University of Pittsburgh

**School of Education**

**Applied Developmental Psychology**

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

**PSYED 1050**

Spring 2021

Asynchronous Online, Option Q & A Mondays 7pm

Instructor:

**Tanner LeBaron Wallace, PhD**

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#### Course Description

This course will focus on administrative, supervision, management, and leadership issues as they relate to practice in school and in child and youth work settings.

**Course Objectives**

# The student will become familiar with a variety of personal and professional issues impacting supervisors, administrators and leaders and theories.

# The student will become familiar with historic and contemporary theories of administration, supervision, management, and leadership.

**Methods of Instruction**

Instructor led discussion boards, student led discussion boards, readings with class reflection/discussion; and written assignments

**Course Format**

Course materials are presented in six two-week self-paced modules. The release dates for each modules are listed below.

**Course Texts**

In addition to the texts listed below and other required readings as assigned

* Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life, Susan David, 2016
* How to Be An Anti-Racist, Ibram Kendi, 2019 (only available in hardback)

### Information for Students with Disabilities

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, 140 William Pitt Union, 412-648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Academic Honesty**

**Cheating and/or plagiarism will not be tolerated**. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in an outlined procedural process as initiated by the instructor. At a minimum, the assignment will earn a zero grade, with likely additional consequences, including possible failure of the course for the semester and/or dismissal from the program. Students are expected to comply with policies outlined in the Student Code of Conduct. A copy of this booklet is found on-line at [www.studentaffairs.pitt.edu/usjs](http://www.studentaffairs.pitt.edu/usjs). All students are required to read and sign the academic integrity form in order to participate in this course.

**Other Challenges**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

#### Course Requirements and Evaluation

**Participation in the Discussion Board**

**(20 points)**

Active participation is critical to our learning community; therefore, your participation is expected across all six modules. You can earn 20 points by posting 10 thoughtful replies to my discussion board prompts. Your replies must demonstrate that you have understood the material assigned in the module. Ask yourself, could I have posted this reply without reading, viewing or listening to a single resource in this module. If the answer is, “Yes,” then you should go back and add detailed references to the resources.

**“I Received An A” Reflection Letter – Adapted from Roz and Ben Zander**

**(10 points) due February 7.**

During the first two weeks of the semester, write me a letter dated May 2021 which begins with the words, “Dear Dr. Wallace, I got my A because…” And in this letter you are to tell me, in as much detail as you can, the story of what happened to you over the course of this semester this is in line with this extraordinary grade. In this letter, place yourself totally in the future, looking back and report on all the milestones achieved and insights acquired as if those were all in the past. Phrases like “I hope” or “I will” should not appear as every should be written in the past tense. I am especially interested in the *person* you will become by the end of this semester.

**Supervisor Interview Paper** *– Individual Assignment*

**(30 points) due March 21**

For this assignment, you will need to make an appointment to interview an administrator or supervisor. It is up to you who you choose to interview, however, you are encouraged to take this opportunity to do some professional networking and explore a career option (or leadership style) that may be of interest to you. For this assignment, you may **not** use a relative or anyone else with whom you already closely connected. Interviews should last about 30 minutes and should be over the phone or via Zoom). Please remember that this is a professional interaction and so you should dress professionally for this interview. Before the interview, you should prepare a list of questions (more than you think you might need) – see some suggestions below. During the interview, you should be attentive and maintain good eye contact while taking short notes. No recording devices should be used during the interview. Be sure to send a thank you note or email promptly after the interview is complete. After the interview, you should prepare a 3-4 page paper outlining what you have learned. **Do not write your narrative in a question/answer format like a transcription of the interview.** You should write your paper in a **narrative format** (which is like telling a story) that reflects what you learned from the interview and how it maps onto your growing understanding of what makes a good leader and how leadership matters to an organization. In your paper, you should provide a brief description in the introduction of whom you interviewed, what they do, who they supervise and in what capacity, etc. Construct your interview using your own questions based on information and knowledge from this class. As you start to think about the questions to ask in your interview, you might consider the following ideas. However, you should not limit yourself to these questions, but instead, think about creative questions that will help you to make connections to class concepts and discussions.

