



Department of Applied Psychology  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Fall 2025

Professional Development in Applied Psychology  
COURSE NUMBER: 18:844:526:01  
Credits: 3  
Level: Graduate  
Tuesday – 12:55 – 3:25 pm  
NH-D340

Instructor: Angelo M. DiBello, PhD

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Office Hours: By appointment via Zoom

The instructor will make every reasonable effort to meet with students whenever necessary.

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values.** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical, school, I/O, and general psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**Applied Psychology Statement:** The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

**Course Description:** This is an elective graduate level course designed to introduce students to professional and career development issues in academic and non-academic settings. Furthermore, this course will introduce students to the scientific side of clinical, social, health, school, I/O, ABA, cognitive, and developmental psychology. The course will address ethical conduct in research and clinical settings, introduce students to work being done Rutgers faculty, and provide resources as well as initial skills for thriving in graduate school and conducting research. The course will guide students in developing professional skills and understanding professional expectations. The course is a combination of discussion, peer reviewed journal reading and critique, and the development of a personal professional portfolio of materials that could be used if one were to apply to either jobs or further graduate study. Students are expected to gain knowledge about psychology as a science and what it means to be an academic researcher.

**Course Overview:** This course focuses on professional development in applied psychology. Topics include research in the area of clinical, social, health, school, I/O, ABA, cognitive, and developmental psychology. Furthermore, the course will also focus on the discussion and development of professional materials (e.g., CV, cover letters, personal statements) that students can use to apply to either jobs or advanced graduate education.

#### **Objectives for the course:**

1. Build communication skills and practice discussing research and theories with colleagues.
2. Practice critical evaluation of research related psychology

3. Independently review and/or propose a specific topic of research related to psychology.
4. Communicate your independent review/proposal in a professional quality manuscript and presentation.
5. Provide students with knowledge, initial skill development needed for graduate studies
6. Prepare students for post-program careers and/or additional graduate studies
7. Improve students' professional interpersonal, written, and oral communication skills

### **Assignments and Evaluation Method:**

#### Grading

Grades will be based on performance on the following: (1) leading discussion; (2) CV & resume; (3) psychology jobs; (4) final presentation.

### **(1) DISCUSSION LEADER**

We will have 2 readings each week with a different discussion leader assigned to each reading. Thus, we will have 2-4 discussion leaders each week. We will spend an average of 45-55 minutes focused on each reading. Each student will be a Discussion Leader at least once over the course of the semester. You will be responsible for providing an outline and discussion questions for the readings for which you are leading the discussion. The structure of the outline is up to you and can be based on whatever you think will be most helpful in facilitating discussion. It might consist of a brief bulleted summary of content followed by several discussion issues or a more detailed narrative of points and issues to discuss.

Your ability to lead discussions is essential for effective teaching, project management, and leadership in general. You can prepare enough discussion points/questions to sustain the discussion smoothly for the entire discussion block. But you will also want to be flexible in encouraging others to raise points that they would like to introduce into the discussion. You will know that you are doing a good job leading the discussion if you are not doing most of the talking, but merely facilitating discussion and contributing on a relatively equal basis for any given point. It is also your responsibility to steer the discussion if it gets too far off track.

### **(2) CURRICULUM VITA & RESUME**

Students will be provided example academic CVs as well as resumes. Students will draft their own CV or resume and receive structured feedback from myself and their peers. They will then turn in an updated version of their Curriculum Vita (CV) and/or Resume for final evaluation.

### **(3) PSYCHOLOGY JOBS**

In this assignment, you will search for three full-time positions that you could apply for with a master's in Psychology. Assume you have already completed your master's. For each job you will note the following: 1) position title and employer; 2) setting (e.g., academia, clinic, non-profit publishing, etc.); 3) skills that make you qualified to apply; 4) skills you need to develop to apply for this position; and 5) why the position interests you. For one of the positions, you will write a cover letter that you would include in your job application. To receive full credit, you must include links to the positions so that I can access the job ads.

### **(4) PRESENTATION**

You will be asked to present on a topic within psychology we have either not covered OR one you wanted to know more about. Your presentation can focus on a topic of your choice within the realm of psychology. Please choose a topic that may be helpful to you for multiple purposes (e.g. research area you want to pursue; topic relevant to a population you are interested in

working with clinically; etc.). Presentations will be made during the last class meeting. Your presentation should be a 8-10 minute conference style presentation with power point. The presentation should cover the content of your review/topic area. The grade will reflect the organization of your presentation, time management, effective delivery, and engagement.

Review paper or proposal: Grades will be based on the quality of the paper.

