

## School of Education

# APPLIED DEVELOPMENTAL PSYCHOLOGY

[www.education.pitt.edu/adp](http://www.education.pitt.edu/adp)

The undergraduate major in applied developmental psychology (ADP) emphasizes developing the skills necessary for baccalaureate professional-level work in a variety of programs for children, youth, and families. It is also excellent preparation for graduate study in related fields. Course work includes developmental theory and research from birth through adolescence, family dynamics, cultural distinction, handicapping conditions, psychopathology, curriculum and activity planning, practice skills, and an introduction to management. Students spend 300–600 hours of internship in the senior year.

The curriculum is organized into four terms of upper-division (junior and senior year) study. Academic preparation includes a total of 60 credits (completed before the first term of enrollment in the program), with a minimum quality point average (QPA) of 2.50. Courses should include English Composition, Developmental Psychology, and other courses in the humanities, and social and natural sciences. During your sophomore year, you should contact the ADP program in 5500 Wesley W. Posvar Hall (412-648-2230) to request an admissions packet.

### Applied Developmental Psychology PLUS Programs

Students who know they are interested in careers in teaching should investigate two new 5 year program options in Applied Developmental Psychology. These program options are the Applied Developmental Psychology PLUS Programs in Early Childhood Education/Special Education (Pre-kindergarten—Grade 3) and Elementary (Grades 4-8). Both programs lead to Bachelors and Masters degrees with options for one or more teacher certifications. Visit [www.education.pitt.edu/adp/index.aspx](http://www.education.pitt.edu/adp/index.aspx) for more details and admissions requirements.

### Admission Requirements

The minimum acceptable QPA for admission into the program is 2.50. Students also must have documented evidence of experience and ability to work with children (experience may include volunteer work or employment). Three references also are required, preferably from professionals familiar with the student's maturity, work habits, academic ability, and experience with children/youth. Students will begin their studies in the School of Arts and Sciences or the College of General Studies, establishing a strong 60-credit base of liberal arts classes at the freshman and sophomore level before their first term of enrollment at the junior-year level in the applied developmental psychology program. Students have a great deal of freedom of choice among the humanities and sciences in regard to the required 60 credits; however, the following courses **must** be taken for admission:

#### English Composition (3 credits)

Any of these courses will fulfill the requirement: ENG 0005, ENG 0006, ENG 0100, ENG 0101, ENG 0150

#### PSY 0310 Developmental Psychology (3 credits)

You will focus on the development of the child from birth to adolescence, as well as the current theory and research concerning social, emotional, intellectual, perceptual, and language development. The course covers only what is considered normal development; little attention is paid to abnormal development.



## Upper-level Curriculum

*Electives—9–15 credits*

*Junior Year, Fall*

### PSYED 1002 Child Development

This course focuses on theories of child development as they are applied in practice. Students examine naive theories in relation to scientific theories in the field of child development. The purpose of the course is to develop coherent, explicit professional theories in practice.

### PSYED 1016 Developmental Curriculum and Activities

This course is a study of the theoretical rationale for activity and environmental programming; its relationship to the development of children and youth; and practical applications in media selection, use, and environmental design for various populations.

### PSYED 1025 Professional Seminar

This course is an introduction to the scope, organization, and current issues in the child development and child/youth care field as related to both normal and special needs populations.

### PSYED 1036 Developmental Meaning of Cultural Distinction

In this course you will explore the major dimensions and issues of cultural diversity with a particular emphasis on their impact on the developing child and their implications for programs for children and youth.

*Junior Year, Spring*

### PSYED 1003 Adolescent Psychology

Adolescence is studied from a developmental perspective. Discussion begins with the history and cultural varieties of adolescence and proceeds to cover psychological accompaniments to puberty. Lectures and readings deal with cognitive growth, identity formation, moral development, family and peer relationships, psychological disturbance, and education through the adolescent years.

### PSYED 1007 Methods of Research and Practice

This course focuses on methods of data gathering common to qualitative research and clinical assessment, with particular attention to methods of observation and interviewing.

### PSYED 1012 Developmental Disabilities

You will study developmental disabilities and their impact on child/family development during this course, which also includes a discussion of philosophy of service, legislation, and service systems.

### PSYED 1013 Developmental Psychopathology

You will examine the traditional medical-model view of psychopathology in children and youth. This course will present you with alternative ways of looking at this behavior and will give you an introduction to the interpersonal skills needed for therapeutic intervention.

*Senior Year, Fall*

### PSYED 1024 Family Dynamics

You will become familiar with the different family types in American culture and an in-depth analysis of how each family structure contributes to the development of all family members, especially the children and youth of the family. The course stresses family intervention skills in relation to dysfunctional families.

### PSYED 1028 Developmental Practice Seminar 1

This is a seminar for the integration of theory, research, practice skills, and experience related to developmentally focused child and youth care practice.

### PSYED 1042 Child and Youth Work Practice 1 (3–6 cr.)

This course is a study of applied theory, research, and developmental/interventive practice relevant to children and youth with special needs. The course features supervised internships with children and/or youth.

