

**This syllabus is subject to change and will be updated as needed.*

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
Graduate School of Applied and Professional Psychology

Human Development
18:826:543:01
Fall 2024, Mondays 5pm-7:45pm
41 Gordon Road, Suite C

INSTRUCTOR

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OFFICE HOURS

Office hours are an opportunity for individual students or small groups to communicate with me, ask clarifying questions or extend learning about course content, explore career pathways, and find support. Please reach out to me anytime through phone or email and we can find a mutually beneficial time to connect.

LAND ACKNOWLEDGEMENT

We honor and respect the Indigenous peoples on whose land we meet. The Lenape are the original inhabitants of New Jersey, beginning over 12,000 years ago. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. This acknowledgment serves to bear witness to the Indigenous peoples who thrived on this land prior to its occupation. We take this moment to pause, to acknowledge the Indigenous peoples as stewards of this land, and recognize the history we have with the land and colonialism. This is a small but essential step in moving forward with respect for all Indigenous peoples, past, present, and future. (Adapted from Morningside Center)

COURSE DESCRIPTION

This course is designed to provide students with an overview of human development throughout the lifespan, as relevant to school and clinical psychologists. In this course we will explore how processes of physical, cognitive, and socio-emotional development occur across the lifespan, emphasizing an ecological-systems view of dynamic person - context interactions in families, schools, communities, and culture. We will critically examine prevailing theoretical and conceptual perspectives on development and related themes. Throughout the course, students will develop an understanding of the processes that underlie developmental change, including contributing biological and environmental factors, and the contextual factors such as cross-cultural, familial, school, and peer-group influences. Students will acquire foundational knowledge of developmental psychology including the theories and science of development, needed for effective service delivery of professional work in psychology.

LEARNING OBJECTIVES AND INSTRUCTIONAL METHODS

For students in the School Psychology (SP) program, this course will address:

School Psychology Profession-Wide Competencies (SP-PWC)

- 3.2: Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles
- 3.4: Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews are different from or similar to their own
- 5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems
- 10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning

Discipline-Specific Knowledge (DSK)

- *Developmental Aspects of Behavior*, including transitions, growth, and development across an individual's life
- *Affective Aspects of Behavior*, including topics such as affect, mood, and emotion.
- *Biological Aspects of Behavior*, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior
- *Cognitive Aspects of Behavior*, including topics such as learning, memory, thought processes, and decision-making

For *all* students, this course will support your ability to:

- Demonstrate knowledge and understanding of the major perspectives and theories in human growth and development.
- Identify and explain the major issues, themes, and processes of human development across the lifespan.
- Demonstrate knowledge and understanding of how human beings change from conception through late adulthood and death in the physical, cognitive, social-emotional, and personality areas.
- Analyze research related to lifespan development and contend with controversial issues related to lifespan development.
- Describe normative processes of physical/biological, cognitive, and social-emotional development across the lifespan [DSK: Developmental, Affective, Biological, and Cognitive Aspects of Behavior]
- Critically assess the relevance and utility of major theories of development [SP-PWC Element 3.2]
- Define an ecological systems perspective, with attention to micro- and macro-level factors (e.g., structural oppression), and discuss how a dynamic, person ↔ context view can enhance our understanding of children, youth, and adults [SP-PWC Elements 3.2 & 10.1]
- Translate and apply knowledge of developmental science for external stakeholders, including parents/caregivers and educators [SP-PWC Element 5.2]

- Communicate and collaborate with peers through active listening, respectful communication, effective contribution, and personal accountability [SP-PWC Element 3.4]
- Recognize the value of a developmental perspective as a future psychologist and determine ways to capitalize on unique developmental processes to support human thriving and social justice

Instructional Methods

We will work towards the objectives listed above using a combination of lecture and discussion, readings from a developmental textbook, peer-reviewed articles, and other relevant sources, student-led activities, critical application and analysis of course concepts, and personal reflection. Consider yourself a co-creator of this course; your full engagement as a learner and leader and your willingness to challenge your own and others' perspectives are essential to creating a high-quality, meaningful experience. You will have weekly reading assignments from our primary textbook and other supplementary sources. We will use the course Canvas site for posting supplementary reading materials, lecture slides, engaging in further discussion, and submission of all assignments unless otherwise specified. We will meet in-person unless otherwise noted.