### Grades and Grading Policy:

Grade Description		Numerical Equivalent	INC	Incomplete
A	Outstanding	90-100 (4.0)	S	Satisfactory
B+	Intermediate Grade	87-89 (3.5)	U	Unsatisfactory
B	Good	80-86 (3.0)	PA	Pass
C	Average	70-79 (2.0)*	NC	No credit given
F	Failure	69 or below (0.0)	*Grades of C do not count toward graduation	

Source	Possible Points	My Points
CV/Resume (50 points each)	100	
CV/Resume Review for Classmates	50	
Psychology Job Post/Cover Letter	50	
Final Presentation	100	
Discussion Leader (Outline & Discussion)	100	
Total # of Points	400	

**Program requirement:** All MAP students must achieve a grade of B- or better and maintain a GPA of 3.0, or academic remediation will be enforced.

**Required texts:** None

**Supplemental Readings:** All readings will be provided by me in Canvas.

### Important Dates:

Withdrawal dates from the Rutgers site:

Last Day to DROP a class WITHOUT a W grade – September 15, 2025

Last day to WITHDRAW from a class, or all classes, WITH a W grade – October 20, 2025

### Other policies:

#### Respect for Diversity

It is my intent that students from all diverse 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 the 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.

### **Class Attendance and Remediation**

If students anticipate that they may be late for class, have to leave class early, or be absent from class, it should be communicated in writing (via e-mail) at their earliest convenience. Acceptable excuses include observing religious and recognized cultural holidays that fall on the day of class, attending conferences, or unforeseen emergencies. Four missed classes for any reasons will trigger a remedial plan. If the remedial plan is subsequently not met as drawn up between the instructor and the student, a passing grade (B or above) will not be given.

### **Late Assignments**

Assignments that are turned in late will be accepted with penalty unless otherwise discussed with me (i.e., you have requested and received an approved extension). For example, if an assignment is due on a Tuesday before class but is turned in on a Friday, that assignment is three days late (Wednesday, Thursday, & Friday). This assignment will be penalized 15 points, 5 from every day late. After Tuesday of the following week, that assignment will receive a zero (0).

### **Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

### **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

### **APA Citation Style**

All papers MUST be written using the APA style.

### **Student Resources:**

**For more information visit:** <https://gsapp.rutgers.edu/current-students/important-links>

### **Accommodations due to Disability.**

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu) or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

### **Title IX.**

Title IX is a federal law that prohibits sex discrimination in education. All faculty are “Responsible Employees,” which means they are required to report all potential incidents of sex misconduct to a Title IX Coordinator. For more information: <http://compliance.rutgers.edu/title-ix/about-title-ix/>

### **Counseling services.**

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for

general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

**Class Schedule:**

- *Dates are tentative and will be adjusted according to the semester calendar.*
- *Readings for a given week will be discussed in class that week, therefore students should plan to read them prior to coming to class. Due to the dynamic nature of research, course readings may be added/dropped throughout the course but no later than the class prior to reading is assigned. Please download readings for Canvas weekly to ensure you are accessing the most updated readings.*
- *Assignments listed for a given week are due in class that week (or as noted).*

Week	Lecture Topics	Type of Psychology Covered	Assignment Due
1 – 9/2	Organization/overview; blue sheets (Melissa)		
2 – 9/9	Guest Speaker (Alex)	Clinical	
3 – 9/16	Guest Speaker (James)	Clinical	
4 – 9/23	Different types of Doctoral Training in Psychology	Social	
5 – 9/30	Guest Speaker (Connor)	Applied Social	
6 – 10/7	Guest Speaker (Mike)	Health	
7 – 10/14	Guest Speaker (Teri)	Health Disparities	
8 – 10/21	How to prepare for/apply to Graduate School Blue Sheets	I/O	
9 – 10/28	CV discussions	School	
10 – 11/4	NO CLASS (Dr. DiBello away); Work on CV/Resume	--	CV & Resume
11 – 11/11	Job search discussions	Cognitive	Job Search List
12 – 11/18	Wrap up, discussion of portfolios, next steps	Developmental	Group Review of CVs
13 – 11/25	Presentations; Blue sheets		
14 – 12/2	Presentations; Mock Job Interviews		
15 – 12/9	Presentations		Ppt. of Presentation

**Readings:**

**Clinical Psychology (WEEK 2)**

1. Preddy, T. M., & Fite, P. J. (2012). Differential associations between relational and overt aggression and children's psychosocial adjustment. *Journal of Psychopathology and Behavioral Assessment*, 34(2), 182-190.

