| 97-100 | A+ |
|  94-96 | A |
|  90-93 | A- |
|  87-89 | B+ |
|  84-86 | B |
|  80-83 | B- |

|  |  |
| --- | --- |
| **%**  | **Letter Grade** |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 60-69 | D |
| 59 or below | F |

**University Policies**

**Academic Integrity**

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. The rights and responsibilities of faculty and students are described in the [University’s Academic Integrity Guidelines](http://www.bc.pitt.edu/policies/policy/02/02-03-02.html)

**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 accommodation for this course.

**Health and Safety Statement**

During this pandemic, it is extremely important that you abide by the [public health regulations](https://www.alleghenycounty.us/Health-Department/Resources/COVID-19/COVID-19.aspx), the University of Pittsburgh’s [health standards and guidelines](https://www.policy.pitt.edu/university-policies-and-procedures/covid-19-standards-and-guidelines), and [Pitt’s Health Rules](https://www.coronavirus.pitt.edu/healthy-community/pitts-health-rules). These rules have been developed to protect the health and safety of all of us. The University’s requirements for face coverings will at a minimum be consistent with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html) and masks are required indoors (campus buildings and shuttles) on campuses in which COVID-19 Community Levels are High. This means that when COVID-19 Community Levels are High, you must wear a face covering that properly covers your nose and mouth when you are in a classroom. It is your responsibility to have the required face covering when entering a university building or classroom. Masks are optional indoors for campuses in which county levels are Medium or Low. Be aware of your [Community Level](https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html) as it changes each Thursday. [Read answers to frequently asked questions regarding face coverings](https://www.coronavirus.pitt.edu/frequently-asked-questions-about-face-coverings). For the most up-to-date information and guidance, please visit the [Power of Pitt site](https://coronavirus.pitt.edu/) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact us as soon as possible to discuss arrangements.

**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>.

We 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).

**Sexual Misconduct, Required Reporting, and Title IX**

The University is committed to combating sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office.  What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.  After a report is made, you will be contacted by the Title IX Office for opportunities for support and options for proceeding.

**Religious Observances**

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

**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 and the University Copyright Policy.

**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 instructors, and any such recording properly approved in advance can be used solely for the student’s own private use. For any synchronous Zoom meetings, the instructors will let the students know ahead of time if it is being recorded and they will have the option to leave their video off the screen. These recordings will only be shared with other students in the class.

**Gender Inclusive Language Statement**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

**Device Limitations**

If you have financial limitations that impact your access to a reliable laptop or Wi-Fi service, you have several options:

* Use the Student Computing Labs ([pi.tt/labs](https://pi.tt/labs)) and free on-campus Wi-Fi ([pi.tt/wifi-networks](https://pi.tt/wifi-networks)).
* Access the Virtual Computing Lab ([pi.tt/virtuallab](https://pi.tt/virtuallab)) from nearly any internet-capable device.
* Get a discounted laptop through Pitt’s Dell partnership ([pi.tt/buyacomputer](https://pi.tt/buyacomputer)).

**Food/Housing Insecurity**

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with us if you need support in contacting the right people/offices:

Pitt Pantry: Food Pantry available to the wider University community

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

**Your Well-being Matters**

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](https://www.thrive.pitt.edu/%22%20%5Ct%20%22_blank%22%20%5Co%20%22thrive.pitt.edu) to learn more about well-being and the many campus resources available to help you thrive.

 If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

 The [University Counseling Center](http://www.counseling.pitt.edu/) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

**Assignments**

**Discussion Forum (total 40 points)**

You are required to respond to instructor-led prompts related to the readings and respond to the comments of your peers on Canvas. There will be five discussion board forums over the semester, each worth 8 points. Due dates are posted on Canvas and are also listed on the course schedule. Your posts and responses should be thorough and thoughtful. Simply stating “Yes, I agree” is not a substantive response to your peers and will not be adequate. Be concise, keep each post and response to 2-3 short paragraphs. Keep in mind that like you, your fellow learners will be reading and responding to other threads. Make certain to address the discussion prompt(s) provided by the instructors. This does not mean you should not extend the topic, but do not stray. When relevant, add to the discussion by including prior knowledge, work experience, references, web sites, resources, etc. (giving credit when appropriate).

**Reflective Practice (total 40 points)**

You are required to respond to instructor-led prompts and submit your responses via Canvas. There will be five reflective assignments over the semester, each worth 8 points. Specific due dates will be posted on Canvas and are also listed on the course schedule. Please keep your responses to a maximum of two pages (double space). Like the discussion posts, by including prior knowledge, work experiences, references, web sites, resources, etc. (giving creit when appropriate).