CLASS SESSION TOPICS, ACTIVITIES, AND READINGS

Course Website

We will be using the Canvas learning platform for this course. Assignments will be submitted there, readings and weekly slides will be posted there for you to access, discussion boards will be hosted there, and announcements will be made through that platform. Please check our course site regularly and ensure the settings are marked so that you receive announcements as they occur.

Required Texts

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.

Broderick, P. C., & Blewitt, P. (2025). *The life span: Human development for helping professionals (6th Ed)*. New York: Pearson.

- This text is available as an e-textbook from www.pearson.com or <https://www.vitalsource.com/products/the-life-span-patricia-c-broderick-pamela-v9780138161453>. It is usually available for approximately \$60 for 180-day access, \$90 for lifetime access, or \$10/month for short-term access. You can also search for it on other booksellers (e.g., Amazon); it is available in hard copy as well. Be sure to get the 6th edition!

Additional Required Readings

The following additional required readings are accessible on Canvas.

- Ainsworth, M. S. (1979). Infant–mother attachment. *American psychologist*, *34*(10), 932-937. <https://doi.org/10.1037/0003-066X.34.10.932>
- Bartholomew, K., & Horowitz, L. (1991). Attachment styles among young adults: A test of a four category model. *Journal of Personality and Social Psychology*, *61*, 226-244. <https://doi.org/10.1037/0022-3514.61.2.226>
- Bronfenbrenner, U. (1993). Ecological Models of Human Development. In *Readings on the Development of Children* (2nd ed., pp. 37–43). Freeman.
- Bryan, J., Osendarp, S., Hughes, D., Calvaresi, E., Baghurst, K., & van Klinken, J. (2004). Nutrients for cognitive development in school-aged children. *Nutrition Reviews* *62*(8), 295-306. doi: 10.1111/j.1753-4887.2004.tb00055.x.
- Centers for Disease Control and Prevention. (n.d.). *Milestone checklists*. https://www.cdc.gov/ncbddd/actearly/pdf/LTSAEChecklist_COMPLIANT_30MCorrection_508.pdf
- Center on the Developing Child at Harvard University (n.d.). *In brief: The science of early childhood development*. Retrieved from <https://46y5eh11fhgw3ve3ytpwxt9rwpengine.netdna-ssl.com/wp-content/uploads/2007/03/InBrief-The-Science-of-Early-Childhood-Development2.pdf>
- Deardorff, J., Hoyt, L. T., Carter, R., & Shirtcliff, E. A. (2019). Next Steps in Puberty Research: Broadening the Lens Toward Understudied Populations. *Journal of Research on Adolescence*, *29*(1), 133–154. <https://doi.org/10.1111/jora.12402>
- Felitti, V. J., Anda, R. F., Nordenberg, D. W., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, *14*(4), 245–258. [https://doi.org/10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)
- Gauvain, M., & Nicolaidis, C. (2015). Cognition in Childhood Across Cultures. In L. A. Jensen (Ed.), *The Oxford Handbook of Human Development and Culture*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199948550.013.13>
- Ginsburg, K. R., Majek, A., & Williams, J. L. (2020). Understanding and supporting healthy adolescent development. In K. R. Ginsburg (Ed.), *Reaching teens: Strength-based, trauma-sensitive, resilience-building communication strategies rooted in positive youth development* (2nd edition). Washington, DC: American Academy of Pediatrics.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of Personality and Social Psychology*, *52*, 511-524. <https://doi.org/10.1037/0022-3514.52.3.511>
- Kozol, J. (1991). *Savage inequalities*. New York: Crown Publishers.
- Lachman, M. E. (2004). Development in midlife. *Annu. Rev. Psychol.*, *55*, 305-331. doi: 10.1146/annurev.psych.55.090902.141521
- Lake, R. (1990). An Indian father's plea. *Teacher Magazine*, *2*(1), 48-53.
- Martinelli, A., Ackermann, K., Bernhard, A., Freitag, C. M., & Schwenck, C. (2018). Hostile attribution bias and aggression in children and adolescents: A systematic literature review on the influence of aggression subtype and gender. *Aggression and Violent Behavior*, *39*, 25-32. <https://doi.org/10.1016/j.avb.2018.01.005>

