COURSE TITLE: **Applied Developmental Psychology: Professional Identity & Leadership**.

COURSE DESIGNATION: HHD 2530 (3 credits)

<mark>**TIME**: Thursdays, 5:00-7:15; **MODE/PLACE**: Room 5108 & Zoom/Canvas; **BE SURE TO BRING YOUR LAPTOP & BRING YOUR MASK TO CLASS**</mark>

PROFESSOR: DR. STEFANO BAGNATO, Ed.D., NCSP, *Professor of Psychology & Pediatrics*, Schools of Education (Department of Health & Human Development--HHD; Applied Developmental Psychology-ADP) and Medicine (Departments of Pediatrics & Physical Medicine & Rehabilitation; UCLID-LEND Disabilities Institute); Faculty Mentor, *Children with Special Healthcare Needs*—Child Life specialization; Founder & Faculty Mentor, *Early Childhood Partnerships* program of the University of Pittsburgh; and interdisciplinary core psychology faculty in the *Maternal and Child Health Bureau-funded leadership education institute in neurodevelopmental disabilities, UCLID-LEND Disabilities Institute at UPMC Children's Hospital of Pittsburgh*.
CONTACT INFORMATION: bagnatos@pitt.edu; **WEBSITES**: www.lend.pitt.edu, www.education.pitt.edu

COURSE DESCRIPTION:
This required, core ADP Masters course introduces you to a profile of the diverse field of <mark>**Applied Developmental Psychology (ADP)** as both developmental science and professional practice.</mark> ADP embraces *"positive psychology"* (*assets vs deficits*) approaches which can most effectively help children, youth, families, and their professional caregivers. Students will gain general knowledge of the ADP field and its focal issues through various means: reading/debating diverse articles on the distinguishing features and examples of ADP in action; learning about the systemic and innovative applied practices in our community via featured expert speakers who are leaders in the ADP community in Pittsburgh and across PA. Readings, team activities, presentations, and individual productions will focus on the <mark>essential philosophical underpinnings and practices of ADP: Leadership competencies; professional standards and practices; ethics; policy and advocacy; evidence-based practices; program evaluation; and community-university partnerships.</mark> Local experts will speak about how they apply developmental thinking and practices in their diverse work within education, law, medicine, child welfare, non-profits, public and behavioral health. Students will be asked to frame their own professional career path based upon ADP principles. One of the main tenets of the ADP program within the Department of Health & Human Development (HHD) of the School of Education at the University of Pittsburgh is that master's students will strive to become <mark>*"Applied Developmental Psychologists 1ˢᵗ"* as *their main aspiration*</mark> with a choice of secondary specializations in such areas as Children with Special Healthcare Needs; Behavioral Health in Schools and Communities, Child and Youth

Development, or Applied Research. <mark>The professional **_psychology identity_** of ADP influences, fundamentally, how one will practice in their specialization and distinguishes the Pitt ADP graduates from those at other universities, no matter your specialization.</mark>

COURSE OBJECTIVES:
- To understand the framing ideas of the field of applied developmental psychology, including developmental systems theory, the interplay of development with context and culture, **"positive psychology"** approaches to assessment/intervention, and applied scholarship.
- To comprehend the common professional and leadership philosophies, standards, competencies, and ethical principles that guide practice in the field.
- To recognize leading experts, agencies, and resources in our own community as they are engaged in actually applying the framing ideas and professional standards "in action".
- To develop your own professional career objectives, identity, coursework, competencies, and internships in relation to the opportunities in the field.

<mark>**_REFERENCE_ TEXT: No need to purchase this text**</mark>

- **Lerner, RM, Jacobs, F, & Wertlieb, D (Eds.) (2005). Applied Developmental Science. CA: Sage Publications.**

Evaluation Products:

The following modes will be used to evaluate knowledge, competencies, and professional leadership behaviors in this course:

EVALUATION MODE	EVALUATION PRODUCT
1. **"BIG Question"-Weekly**	Cogent and individually typed responses to address weekly central issues about the field; responses to questions are intended to enable students to frame their thoughts beforehand about the issue and to "ignite" and lead in-seminar discussions and debates, both individually and in groups
2. **Class Attendance & Participation**	Active and regular participation and contributions to in-seminar group discussions, interactions, and activities
3. **Discussion Leaders' Team-Facilitated Group Activities (2-3 people)**	Assigned discussion leaders from different specializations synthesize the information from several articles, derive 5-10 written TAKE HOME POINTS, which are common across the readings and frame needed policies and practices about that issue; leaders

	facilitate and "ignite"active Q&A, debates, and creative group activities among seminar members.
4. **State Your Case Advocacy Tool**	To become LEND Center MTTs, students will complete a creative social-media based tool for use to advocate and promote an IDEA feature or other legal requirement and direct it to a specific audience of parents, professionals, government officials.
5. **Professional Career Plan Roadmap (PCR) & Professional Bio Profile**	Creation of an individual professional development plan or "roadmap" under common headings which applies ADP to your specialization and is summarized in a powerpoint presentation and executive summary document, and a Professional Bio Brief