**Clinical Psychology (WEEK 3)**

1. Bedard-Gilligan, M. A., Dworkin, E. R., Kaysen, D., Ojalehto, H. J., Stappenbeck, C. A., & Lindgren, K. P. (2022). A pilot study on the feasibility, acceptability, and preliminary efficacy of a brief text message intervention for co-occurring alcohol misuse and PTSD symptoms in a community sample. *Journal of Anxiety Disorders*, 91, 102615.

2. Farris, S. G., & Kibbey, M. M. (2022). Be brave, BE-FIT! A pilot investigation of an ACT-informed exposure intervention to reduce exercise fear-avoidance in older adults. *Cognitive behaviour therapy*, 51(4), 273-294.

**Social Psychology (WEEK 4)**

1. Brady, A., Baker, L. R., Agnew, C. R., & Hadden, B. W. (2022). Playing the field or locking down a partner?: Perceptions of available romantic partners and commitment readiness. *Journal of Experimental Social Psychology*, 101, 104334.

2. Hadden, B. W., Baker, Z. G., & Knee, C. R. (2018). Let it go: Relationship autonomy predicts pro-relationship responses to partner transgressions. *Journal of Personality*, 86(5), 868-887.

**Applied Social Psychology (WEEK 5)**

1. Neighbors, C., Krieger, H., Rodriguez, L. M., Rinker, D. V., & Lembo, J. M. (2019). Social identity and drinking: Dissecting social networks and implications for novel interventions. *Journal of prevention & intervention in the community*, 47(3), 259-273.

2. DiBello, A. M., Carey, K. B., & Cushing, V. (2018). Using counterattitudinal advocacy to change drinking: A pilot study. *Psychology of addictive behaviors*, 32(2), 244.

**Health Psychology (WEEK 6)**

1. Howe, Goyer, & Crum (2017). Harnessing the placebo effect: Exploring the influence of physician characteristics on placebo response. *Health Psychology*, 36, 1074-1082.

2. Jamieson, Nock, & Mendes (2020). Mind over matter: Reappraising arousal improves cardiovascular and cognitive responses to stress. *Journal of Experimental Psychology*, 141, 417-422.

**Health Disparities (WEEK 7)**

1. Braveman, P. (2006). Health disparities and health equity: concepts and measurement. *Annu. Rev. Public Health*, 27, 167-194.

2. Williams, D. R. (2018). Stress and the mental health of populations of color: Advancing our understanding of race-related stressors. *Journal of health and social behavior*, 59(4), 466-485.



### **I/O Psychology (WEEK 8)**

1. David, E. M., Shoss, M. K., Johnson, L. U., & Witt, L. A. (2020). Emotions running high: Examining the effects of supervisor and subordinate emotional stability on emotional exhaustion. *Journal of Research in Personality*, 84, 103885.
2. Johnson, L. U., Rogers, A., Stewart, R., David, E. M., & Witt, L. A. (2017). Effects of politics, emotional stability, and LMX on job dedication. *Journal of Leadership & Organizational Studies*, 24(1), 121-130.

### **School Psychology (WEEK 9)**

1. Hanisch, C., Eichelberger, I., Richard, S., & Doepfner, M. (2020). Effects of a modular teacher coaching program on child attention problems and disruptive behavior and on teachers' self-efficacy and stress. *School Psychology International*, 41(6), 543-568.
2. McMahon, S. D., Peist, E., Davis, J. O., & Bare, K., Martinez, A., Reddy, L. A., Espelage, D. L., & Anderman, E. M. (2020). Physical aggression toward teachers: Antecedents, behaviors, and consequences. *Aggressive Behavior*, 46, 116-126.  
<https://doi.org/10.1002/ab.21870>

### **Cognitive Psychology (WEEK 11)**

1. Crawford, L. E., Corbin, J. C., & Landy, D. (2019). Prior experience informs ensemble encoding. *Psychonomic Bulletin & Review*, 26(3), 993-1000.
2. Corbin, J. C., & Crawford, L. E. (2018). Biased by the group: Memory for an emotional expression biases towards the ensemble. *Collabra: Psychology*, 4(1).

### **Developmental Psychology (WEEK 12)**

1. Kochel, K. P., Bagwell, C. L., & Abrash, R. W. (2022). Empirically Derived Psychological Profiles of College Students: Differential Associations With COVID-19 Impact and Social Adjustment. *Emerging Adulthood*, 21676968221119946.
2. Schmidt, M. E., Pellicciotti, H., & Long, R. M. (2022). An Exploration of Friendship and Well-Being in Established Adulthood and Midlife. *Journal of Adult Development*, 1-11.

### **Presentation Day 1 (WEEK 13)**

### **Presentation Day 2 (WEEK 14)**

### **Presentation Day 3 (WEEK 15)**