- Mehta, C. M., Arnett, J. J., Palmer, C. G., & Nelson, L. J. (2020). Established adulthood: A new conception of ages 30 to 45. *American Psychologist*, *75*(4), 431–444. <https://doi.org/10.1037/amp0000600>
- Miller-Cotto, D., Smith, L. V., Wang, A. H., & Ribner, A. D. (2022). Changing the conversation: A culturally responsive perspective on executive functions, minoritized children and their families. *Infant and Child Development*, *31*(1), e2286. <https://doi.org/10.1002/icd.2286>
- Mims, L. C., Rubenstein, L. D., & Thomas, J. (2022). Black brilliance and creative problem solving in fugitive spaces: Advancing the BlackCreate framework through a systematic review. *Review of Research in Education*, *46*(1), 134–165. <https://doi.org/10.3102/0091732X221084331>
- The National Scientific Council on Adolescence (2021). *The intersection of adolescent development and anti-Black racism* (Council Report No. 1). Retrieved from <https://developingadolescent.org/>
- National Scientific Council on the Developing Child. (2020). Connecting the Brain to the Rest of the Body: Early Childhood Development and Lifelong Health Are Deeply Intertwined: Working Paper No. 15. Retrieved from https://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-ssl.com/wp-content/uploads/2020/06/wp15_health_FINAL.pdf
- Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2020). Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, *24*(1), 6-36. doi:10.1080/10888691.2017.1398650
- Potter, G. G. & Steffens, D. C. (2007). Contribution of depression to cognitive impairment and dementia in older adults. *The Neurologist*, *13*(3), 105-117. doi 10.1097/01.nrl.0000252947.15389.a9
- Rose, A. J., & Asher, S. R. (2017). The Social Tasks of Friendship: Do Boys and Girls Excel in Different Tasks? *Child Development Perspectives*, *11*(1), 3–8. <https://doi.org/10.1111/cdep.12214>
- Rozzini, L., Riva, M., Ghilardi, N., Facchinetti, P., Forbice, E., Semeraro, F., & Padovani, A. (2014). Cognitive dysfunction and age-related macular degeneration. *American Journal of Alzheimer's Disease & Other Dementias*, *29*(3), 256-262. Doi 10.1177/1533317513517032
- Saltman, B. (2016, July 5). Can attachment theory explain all of our relationships? *The New York Times Magazine*. Retrieved from <http://nymag.com/thecut/2016/06/attachment-theory-motherhood-c-v-r.html>
- Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Opppenheimer, M., Vega-Molina, S., & García Coll, C. (2017). Bronfenbrenner's Bioecological Theory Revision: Moving Culture From the Macro Into the Micro. *Perspectives on Psychological Science*, *12*(5), 900–910. <https://doi.org/10.1177/1745691617704397>

Course Schedule

Date	Topic	Readings/ Assignments Due (Due on date listed)
Week 1 9/9/2024	Welcome and Introductions (Introductions to each other, the course, and the topic)	None
Week 2 9/16/2024	Organizing Themes and Models of Development Sign-up for Class Facilitation	Chapter 1 (1.1-1.3) Bronfenbrenner, 1993 Velez-Agosto, 2017 Lake, 1990 (in class) Complete Survey by 9/14
Week 3 9/23/2024	Developmental Pathways of Risk and Resilience; Social Determinants of Health; Genetics, Epigenetics, and the Brain	Chapter 1 (1.4-end) Chapter 2 Osher et al., 2020 National Scientific Council, WP 15 Center for the Developing Child, 2017 Discussion Board Due
Week 4 9/30/2024	Cognitive Development in the Early Years Article Facilitation #1	Chapter 3 CDC Dev. Milestones Bryan et al., 2004* Gauvain et al., 2015* Discussion Board Due
Week 5 10/7/2024	Emotional and Social Development, and the Emerging Self and Socialization in the Early Years	Chapters 4 and 5

		<p>Van der Kolk, 2014 – Chapters 7-10</p> <p>Saltman, 2016 Ainsworth, 1979</p> <p>Discussion Board Due</p>
<p>Week 6 10/14/2024</p>	<p>Cognition in Middle Childhood</p> <p>Article Facilitation #2</p>	<p>Chapter 6</p> <p>Kozol, 1991 Mims, 2022* Miller-Cotto, 2021*</p> <p>Discussion Board Due</p>
<p>Week 7 10/21/2024</p>	<p>Self and Moral Development in Middle Childhood through Early Adolescence</p> <p>Article Facilitation #3</p>	<p>Chapter 7</p> <p>Martinelli, 2018</p> <p>Discussion Board Due</p>
<p>Week 8 10/28/2024</p>	<p>Sex, Gender, and Peer Relationships in Middle Childhood through Early Adolescence</p> <p>Article Facilitation #4</p>	<p>Chapter 8</p> <p>Rose & Asher, 2017</p> <p>Discussion Board Due</p> <p>Developmental Science Translation Topic Due</p>
<p>Week 9 11/4/2024</p>	<p>Physical, Cognitive, and Identity Development in Adolescence, and the Social World of Adolescence</p>	<p>Chapters 9, 10</p> <p>NSCA, 2021 Ginsburg et al., 2020 Deardorff et al., 2019</p>