POLICIES

Academic Integrity Policy:

Violations of academic integrity are subject to disciplinary action, including (but not limited to) lowering of grades, course failure, or suspension or dismissal from the class or from the University. Violations of academic integrity are delineated in the *University of Pittsburgh Student Handbook*.

Accommodations for Special Students:

Students with disabilities are entitled to reasonable accommodations, as determined by the institution, after proper documentation of the disability has been received. At the University of Pittsburgh, the Office of Student Services, is responsible for determining reasonable accommodations and for assisting students in communicating these to faculty. Students should notify the faculty member, at the beginning of the term, if any reasonable accommodations are needed. Students need to be registered with the Office of Student Services before accommodations will be granted; the faculty member should receive a memo confirming the recommendations for reasonable accommodations from the Office of Student Services. The purpose for implementing reasonable accommodations is to allow for equal opportunity for students with disabilities. It is the student's responsibility to demonstrate that the cognitive, behavioral and professional competencies have been acquired to a satisfactory degree in order for successful completion of the course.

Diversity Statement:

All students are expected to demonstrate respect for individuals who are culturally diverse. This course attempts to address issues of diversity and individual differences through lectures, discussions, and assignments. Students are encouraged to raise questions or issues regarding diversity within class activities.

<u>Attendance Policy:</u>

Students are expected to participate in all scheduled class periods via Zoom or face-face (in the future), complete all assignments and participate in all graded activities at the scheduled time. Any student unable to attend class should notify me in a timely manner. Students are responsible for all material covered in class, readings, and completion of projects despite being absent from class. Chronic attendance problems will be discussed and managed between the student and Dr. Bagnato.

HHD 2530: ADP—PROFESSIONAL IDENTITY & LEADERSHIP—COURSE SCHEDULE/FACULTY

DATE	TOPIC	CONTENT	SPEAKERS	READINGS	ACTIVITIES
Week 1: Aug. 29	*Course Overview*	- Weekly syllabus/content -Course activities/teamwork -Evaluation products -Modes: Canvas/Zoom -Expectations -ECP as ADP "in Action" **-Joining *The LEND Center [Leadership Education in Neurodevelopmental Disabilities]* at University of Pittsburgh, UPMC Children's Hospital as a Medium Term Trainee (MTT)**	**-Dr. Bagnato**	**SEE CANVAS FOCAL READINGS & SLIDES** **All students should BE SURE TO BRING YOUR LAPTOP to class to access both Zoom segments and Canvas team activities to complete & upload.** **MASKS ARE NOT REQUIRED PRESENTLY BUT YOU MAY WEAR ONE IF DESIRED**	Discussion of course content, objectives, activities, & products -Roundtable sharing: career goals, personal reasons, expectations for entering ADP field/specialty **-WordCloud for Big Question discussions**
Week 2: Sept. 5	*Stage-Setting: Applied Developmental Psychology for a Diverse & Global 21st Century World*	-Profile of HHD/ADP at Pitt -Review of the NEW ADP -ADP philosophy applied to urgent health, education, and human service issues in a US & global society	**-Dr. Bagnato** **-Leanne Santavica, TA, ADP 2nd Year** **-Karl Jankart, Ph.D; School Psychology**	**SEE CANVAS FOCAL READINGS & SLIDES**	-Presentation -Discussion -Group activity

| Week 3: Sept. 12 | *Applied Developmental Psychology (ADP) as Developmental Science* | –ADP philosophy, purpose, & practice as a distinguishing subspecialty in psychology
–ADP as "positive psychology"
–Applied developmental science in contexts | **–Dr. Bagnato**

GUEST FACULTY:
+Dr. Junlei Li, Sal Lentz Senior Lecturer in Early Childhood Education, HGSE, Harvard University
Panopto Video | **SEE CANVAS FOCAL READINGS & SLIDES:** | **–BIG Question**
What is ADP and its uniqueness among the fields of psychology?

