



University of  
Pittsburgh

School of  
Education

## HHD 1050: Supervision and Administration in Child/Youth Work Settings

Spring 2025

### Department of Health and Human Development

**Instructor:** Dr. Sharon Ross  
32 Oak Hill Court, Room 222, Pittsburgh, PA 15260  
[seross@pitt.edu](mailto:seross@pitt.edu) ; Office: (412) 383-4042  
<https://www.education.pitt.edu/people/profile.aspx?f=SharonERoss>

**Class Day/Time:** Mondays 4:30 – 7:00pm

**Class Location:** 5201 Wesley W. Posvar Hall (230 S. Bouquet Street)

**Office Hours:** By Appointment

**Grading:** Letter

***The syllabus is a required text. Please read it carefully!***

### Mission/Vision of the School of Education

We ignite learning. We strive for well-being for all. We teach. We commit to student, family, and community success. We commit to educational equity. We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. We collaborate. We learn with and from communities. We innovate and agitate. We pursue and produce knowledge. We research. We disrupt and transform inequitable educational structures. We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. We think. We dream. We lead with integrity. We are the School of Education at the University of Pittsburgh.

### Course Description

The Supervision and Administration in Child/Youth Work Settings course is designed to prepare undergraduate students for working with youth and collaborating with key stakeholders within a multisystemic and multicultural context. The course focuses on issues related to supervision, administration, and leadership: defining these roles; describing specific theories and models; and identifying main tasks.

### Course Objectives

**By the conclusion of the course, students will be able to:**

1. Discuss theories and models of supervision, administration, and leadership applied to working and collaborating within youth settings such as schools, health centers, residential treatment facilities, childcare facilities, behavioral and mental health, community- and family-based settings, after school programs, etc.
2. Develop skills for collaborating and working through issues that may arise within family, school, and community settings with a focus on justice and equity.
3. Increase career-related self-awareness by reflecting on professional identity, values, and creating an individual coping/burnout prevention plan.

**Course Readings**

A textbook is not required for this course. All readings will be posted and available through Canvas. They will include articles and book chapters selected for the course. Selected readings will cover theories from developmental, counseling, educational and school psychology.

**Grading Policy**

**Course Assignments:**

**Attendance and Participation (20 points).** Given the dynamic, discussion-based format of this class, regular and prompt attendance in the class sessions is essential. You are expected to complete the assigned readings prior to class and to participate in daily class and small group discussions with your peers, class activities, and small group work. In-class activities will count toward your attendance and participation grade. On the days when we have guest speakers, you are expected to read any assigned article(s) ahead of time and come prepared with thoughtful questions for the Q&A portion of the presentation. Participation also includes the respectful use of computers and smart phones.

*Class participation will be assessed during each class session based on the criteria detailed below:*

- ☐ Arrive at class on time.
- ☐ Bring power point slides and other materials relevant to the lesson.
- ☐ Arrive prepared to discuss the homework assignments and/or readings.
- ☐ Complete in-class activities.
- ☐ Contribute effectively to class discussion or activities by commenting, asking questions, answering questions, participating in small group work or discussions. Contributions should advance the academic conversation in-class.

You will receive feedback on your participation grade midway through the semester to provide opportunities for improvement. However, feel free to reach out to me with any questions or concerns at any point throughout the semester.

You may have one unexcused absence with no impact on your attendance and participation grade. Each additional unexcused absence will result in 2 points deducted from your attendance and participation grade. Please see attendance policy for descriptions of excused and unexcused absences.

**Strengths in Action: Application to Youth Work Scenarios (5 points).** You will complete the [HIGH5 Test](#), a strengths-based tool, to identify key areas of personal strength that can be leveraged in personal and professional settings. After completing the HIGH5 Test, you will reflect on your top 5 strengths and apply them to a hypothetical youth work scenario via a

Discussion Forum on Canvas. For this assignment, you will be required to respond to an instructor-led prompt and comment on peer posts.

**Problems from the Field (15 points).** Each week students will present on issues from the field. You will create a brief power point presentation about your internship/site placement and submit a short summary (approximately 100 words), describing a problem or anticipated challenge you have experienced or believe you may encounter in your work with youth. Examples will be provided. **Do not use identifying information** (e.g., names, details about individuals) **in the information that you share.** After sharing your problem, you will discuss in large and small group formats to apply course concepts. You will sign up for the week you will present your problem. Please email the instructor your presentation slides **by 12 pm the day of class** so it can be included in the slides for that lecture.