		Culture and Development /Interview Assignment Due
Week 10 11/11/2024	Physical, Cognitive, and Identity Development in Adolescence, and the Social World of Adolescence Article Facilitation #5	Chapters 9, 10 NSCA, 2021 Ginsburg et al., 2020 Deardorff et al., 2019 Discussion Board Due
Week 11 11/18/2024	Physical, Cognitive, Socioemotional, and Vocational Development in Young Adulthood Science Translation Work Session	Chapters 11, 12 Discussion Board Due
Week 12 11/25/2024	Cognitive, Personality, and Social Development in Middle Adulthood Article Facilitation #6	Chapter 13 Mehta et al., 2020 Lachman, 2004 Hazan & Shaver, 1987 Bartholomew, 1991 Discussion Board Due
Week 13 12/2/2024	Stress, Coping, and Life Satisfaction in Adulthood Gains and Losses in Late Adulthood	Chapters 14, 15 Rozzini, 2014 Potter, 2007 Discussion Board Due
Week 14 12/9/2024	Gains and Losses in Late Adulthood Science Translation Presentations	Chapters 14, 15 Rozzini, 2014 Potter, 2007

		Science Translation Presentations
Week 15 12/16/2024	Science Translation Presentations Course Wrap-up	Science Translation Presentations Science Translation Assignment Due 12/17

ASSIGNMENTS AND GRADING

Assessment of Learning Objectives

Students will be assessed on the degree to which they have reached the above learning objectives. Course grades will be based on the following:

Attendance and Participation	30 points
Discussion Board	30 points
Class Facilitation & Discussion Brief	40 points
Culture & Development Paper or Caregiver Interview Paper (Choose one to complete)	50 points
Developmental Science Translation	50 points
Total Available Points:	200 points

Number of Points	Grade
180 – 200	A
170 – 179	B+
160 – 169	B
140 – 159	C
0 – 139	F

Attendance and Participation (15%)

Students are expected to attend all classes, arrive on time, stay for the duration of the class period, exhibit professional behavior, and actively participate in class discussions.

Participation includes coming to class prepared (i.e., complete the readings and any assignments beforehand), listening attentively and with an open mind, contributing to small and/or large-group discussions, responding to questions posed, treating others in such a way as to maintain a supportive and safe classroom environment, and completing and participating in other in-class activities as requested. An example of contributing to discussions would be to raise or facilitate

discussion with peers through higher order thinking (e.g., integrating two or more pieces of information, integrating experience with course content, posing hypotheticals for the group based on course content).

Please note that each student is required to attend class in person. If a particular class date will need to transition to a virtual format, students will be notified and students can participate virtually using the link provided. If you are unable to attend a class due to unexpected circumstances (e.g., illness, child care) or a holiday or religious observance not observed by the University, please let me know as soon as possible so we can discuss arrangements. Please note this flexibility is for the specific day(s) when the holiday occurs. If you will miss a class, the class PowerPoint will be available each week on the Canvas site. It will be your responsibility to obtain any missed notes from class from your peers.

Grading: Two points for attendance and participation can be earned each class (across 15 classes, 30 points total).

Discussion Board (15%)

Throughout the course, there will be 10 total Discussion Board prompts that each student is required to complete. The Discussion Board forums are student-centered and aimed at deepening learning and processing of the course material, making connections between course content and other applications, and extending learning through communication with peers. The Discussion Board provides an opportunity for me to hear from each of you and for you get to hear from one another about what you are thinking, processing, and experiencing.

Weeks with a Discussion Board prompt are noted in the weekly schedule of the syllabus. On weeks with a Discussion Board due, you will see a question/prompt posted by Tuesday morning related to the material that was just discussed in class or that will be discussed the following week. Discussion Board prompts will usually ask for your further reflection on a topic and, at times, completion of a brief activity may also be required. Commenting on peers' posts is also encouraged and may be an acceptable contribution to meet that week's post requirement. Please see each prompt for specific instructions on that week's expectations. For all weeks, posts should contain appropriate length to fully answer the questions posed and reflect thoughtful response.