JamBoard/WordCloud Activity on BQ

–Discussion Leader's Facilitated Group Activity On:
How do you envision your "specialty professional practices" will change when you become an Applied Developmental Psychologist? |
| Week 4: Sept. 19 | *The MCHB Life Course Model (LCM): Theory to Practice Links* | –Cultural competence
–Individualization
–Ecological perspective
–Interdisciplinary approach to parent-professional teamwork | **–Dr. Bagnato**

GUEST FACULTY:
++Jonathan R. Pletcher, MD; Medical Director, Adolescent Inpatient Services, Children's Hospital of Philadelphia University of Pennsylvania | **SEE CANVAS FOCAL READINGS & SLIDES:** | **–BIG Question:**
How could active use of the Life Course Model focus and enhance the practice of applied developmental psychologists?

–Discussion Leader's Facilitated Group Activity On:
Identify three ways LCM can improve practices in your ADP specializations: Beh Hlth, Child-Youth Development, Children with Special Healthcare Needs, Applied Research |

| Week 5: Sept. 26 | **Adverse Childhood Events (ACE)/ Toxic Stress: Overarching ADP Research** | -ACE/toxic stress concepts
-Neurons to Neighborhoods
-Harvard Center on the Developing Child
-Longitudinal ACE/TS research to shape public policy and professional practice | **-Dr. Bagnato**

GUEST FACULTY:
++Dr. Judy Cameron, Psychologist & Neuroscientist, WPIC/UPMC | **SEE CANVAS FOCAL READINGS & SLIDES:** | **-BIG Question:**
What are the major implications of the ACE/TS research for ADP professional practices, in general, and especially for the impact of the trauma and stress of refugee children separated from their parents/families and/or children impacted by COVID 19?

-Research and choose your own article on the specific ACE impact for separated refugee children and/or COVID 19 families and hand-in with your BQ answer

Group Activity on:
Brain Architecture Game: |
| Week 6: Oct. 3 | **Leadership & Professional Practice I** | -Quality benchmarks
-MCHB leadership standards
-Ethics | **-Dr. Bagnato**

GUEST FACULTY: | **SEE CANVAS FOCAL READINGS & SLIDES:**

-Review of Professional Organization Websites:
MCHB-http://mchb.hrsa.gov/
Child Life-http://www.childlife.org/
NASP: http://www.nasponline.org/
CSEFEL: http://csefel.vanderbil | **-BIG Question:**
How do you know when a leader is a good one? What makes a good leader?

-Discussion Leader's Facilitated Group Activity On:
The characteristics and practices of effective leaders: How can these be taught and nurtured?

Discussion and completion of the MCHB self-appraisal scale |

				t.edu/ ***NAEYC:*** *http://www.naeyc.org/*	
Week 7: **Oct. 10**	***Leadership &*** ***Professional*** ***Practice II***	-DIAND -Leadership Style Self-Appraisal	**-Dr. Bagnato** **GUEST FACULTY:** **++Dr. Tom Akiva, Ph.D.,** **Professor and HHD,** **Chairperson, University** **of Pittsburgh**	**SEE CANVAS FOCAL** **READINGS & SLIDES:**	**-Discussion Leader's** **Facilitated Group Activity On:** *-DIAND Leadership self-appraisal Due* *-DIAND roundtable discussions*
Week 8: **Oct. 17**	***Family*** ***Engagement in*** ***ADP in Schools*** ***and Community*** ***Agencies***	-Impact of Race & Poverty on children and families -Critical importance of parent/family partnerships -Encouraging family engagement -Helping skills in Family Support Programs	**-Dr. Bagnato** **GUEST FACULTY:** **+Dr. Guy Caruso,** **Faculty, Temple** **University, UCEED** **Guest Panelists** **Panelists: Catherine** **Hughes &** **Tiera Collins**	**SEE CANVAS FOCAL** **READINGS & SLIDES:**	**-BIG Question:** **Why should professionals encourage the engagement of parents/families in their children's school success and overall development?** **-Discussion Leader's** **Facilitated Group Activity On:** *Reach consensus on 6 of the most effective strategies for professionals to promote parent/family engagement*
Week 9 **Oct. 24**	***Prevention*** ***Science:*** ***Implementation*** ***& Innovative*** ***Models for*** ***Real-World*** ***Settings:***	-ADP and Prevention -Prevention models -Implementation science -School-based models	**-Dr. Bagnato** **GUEST FACULTY:** **+Tracy Larson, M.Ed.,** **CAGS, NCSP,** **HealthyCHILD-ECP** **Office of Child (OCD)** **Development, SOE**	**SEE CANVAS FOCAL** **READINGS & SLIDES:**	**-BIG Question:** **What are the "prevention" features of both the System of Care concept and the Response-to-intervention model?** **-Discussion Leader's** **Facilitated Group Activity On:**