**Research & Reflection on Organizational Missions/Vision (10 points).** You will reflect on the mission/vision of the School of Education and your internship/site placement, exploring how these align with your personal values and professional goals. Then, you will create your own mission/vision statement for a passion project or non-profit initiative aimed at addressing an issue in the community. This assignment will be submitted as a 2-3 page (double-spaced) paper.

**Leadership In the Digital Age: Analyzing Online Professional Presence (15 points).** You will research and analyze the online presence of a leader in the field of child development, youth services, or other related field. Using online platforms like LinkedIn, Google, and other publicly available resources, you will evaluate how the leader presents their professional background, leadership style, and contributions to the field. This assignment will be submitted as a 3-5 page paper (double-spaced).

**Professional Coping Plan (15 points).** You will create a personal coping plan to apply to your professional work in the field of child development. You will be expected to apply at least 2 theories/models discussed in class and include a specific and detailed implementation plan using SMART goals. This assignment will be submitted as a 2-3 page paper (double-spaced) and will be debriefed in class.

**Professional and Leadership Identity Presentation (20 points).** You will create and record a 10-minute video presentation in Panopto focused on 3 main areas: your professional identity, your leadership philosophy and values, and application of course content to your future work. You will be expected to create power point slides for the presentation and also include a video recording of your presentation.

**NOTE:** You will receive more information about each of these assignments in class as deadlines approach. All assignments are subject to change at the discretion of the instructor. All assignments should be submitted electronically through the Canvas site by the deadlines listed. All assignments should follow APA 7<sup>th</sup> edition formatting including with 1-inch margins, double-spaced, and Times New Roman font and submitted as Word documents. Grades for late assignments will be deducted 10% per day that the assignment is late, unless otherwise discussed **prior to** the assignment deadline.

### **Final Course Grade:**

A total of 100 points is possible for the course:

<b>Assignment</b>	<b>Point Value (% of Final Grade)</b>
-------------------	---------------------------------------

Attendance & Participation	20 points (20%)
Strengths in Action	5 points (5%)
Problems from the Field	15 points (15%)
Professional Coping Plan	15 points (15%)
Leadership in the Digital Age	15 points (10%)
Organizational Mission/Vision	10 points (10%)
Professional and Leadership Identity Presentation	20 points (20%)
TOTAL	100 points

### Grading Scale:

%	Letter Grade
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-

%	Letter Grade
77-79	C+
74-76	C
70-73	C-
60-69	D
59 or below	F

### Course Expectations

**Attendance.** Attendance is a **required component** of this course as much of the course will involve applying content through course discussion, class activities, and Q&A with guest speakers. This includes arriving on time and staying for the duration of the class. Absences due to illness, mental health, personal emergencies, religious holidays, travel for university athletics, jury duty, and other extenuating circumstances will be excused at the discretion of the instructor. Students requesting an excused absence should **contact the instructor by email for approval prior to the class meeting time, if possible**. All students are permitted one unexcused absence and do not need to receive approval for this; however, each additional unexcused absence will result in a deduction in their participation grade.

**Respectful Participation.** This looks like engaging thoughtfully with peers and being mindful of the use of technology. In order to facilitate an environment where open discussion can occur, at times I may need to pause the discussion or ask follow-up questions to clarify meaning of statements. If you would like to check in following a course discussion or in response to the material, I would be glad to follow up directly after class or at another scheduled time.

**Communication.** It is expected that you check the Canvas site at least weekly and regularly check your Inbox and Course Announcement for course updates.

**Expectations of the Instructor.** I will also do my best to attend class on time and prepared for discussion. I will communicate with as much advanced notice as possible if there are any

changes to the course format. During the weekdays, I will check my email daily and respond within 24 hours and within 48 hours on the weekends.

### Course Schedule (Subject to Change)

Week, Topic, & Dates	Readings and Assignments
<b>Week 1</b> Course Introduction and Overview	
1/13	ASYNCHRONOUS CLASS <b>Assignment Due: Strengths in Action</b>
<b>Week 2</b> <i>MLK Day – No Class</i>	
<b>Week 3</b> Supervision: Key Tasks and Responsibilities	
1/27	
<b>Week 4</b> Supervision: Theories & Models	
2/3	
<b>Week 5</b> Leadership: Theories & Styles	
2/10	
<b>Week 6</b> Administration: Key Tasks in Youth Work	
2/17	<b>Assignment Due: Organizational Mission-Vision Statement</b>
<b>Week 7</b> Professional Development and Consultation	
2/24	
<b>Week 8</b> <i>Spring Recess – No Class</i>	
<b>Week 9</b> “Voices from Leaders” Panel Discussion	
3/10	
<b>Week 10</b> Coping with Stress and Preventing Professional Burnout	
3/17	<b>Assignment Due: Leadership in the Digital Age</b>
<b>Week 11</b> Supervision & Advocacy in Multicultural and Multisystemic Contexts	
3/24	
<b>Week 12</b> Difficult Conversations and Managing Conflict	
3/31	
<b>Week 13</b> Conflict Resolution & Team Dynamics	
4/7	<b>Assignment Due: Coping Plan</b>
<b>Week 14</b> Professional Identity and Values	
4/14	
<b>Week 15</b> Building Stakeholder Relationships in Youth Work	
4/21	
<b>Finals Week</b> Please note, we will not meet during our scheduled final’s time.	
4/28	<b>Assignment Due: Professional and Leadership Identity Presentation</b>