Please note each Discussion Board prompt will be located in the "Discussions" section on Canvas.

Grading: Three points can be earned for your response post(s) to each week's Discussion Board prompt (across 10 weeks of Discussion Board prompts, 30 points total).

Assignment Due Date: Weeks with a Discussion Board prompt due are noted in the weekly schedule of the syllabus. Posts will remain open for participation up until the start of class on the specified due date.

Class Facilitation & Discussion Brief (20%)

Working in small groups, each student will complete one class facilitation based on one of the weekly required article readings assigned for the day of the facilitation. The goal is to facilitate class engagement with one of the weekly article readings. Additionally, a written reflection is required.

1. *Facilitating understanding and discussion (40-50 minutes)*. Your group will introduce us to the article and plan a discussion and/or activity that allows us to engage more deeply with the topic. In considering how to manage the time, class engagement should be prioritized over lecture/presentation.
2. *Written Submission*
 - a. Each group should submit a summary of your class discussion questions/activity that includes a description of each group member's contribution to the assignment (1-2 pages), and
 - b. Each individual student should submit a discussion brief that includes all of the following (3-8 pages, double-spaced):
 - i. Two or three "big ideas" or major take-home messages that you considered central when reading the article. Please summarize each big idea in a few sentences.
 - ii. An Application: Briefly discuss ways you plan to use information from the reading in your current life or future work.
 - iii. A Connection: Briefly highlight connections you made between the reading(s) and personal experiences, other readings, other courses, etc.
 - iv. A Talkback: Briefly discuss contradictory and/or skeptical thoughts and opinions about the ideas presented in the reading.

Assignment Due Date: Each student will sign up for a group facilitation date - you will be able to do this in class on 9/16. Facilitations begin on 9/30. The group summary and individual write-ups are due on the day of your facilitation and should be submitted electronically via Canvas by the beginning of class.

Grading:

Scoring Criteria	Points
Written Submission	/15
Paper includes all required areas. Responses are comprehensive and complete.	
Responses reflect understanding and integration of course material.	
Critical thinking is evident. Responses include knowledge of material from the text, classroom lectures, and class activities, as well as reflections that show an extension of learning.	
Presentation	/25
Class activity/discussion is relevant, extends student learning, and engages students.	

Information is presented in a logical sequence and clear manner. Delivery is clear and audible.	
Speaker interacts professionally with audience.	
Speaker responds to questions effectively.	
Visual aids are well prepared, informative, effective, and not distracting.	
Length of presentation is within assigned time limits.	
Total	/40

Culture and Development/ Caregiver Interview Assignment (25%)

You may choose from either of the following 2 assignments to complete.

The purpose of the **Culture and Development** assignment is to explore the connection between sociocultural factors and perspectives pertaining to developmental psychology. The assignment is to be submitted in the form of a 6 to 8-page paper based on self-reflection and an interview. In approaching this assignment, we embrace the assumption that views of development held by individuals and groups are largely influenced by sociocultural factors such as race, ethnicity, gender, social class, ability, faith, immigration status, language, country of origin, and many others.

For this assignment, please choose one aspect of your sociocultural identity that is salient for you. Engage in self-reflection centered on this identity domain using the questions below. Once this is completed, please interview someone who holds a different sociocultural identity within the same domain. You will ask them the same questions that you answered for yourself with the exception of question 1.

1. What domain of your sociocultural identity did you select and why? What makes this domain so central to your self-definition?
2. What messages about human development have you heard pertaining to your sociocultural identity? What are positive/helpful messages you have heard about this identity/group in relation to development? What are negative stereotypes you have heard about this group's development?
3. As a member of this group, what beliefs do you hold about your own group's processes of development that you have found to be true? What beliefs do you hold about your own group's processes of development that you have found to be false/misconceptions? Where might these beliefs have originated?
4. What knowledge about development (beliefs, concepts, principles) is held by this sociocultural group that is not well represented in mainstream academic literature, media, and culture?

In your paper, you will provide a summary of your responses and your interviewee's responses to these questions, and then make comparisons between them. Consider points of overlap and points of difference. The last section of your paper should address these questions:

5. What insights have come up for you (and possibly your interviewee) while thinking about these questions?

6. What do your reflections and your comparison of perspectives reveal about factors shaping your (and/or your interviewee's) view of human development that you had not previously considered?