					-Discuss the implications for ADP practice of the most important features of successful prevention models
Week 10: Oct. 31	*Children with Special Healthcare Needs (CSHCN) -Child Life*	-Definition of CSHCN -Prevalence of CSHCN in US -Child Life services in children's hospitals -Supporting CSHCN in schools & agencies	**-Dr. Bagnato** **GUEST FACULTY:** **+Denise Esposto, Ed.D., CCLS, Adjunct Professor, OCD, HealthyCHILD** **+Maureen Hennighan, M.S., Applied Developmental Psychology, CCLS, Child Life Specialist, UPMC CHP**	**SEE CANVAS FOCAL READINGS & SLIDES:**	**- BIG Question:** ***Why do children in poverty have a greater risk for developmental delays and disabilities and special healthcare needs?*** **Discussion Leader's Facilitated Group Activity On:** *The MCHB definition of CSHCN: Implications for ADP specialties*
Week 11: Nov. 7	*Behavioral Health in Schools & Communities (BHSC) & Infant Early Childhood Mental Health (IECMH)*	-School-based practices -Community-based practices -Poverty and Disability-Illness	**-Dr. Bagnato** **+Karl Jankart, Ph.D., NCSP School Psychologist HealthyCHILD**	**SEE CANVAS FOCAL READINGS & SLIDES:**	**- BIG Question:** ***How does "behavioral health" reflect the positive psychology slant of ADP?*** **-Discussion Leader's Facilitated Group Activity On:** *Behavioral health strategies to address the challenges and complex needs of children and families in both rural and urban communities*

Week 12: Nov. 14	**Child and Youth Development (CYD)**	-Positive youth development -Out-of-School Time (OST) models -Expansive ADP roles with private non-profits and the media	==**-Dr. Bagnato**== ==**GUEST FACULTY:**== ==**+Deanna Ibrahim. Ph.D. Child & Youth Development (CYD), Out of School Time**==	**SEE CANVAS FOCAL READINGS & SLIDES:**	==**-BIG Question:** *In what ways do OST programs, activities, and their effects for children and youth reflect the values of ADP?*== **-Discussion Leader's Facilitated Group Activity On:** *The major value-added features of community-based OST programs and activities for children and youth*
Week 13: Nov. 21	**Advocacy & Public Policy: Education, Health, & Human Services**	-Public Policies -Regulations -Ethical Dilemmas -State Your Case (SYC) definition and concepts -Examples of student productions of SYC by LEND trainees -Readings on Advocacy -Overview of IDEA regulations	==**-Dr. Bagnato**== **GUEST PANEL: Former ADP Students-Graduates** ==**"Lessons Learned" about ADP Careers.**== **Facilitated by TAs**	**SEE CANVAS FOCAL READINGS & SLIDES:** **Focal—Ethics Standards 1:** -American Psychological Association (APA) (www.apa.org) -Council for Exceptional Children (CEC) (www.cec.org) -Maternal and Child Health Bureau (MCHB) (www.mchb.org) -National Association for the Education of Young Children (www.naeyc.org)	==**-Roundtable discussions of State Your Case ideas related to IDEA Law and Regulations**==

| Week 14: Dec. 5 **LAST CONTENT SESSION** | *Applied Developmental Psychology Research* | -The concept of developmental scholarship
-Applied developmental science for real-world settings & questions
-Participatory action research in program evaluation
-Applied research to influence public policy and professional practice
-How ECP "applies" ADS in community-based research in real-world contexts | **FACULTY:**

+Dr. Bagnato's Early Childhood Partnerships (ECP) Program; | **SEE CANVAS FOCAL READINGS & SLIDES:**

PROFESSIONAL DEVELOPMENT ROADMAPS DUE UPLOADED ON CANVAS ON FRIDAY DECEMBER 15TH BY MIDNIGHT

STATE YOUR CASE PROJECTS EMAILED TO DR. BAGNATO BY DECEMBER 19TH. | **-BIG Question:** *Why do traditional research designs and methods often fail when used to document the success of community-based prevention programs or the therapeutic gains of individual clients?*

-Discussion Leader's Facilitated Group Activity On:
-Unique program evaluation research skills needed by ADP to address pressing real-world issues: Implications for policy and practice |
| Week 15: Dec. 12 | | Review Professional Development Roadmap paper progress | **FACULTY:**
Guest Speaker:

+Dean of Pitt SOE Eboni M. Zamani-Gallaher | | |