* What is the mission or purpose of the agency/school?
* What would you consider to be the agency’s best feature, quality or practice?
* How is the staff evaluated and how often?
* How are performance appraisals conducted? What forms are used?
* What is new staff orientation like?
* Does teamwork happen? How?
* What was your first supervisory job?
* Were you specifically trained for the job as supervisor? Can you describe that training?
* What was the hardest part of the transition from supervisee to supervisor?
* How would you describe your leadership style?
* What is the most satisfying part of your work?

**Critical Analysis and Integration of David and Kendi Texts***– Individual Assignment*

**(40 points) due April 11** should include a 4-5page reflection of how the content of David’s and Kendi’s books influences how your own meaning making around leadership, this course and your future self. Please note ***both*** books need to covered in equal proportions.

**Format**

Your analysis paper should be well thought-out, thorough, and refined. It should be clear that you have read and understood the assigned book and absorbed the content conveyed during the course lectures and activities. The recommended length of this paper is 4-5 pages. There should be 3 defined sections in your paper, along with an introduction and conclusion.

Choose one leadership model or concept discussed in class this semester (Emotional Intelligence, Non-Violent Communication, Relational Leadership Model or the Social Change Model). Analyze both book’s content through this lens. This analysis should clearly demonstrate your thorough understanding of the leadership concept or model as well as your ability to apply the concept(s) to new content. Provide specific examples that help to support your analysis.

**Grading Rubric**

**Please note that if both books are not covered in equal proportions 10 points will be deducted from final grade.**

**Description and Depth of Analysis 20 points**

* Descriptions of course content and book content are thorough, explained clearly, and supported by specific examples.
* Analysis of course content and book content demonstrate accurate understanding of content.
* Application of leadership concept or model is thorough and supported by examples.
* Meaningful connections are made to class concepts and readings.
* Analysis goes beyond restating course materials and book content to explore original ideas.

**Clarity & Writing Organization 12 points**

* Sequencing is logical and easy to follow (Paper includes an introduction paragraph and a conclusion paragraph in addition to the 3 required sections.)
* Stays focused on selected topic
* Writing is clear, organized, and easy to understand (Paper includes a thesis sentence in the introduction as well as appropriate transitions between paragraphs)

**Mechanics 8 points**

* APA format for cover page, page numbers, and page headings
* Spelling & grammar
* Adherence to formatting requirements (length, font, margins, etc.)

**Grades**

Will be posted in the Grade Center of Course Web. Dr. Wallace is not permitted to discuss grades via email, due to the sensitive nature of grades and laws about student rights and privacy (i.e. FERPA). If you would like to discuss your grade, please set up an appointment to meet with the instructor in person.

**Evaluation of Assignments**

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course content. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format. An “A-” grade might result from minor deductions in any of these areas.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format but will not be seriously flawed. A “B-” grade might result from more significant deductions in these areas.

Assignments earning a “C” grade will be of borderline quality, reflecting some familiarity with course material that is not cohesive. They might contain weaknesses in understanding course concepts, organization, and errors in syntax, grammar, or APA format. A “C-” grade might result from more severe weaknesses.

Assignments earning below a “C-” will receive no credit. You will have to re-write and re-submit all papers that earn a C- (or lower) grade.

**Course Schedule**

Subject to Change – Changes will be announced in class

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| **Date** | **Topic/Activities** | **Assignment** |
| **Module 1**  **Release Date: January 25** | Introduction to the Course  Defining Leadership  Focusing on Self-Awareness | Read Chapters 1 – 5  Emotional Agility, David  Read Chapters 1 – 5  How to Be An Antiracist, Kendi  “I Received An A” Reflection Letter – Due Feb 7 |
| **Module 2**  **Release Date: Feb 8** | Emotional Intelligence | Read Chapters 6 – 11  Emotional Agility, David |
| **Module 3**  **Release Date: Feb 22** | Introduction to Relational Leadership | Read Chapters 6 – 11  How to Be An Antiracist, Kendi |
| **Module 4**  **Release Date: Mar 8** | Non-Violent Communication | Read Chapters 12 -18  How to Be An Antiracist, Kendi |
| **Module 5**  **Release Date: Mar 22** | Introduction to Social Change Leadership | Supervisor Interview Paper due March 21 |
| **Module 6**  **Release Date: Apr 5** | How To Run Highly Effective Teams | Critical Analysis and Integration of David and Kendi Texts  Due April 11 |