**Annotated Bibliography (total 20 points)**

It is important for you to understand the role that your community partner plays in supporting others and working with their community members. This assignment will include 4 annotated bibliographies reviewing the research that you have done to understand more about your internship partner and the community that they serve. First write the bibliography citation and title of the piece that you read, then add a concise summary of the material in a 2-3 paragraph review.

**Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **WEEK** | **DATES** | **TOPIC & READINGS**  | **ASSIGNMENTS**  |
| 1 | 8/28– 9/1 | **Course Introduction and 21st Century Skills** 1.Stauffer, B., 2019 - [What are 21st Century Skills?Links to an external site.](https://www.aeseducation.com/blog/what-are-21st-century-skills) *Applied Educational Systems.*2.Campbell, M., No Date. [Top 5 Skills Employers Look For,Links to an external site.](https://newmanu.edu/top-5-skills-employers-look-for) *The Nth Degree, Newman University* | Complete the self-care assessment worksheet. This is for yourself. It won’t be turned in. |
| 2 | 9/4\* – 9/8\*Labor Day, no class. | **Professionalism and its Biases**1.Gray, A., 2019 - [The Bias of 'Professionalism' Standards,Links to an external site.](https://ssir.org/articles/entry/the_bias_of_professionalism_standards) *Stanford Social Innovation Review.*2.Watch TEDx Seattle Talk: [The myth of bringing your full, authentic self to work](https://www.ted.com/talks/jodi_ann_burey_the_myth_of_bringing_your_full_authentic_self_to_work?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare) by Jodi-Ann Burey (2021) | **Discussion Forum (DF) #1 due on 9/8**-What are some ways you have seen professionalism be biased? - How might we remove biases in expectations of professionalism and authenticity? |
| 3 | 9/11 – 9/15 | **Critical Thinking** 1.Patterson, R. [*7 Ways to Improve your Critical Thinking Skills*](https://collegeinfogeek.com/improve-critical-thinking-skills/)*.* CollegeInfoGeek. 2020. 2.Indeed Editorial Team. [*10 Top Critical Thinking Skills (And How to Improve Them)*](https://www.indeed.com/career-advice/career-development/critical-thinking-skills)*.*Indeed Career Guide. 2022 3.Guterman, D[. *How to demonstrate critical thinking and problem-solving on your resume.*](https://www.internships.com/career-advice/search/problem-solving-skills)Chegg Internships**. 2020** | **Reflective Practice (RP) #1 due on 9/15.**  |
| 4 | 9/18 – 9/22 |   **Creative Thinking** 1.Doyle, A. [*What is Creative Thinking? Definition and Examples of Creative thinking.*](https://www.thebalancemoney.com/creative-thinking-definition-with-examples-2063744)The Balance Careers; 2020.2.Watch the TEDxAUK Talk: [The Theory of Creativity](https://www.youtube.com/watch?v=_8MwiGYzlyg) by Duncan Wardle (2018) | **RP #2 due 9/22** |
| 5 | 9/25 – 9/29 | **Media and Information Literacy**1.Babin et al..[*Why is Information Literacy Important?*](https://openoregon.pressbooks.pub/wrd/chapter/why-is-information-literacy-important/)The Word on College Reading and Writing. Open Oregon Educational Resources: 2018; 2.[Media Literacy Fundamentals.](https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals) MediaSmarts: Canada's Centre for Digital and Media Literacy. N.D.3.Explore the [News Literacy ProjectLinks to an external site](https://newslit.org/about/) website and related [brochure.](https://www.paperturn-view.com/?pid=MTA108528&v=5.2)4.Watch TEDx Talk: [Information Literacy](https://youtu.be/3BAfs_oDevw) by Kevin Arms5.Watch the TEDx Talk: [Creating critical thinkers through media literacy](https://youtu.be/aHAApvHZ6XE) by Andrea Quijada  | Take the [News Lit Quiz](https://newslit.org/tips-tools/news-lit-quiz-fighting-falsehoods-on-social-media/) from [News Literacy Project](https://newslit.org/about/) to see if you can tell the difference between social media posts that are false or misleading and those that are credible. **DF #2 due 9/29**React to the weekly material (readings and TEDx talks). What stood out to you? What questions do you have? How do the TEDx talks relate to the readings for this week or previous weeks? |