## University & Course Policies and Related Resources

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

### Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Please refer to university resources on the definitions of plagiarism (e.g., <https://pitt.libguides.com/academicintegrity>, and Academic Integrity module in Canvas). A student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. Consequences may be applied at the instructor's discretion and may include, but is not limited to, redoing an assignment, or receiving a failing grade for an assignment, exam, or for the course of any individual suspected of violating University Policy.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Understanding and Avoiding Plagiarism tutorial](#).

### Academic Integrity and AI

Since writing, analytical, and critical thinking skills are essential aspects of this course, all assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Further, finding your own writing, research and creative style will be one of the strongest assets you can offer professionally. Finding this style usually happens in a zone that Brian Eno terms, "happy accidents." Utilizing AI to generate your own work prevents you from making those accidental connections and ultimately slows your progress professionally. Therefore, solely AI-generated submissions are not permitted and will be treated as plagiarism.

### Disability Services

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](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](#). You may also choose to report this

to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

### **The Pitt Concern Connection**

The University of Pittsburgh strives to build and maintain a positive and healthy working, learning, and living environment. Reporting concerns and asking questions can minimize the potential negative impact of inappropriate conduct on the University and our employees, faculty, and students. Reporting can help improve our culture and operations by identifying issues that require attention.

The [Pitt Concern Connection](#) is a dedicated reporting system where University members can elevate irregular or troublesome workplace, campus, and other issues so that they can be reviewed, addressed, and resolved. Report an issue or ask a question online, by telephone, or via text message.

The Pitt Concern Connection is not an emergency service. Immediate, life-threatening safety concerns should be reported to 911 or by contacting your local University police or security department.

### **Gender Inclusive Language**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.). It also affirms non-binary gender identifications, and recognizes both gender identity and expression. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Just as sexist language excludes women's experiences, gendered language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify. People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns. Source: [School of Social Work](#)

### **Religious Observations**

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

### **Sexual Misconduct, Required Reporting, and Title IX**

The University is committed to combating sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are



directly reported to me, or of which I am somehow made aware. After a report is made, you will be contacted by the Title IX Office for opportunities for support and options for proceeding.

For additional information, please visit the [full syllabus statement](#) on the Office of Diversity, Equity, and Inclusion webpage.

### **University Notifications**

The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD's website:

<http://technology.pitt.edu/services/emergency-notification-service>.

Any changes to normal University operations will be announced as early as possible through the ENS, the University's official website ([www.pitt.edu](http://www.pitt.edu)), Twitter (@PittTweet), and local news media outlets.

### **Statement on Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use. The instructor may record the course and post the recording to canvas for student use.

### **Food/Housing Insecurity**

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

Pitt Pantry: Food Pantry available to the wider University community

<https://www.studentaffairs.pitt.edu/care-and-resources/pitt-pantry>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

### **Your Well-being Matters**

College/Graduate school can be an exciting and challenging time for students. Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. You are encouraged to maintain a healthy lifestyle by eating a balanced diet, exercising regularly, avoiding drugs and alcohol, getting enough sleep, and taking time to relax.

It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources. The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician. You can also [visit the Counseling Center website](#).

If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930.



You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

If the situation is life threatening, call the Police:

- On-campus: Pitt Police: 412-268-2121
- Off-campus: 911

### **Additional University of Pittsburgh Resources**

**Education Library Guide:** See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty

**Religious Observances:** See the [Provost's annual memo](#) about religious observances.

**Emergencies:** Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

**Office for Equity, Diversity, and Inclusion (OEDI):** Resources, consultation, and bias incident reporting: <https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>

**Catalogs:** The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Undergraduate Studies](#)

**Student Mental Health:** Counseling Center, in the Wellness Center in Nordenberg Hall: <https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

**Sexual Assault Response:** 412-648-7856

**Care and Resource Support Team (CARS):** Email [pittcares@pitt.edu](mailto:pittcares@pitt.edu) or see: <http://www.studentaffairs.pitt.edu/cars/>