The **Caregiver Interview** assignment requires completion of a brief developmental history of a child using the *Behavior Assessment System for Children – 3rd Edition (BASC-3)*, *Structured Developmental History (SDH)* as a guide and then writing a 6 to 8-page paper based on self-reflection and the interview.

1. Select a caregiver to interview who has a child of at least 5-years old.
2. Conduct an interview with the caregiver using the BASC-3 SDH as a guide.
3. Write a paper that answers the following questions:
 - i. How did you build rapport to help the caregiver feel comfortable answering these questions?
 - ii. What was the caregiver's reaction to answering these questions?
 - iii. What questions were difficult for you to ask? Did any questions make you uncomfortable?
 - iv. What factors shared by the interviewee indicate potential areas of risk factors? Protective factors?
 - v. Using a systems perspective, identify salient factors impacting the child on at least two systems levels.
 - vi. What insights have come up for you (and possibly your interviewee) while thinking about these questions and responses?

Assignment Due Date: Papers are due 11/4 and should be submitted electronically through Canvas.

Grading:

Scoring Criteria	Points
Content	/45
Paper includes all required areas. Responses are comprehensive and complete.	
Responses reflect understanding and integration of course material.	
Critical thinking is evident. Responses include reflection that represents material presented through the text, classroom lectures, class activities, and guest speakers.	
Writing Style/Mechanics	/5
Paper is free of errors in grammar, spelling, mechanics, and structure. Style fits the assigned content.	
Total	/50

Developmental Science Translation (25%)

Research on human development is not always presented in a manner accessible to those who may need it, including families, educators, and other helping professionals. For this assignment, imagine you have been invited to share your expertise on a development-related topic with a specific audience (e.g., parents/caregivers of 5–7-year-old children; high school teachers; staff in an after-school program for 4th and 5th graders, Emergency Department nurses, ICU doctors, PCPs, etc.).

Begin by selecting a topic that is “developmental” in nature and has practical implications for a specific audience. Using empirical (i.e., research-based) evidence on the topic, create a 10-minute presentation for your target audience. To accompany the presentation, you will also create a 1–3-page document that explains the topic using non-technical language. Both your presentation and your written document should contain a list of at least *four* practical takeaway messages. Communicate each message with an accessible, easy-to-remember statement (i.e., one sentence or phrase) followed by a brief explanation (2-3 sentences).

The assignment may be done in pairs and should include the following:

- a. *Proposal*. Submit a brief summary of your selected topic and its connection to human development (~1 paragraph), and your target audience.
- b. *Presentation*. Presentations will be done during the last two class sessions. Presentations should be between 8 to 12 minutes. You are welcome to pre-record your presentation and show the video if preferred.
- c. *Written submission*. The 1–3-page write-up should use non-technical language *and* should include citations of the evidence used. Follow APA guidelines for in-text citations.
- d. *A reference list, formatted in APA style*. You will need at least four empirical articles (i.e., research studies) and can include additional relevant, evidence-based resources as needed (e.g., review papers, reports). All items on your reference list must be cited somewhere in your written submission.
- e. *Summary of contributions*. If working in pairs, please include a brief summary of each partner’s contributions to the project.

Assignment Due Date: Topic proposal and audience identification is due 10/28 (also specify if working in pairs). In-class presentations will be on 12/9 and 12/16. Written submissions are due 12/17 and should be submitted electronically through Canvas.

Grading:

Category and Scoring Criteria	Points
Written Submission	/20
Jargon-free language used. In-text citations used.	
Clear and accessible explanation of topic.	
Contains four practical takeaways that are easy to remember, relevant, powerful/catchy	
Presentation	/30

Presentation engages audience, reviews topic clearly, and presents 4 clear takeaways. Material is easily understandable, accessible, and has a clear message.	
Information is presented in a logical sequence and clear manner. Delivery is clear and audible.	
Speaker interacts professionally with audience.	
Speaker responds to questions effectively.	
Visual aids are well prepared, informative, effective, and not distracting.	
Length of presentation is within assigned time limits.	
Total	/50

CLASSROOM CULTURE AND UNIVERSITY RESOURCES AND POLICIES

Respect for Diversity

It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. We will aim to develop a space together where we can grow and learn from one another, given we come to these course topics with diverse viewpoints and lived experiences. If you feel uncomfortable or uninvited, please reach out to me so we can problem-solve together.