| 6 | 10/2 –10/6\*\*Fall Break, no assignment due | **Communication** 1.Kashyap, S. [*Here’s How Effective Communication is in the Hands of 73% of Professionals*](https://www.proofhub.com/articles/effective-communication) 2.Watch TEDx Talkby Celeste Headlee: [10 Ways to have a better conversation](https://youtu.be/R1vskiVDwl4)**Guest Speaker** **Erin Wheeler Pitt Career Services** | Fall Break, no assignment due. |
| 7 | 10/9 – 10/13  | **Teamwork and Collaboration** 1.[How to Demonstrate Collaboration in the Workplace.](https://www.indeed.com/career-advice/career-development/demonstrate-collaboration-in-the-workplace) Indeed Career Guide; 2020.2.Guterman, D. [How to Demonstrate Teamwork and Collaboration on your Resume.](https://www.internships.com/career-advice/search/teamwork-skills) Chegg Internships; 2020.3.Watch TEDx Talk: [A Guide to Collaborative Leadership](https://youtu.be/9zC2Bc22QfA) by Lorna Davis**Guest Speaker**  | **RP #3 due on 10/13** |
| 8 | 10/16 –10/20 | **Leadership** 1. Tracy Brower (2021) [Empathy is the Most Important Leadership Skill According to Research.](https://www.forbes.com/sites/tracybrower/2021/09/19/empathy-is-the-most-important-leadership-skill-according-to-research/?sh=75ed4c203dc5) Forbes2.Watch Ted Talk[: How to Fix a Broke School? Lead Fearlessly, Love Hard](https://youtu.be/Xe2nlti47kA). By Linda Cliatt Wayman (2015)**Guest Speaker**  | **DF #3 due on 10/20**How is this professional skill context- or culturally bound? How may this skill elevate or privilege voices from certain social groups (e.g., gender, sexual orientation, class, race, national origin, religion, political affiliation, etc.) over others?  |
| 9 | 10/23 –10/27 | **Flexibility and Adaptability** 1.Doyle, A. [*What is Workplace Flexibility?*](https://www.thebalancemoney.com/workplace-flexibility-definition-with-examples-2059699)The Balance Careers. 2020. *2.*[*Adaptability & Flexibility*.](https://www.bradford.ac.uk/careers/develop-skills/adapt-flex/)University of Bradford Career and Employability Services. 2020.3.Watch this TEDx Talk - [3 ways to measure your adaptability and how to improve it](https://youtu.be/xJM_CQN8-ns) by Natalie Fratto**Guest Speaker**  | **DF #4 due on 10/27**The speaker shares 3 ways to measure and improve your adaptability. Which of these are easier for you or are you better at? Which of these are harder for you? Why? What strategies or techniques can you implement to strengthen this skill in areas you struggle with? |
| 10 | 10/30 – 11/3 |  Open Class | **RP #4 due 11/3** |
| 11 | 11/6 – 11/10 | **Community Engagement Definitions and Frameworks**1.Riccio, Berkey, & Mecagni (2022). [Principles of Anti-Oppressive Community Engagement for Educators and Researchers](https://cssh.northeastern.edu/impactlab/sil-principles-for-ethical-community-engaged-teaching-research/) [white paper] Northeastern University.2.[Annotated Bibliography](https://history.ucla.edu/sites/default/files/assets/annotated_bibliographies.pdf) |  **RP #5 due on 11/10** |
| 12 | 11/13– 11/17 | **Responsiveness to Community Perspectives, Assets and Needs**1. [Instructional: What is Asset Based Community Development (ABCD)?](https://resources.depaul.edu/abcd-institute/resources/Documents/WhatisAssetBasedCommunityDevelopment.pdf) Collaborative for Community Transformation, Depaul University2. [How to apply the “Asset-Based Community Development” approach to your Community Engagement Project?](https://youtu.be/_Stk__qdPZM) |   **DF #5 due 11/17**How is Asset-Based Community Development (ABCD) relevant to Applied Developmental Psychology? What are some examples of how critical skills (such as thinking, listening, communication, media and information literacy, and adaptability) can help strengthen ABCD? |
| 13 | 11/20 – 11/24\*Thanksgiving Recess  | No meeting. No Assignments |  |
| 14 | 11/27 – 12/1 | **Conflict Management**Ginzburg et al. (2022). Exploring intergroup conflict and community-based participatory research partnerships over time. Research for All, 6(1), 1-15. | **Draft of Annotated Bibliography due 12/1** |
| 15 | 12/4 – 12/8  | TBD  | **Final Annotated Bibliography due 12/15\***\*Last day of finals. |