## *Senior Year, Spring*

### PSYED 1029 Developmental Practice Seminar 2

This seminar is particularly focused on the internship experience and the related knowledge base.

### PSYED 1031 Senior Project

You will be introduced to the philosophy of science and basic tools of methodology and evaluation in the field of child development. The course culminates in your writing a report on a project you've designed to meet your individual goals and interests.

### PSYED 1043 Child and Youth Care Practice 2 (3–6 credits)

This is a continuation of your internship experience in a University-approved, agency-based, supervised internship. It may focus on work with and/or for children, youth, or families.

### PSYED 1050 Supervision and Administration in Child and Youth Work Settings

This course focuses on issues and skill development in areas related to management and supervision in child and youth care programs. The course will cover the function of supervision and administration in child care, communication skills, supervisory functions and skills, program development and management, and current issues in child and youth care administration.

## **Special Programs and Opportunities**

### **Academic Options**

The **University Honors College (UHC)** offers many resources for talented, active students—unique courses, special degrees, opportunities to perform independent research or teach, supplemental advising, and a social and academic community of similarly motivated students. UHC courses typically offer a more in-depth, rigorous treatment of the material than in non-honors courses. Students work more problems, write more, read more, and discuss topics in greater depth. An average of 40 UHC courses are offered each semester in a variety of departments. Examples include Literature and Psychoanalysis, Buddhist Civilization, Modern Physical Measurements, Wisdom, and Learning and Motivation. UHC does not have a formal membership and is open to students throughout the campus, although you must usually meet academic qualifications for each course.

### **Student Organizations**

The **Child Development Association** provides opportunities for students to develop and employ organizational and communication skills within the association, and then upon graduation to transfer these skills to working in a professional environment. The association provides opportunities for: a) incorporating developmental/interventive knowledge in community projects and developing organizational skills; b) enhancing the academic, professional, and social goals of undergraduate students; and c) enhancing interactions among students, staff, and faculty.

### **Out-of-Class Experiences**

**Internships** can be among the most enlightening and productive aspects of your undergraduate education. They not only give you a closer look at working in a particular field, but also can help you gain a competitive edge, make contacts in the marketplace, and earn credits toward your degree. Pittsburgh is an exciting place for internship opportunities. Pittsburgh is internationally known as a renowned center for health care and groundbreaking medical research; home to many corporate headquarters, including H.J. Heinz, Fisher Scientific, PPG Industries, Westinghouse Electric, and Mellon Financial Corporation; and a city with a wealth of cultural and entertainment activities, including three professional sports teams and the Carnegie museums. Internships are not limited to Pittsburgh, however. Every year students complete internships in cities such as Philadelphia, Pa.; Washington, D.C.; New York, N.Y.; and their own hometowns. Some students even complete an internship as part of their study abroad experience.

**Volunteering** gives you valuable experience that enhances your learning, your personal development, and the process of discovering your interests. The Student Volunteer Outreach (SVO) coordinates a variety of volunteer opportunities with more than 100 local community agencies as well as annual programs such as the mentoring and tutoring programs, Junior Achievement, Alternative Spring Break, annual volunteer agency fair, Boys/Girls Club of America, and Pitt's Partnership for Food. SVO also provides you with opportunities for international volunteering in areas like Central and South America.

## **International Opportunities**

Social work/child development and child care majors interested in studying abroad have a more limited time frame in which to do it than most students. Since the upper-level courses are offered only once a year and are strictly sequenced, students must study abroad before starting the upper-level program to graduate on time.

**Studying abroad** is an exciting way to add an international perspective to your undergraduate education and strengthen your credentials as a graduate. Since only about 8 percent of American students have studied abroad, this experience distinguishes you when you enter the job market or pursue graduate study. The experience allows you to broaden your personal experience and gain an appreciation of other cultures while earning credits toward your degree. Scholarships are available, and financial aid is applicable.

Through Central Colleges Abroad , students have the option to do a counseling or therapy internship in London, England. Internships are one of the best ways of integrating directly into British society and are highly recommended. The purpose of the placement is to provide a British work experience in the area of the student's academic preparation. The intensive internship option involves committing three to four full days at the internship sponsor site. Upon satisfactory completion of the program, students will receive 8 semester hours of credit. In addition, students will register for the required British Experience Seminar (worth 1 semester hour), plus the required Contemporary Britain (3 semester hours), for a total course load of 12 semester hours.

### **For more information about the applied developmental psychology program, contact:**

University of Pittsburgh  
School of Education  
Student Service Center  
5500 Wesley W. Posvar Hall  
Pittsburgh, PA 15260  
412-648-2230  
[www.education.pitt.edu/adp](http://www.education.pitt.edu/adp)

### **For more information about other majors, contact:**

University of Pittsburgh  
Office of Admissions and Financial Aid  
Alumni Hall, 4227 Fifth Avenue  
Pittsburgh, PA 15260-6601  
E-mail: [oafa@pitt.edu](mailto:oafa@pitt.edu)  
[www.oafa.pitt.edu](http://www.oafa.pitt.edu)