Please note that in regards to names, class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your preferred name and pronouns. Please advise me of this preference so that I may make appropriate changes to my records.

Commitment to Anti-Racism

The following statement from the *School Psychology Unified Anti-Racism Statement and Call to Action* is relevant to our work as future helping professionals:

We commit to using psychological science to combat systemic racism and implicit bias at all levels to foster change including:

- *training, supporting and collaborating with school personnel, parents and other community stakeholders in advancing safe schools that are inclusive of policies addressing racism and other forms of discrimination and actions that embody these policies;*
- *preparing decision makers to collect information that includes representation from all relevant groups, informed by sources that are fair, and to deliver responses that are culturally sensitive;*
- *preparing current and future school psychologists to engage in public policy advocacy, even when politically difficult, to combat systemic racism and implicit bias at all levels to foster change.*

Discrimination and Harassment

Rutgers University is committed to a working and learning environment for all faculty, staff, and students that is free from discrimination and harassment. The University strictly prohibits discrimination and harassment based on membership in certain enumerated protected classes. These classes are race, religion, color, national origin, ancestry, age, sex, sexual orientation, pregnancy, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law.

Discrimination and harassment compromise the integrity of the University and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment at Rutgers. The University recognizes the human dignity of each member of the Rutgers community and believes that each member has a responsibility to promote respect and dignity for others so that all employees and students are free to pursue their educational and work goals in an open environment, participate in the free exchange of ideas, and share equally in the University's employment and educational opportunities. Any member of the University community alleging discrimination or harassment on the basis of membership in any of the protected classes is encouraged to report it immediately to the Office of Employment Equity, (848) 932-3973.

Bias Reporting

Anyone who believes they have witnessed or been the target of bias may file a complaint through the Rutgers bias incident reporting system. The website provides complete details, including Rutgers' definition of "bias complaint," what to expect in response from the University when such a complaint is reported, how to preserve evidence, and what resources and support are available. Complaints can be filed online, over the telephone, or in person. See <http://studentaffairs.rutgers.edu/for-students/bias/bias-incident-reporting/>.

Attendance

Please note that each student is required to attend class in person. If a particular class date will need to transition to a virtual format, students will be notified and students can participate virtually using the link provided. If you are unable to attend a class due to unexpected circumstances (e.g., illness, child care) or a holiday or religious observance not observed by the University, please let me know as soon as possible. Please note this flexibility is for the specific day(s) when the holiday occurs. If you will miss a class, the class PowerPoint will be available each week on the Canvas site. Missed notes from class may be obtained from your peers, so please make arrangements with them in advance.

Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required assignments/attendance. If this applies to you, please speak with me directly as soon as possible at the beginning of the term. See more at <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>.

Classroom Computer Use

Students may use computers for note taking and class-related activities.

Academic Integrity

The University's academic integrity policy, to which this class will adhere, can be reviewed at <http://academicintegrity.rutgers.edu/>.

Accommodations

I am committed to providing everyone the support and services needed to participate in this course. If you require an accommodation to fully access this course, please contact Office of Disability Services (ODS) at 848.202.3111 or dsoffice@echo.rutgers.edu. If you are unsure if you require an accommodation, or to learn more about their services, you may contact the ODS at the number above or by visiting <https://ods.rutgers.edu/>.

Student Counseling

Services for students seeking mental or behavioral health support are offered by Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS; <http://health.rutgers.edu/medical-counseling-services/counseling/>). Students can access the on-call counselor by visiting 17 Senior Street on the College Ave Campus or calling 848-932-7884.

Student Success

The faculty and staff at Rutgers are committed to your success. Students who are successful tend to seek out resources that enable them to excel academically, maintain their health and wellness, prepare for future careers, navigate graduate school life and finances, and connect with the RU community. Resources that can help you succeed and connect with the Rutgers community can be found at www.success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now available remotely.

ADDITIONAL RESOURCES

Health and Wellness: www.recreation.rutgers.edu

Food Pantry: <http://ruoffcampus.rutgers.edu/food/>

Learning Center: <https://rlc.rutgers.edu/node/83>

University Operating Status: <https://newbrunswick.rutgers.edu/status>

Safety/Emergency Response Services: <https://success.rutgers.edu/success-essentials/safety-urgent-needs>