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University of Pittsburgh
School of Education-Health and Human Development
Supervision and Administration in Child/Youth Work Settings (HHD 1050)
Spring 2025

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Instructor: Christina Frasher, Ph.D (she/her/hers)
Meeting Time & Place: M 430-7pm, 5201 Wesley W Posvar Hall
Office Hours: by appointment (see our Canvas course for guidance)
Contact: cmf141@pitt.edu (this is the best way to contact me)

"Those who say it can't be done are usually interrupted by others doing it."

— James Baldwin

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."

— Harriet Tubman

Welcome:

Dear students,

Welcome to our Supervision and Administration in Child/Youth Work Settings course! I hope you all had a nice winter break and I am excited to begin this journey with you all. Below you will find our syllabus, which charts the course for our time together this semester. I hope to introduce you to a variety of theories around leadership and identity, explore systems of inequality and injustice and how they relate to leadership, and engage in self-exploration of who you are as a leader and how you can bring your strengths and support others in doing this as well.

Many of the assignments will encourage you to reflect on your life, who has inspired you, and what parts of yourself have emerged and have yet to emerge. This exploration will support your growth as a future change-maker and leader and support you in developing these aspects in others. I encourage you to have an open mind and an open heart as you engage in these many times difficult topics, consider the different concepts and practices offered, and reflect on how we can create futures in which all voices are heard and included (most importantly your own voice).

Warmly,

Dr Frasher

Take Care of Yourself (from the HHD Department):

It may seem strange to start with this, but I strongly believe we can learn best when we are well enough to do so. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep (not just enough to survive, but thrive!), and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

Please reach out to me as soon as possible if you are experiencing distress, struggling in the course, or having difficulty keeping up with the assignments and I will do my best to support you or connect to you with our many services 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.

The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night:

For emergencies:

Call Re:Solve Crisis Network 24/7: 1.888.796.8226 (I recommended this over 911)

Text the ResSolve 24/7 Crisis Text Line: 741741

University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1

Suicide and Crisis Hotline: 988

IN EXTREME EMERGENCIES: Immediately call 911 or the University Police or proceed to the closest hospital emergency room.

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. In the first part of our our we will consider our own ideas and feelings around power (which will be foundational to the course) and consider past and current experiences, examples and models of hierarchical systems. The second part of the course will focus on issues related to supervision, administration, and leadership: defining these roles; describing specific theories and models; and identifying main tasks. The third part of the course will apply

developmental theories to the home, school and community contexts (home and community as it relates to the school context). We will collectively problem-solve concerns, that you might have witnessed in your current/past experiences (practicums, site experiences, internships, etc). Finally, we will consider anticipated problems that may arise and how we can advocate and create change as leaders.

Learning Objectives:

- 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.
- Develop skills for collaborating and working through issues that may arise within family, school, and community settings with a focus on justice and equity.
- Increase career-related self-awareness by reflecting on professional identity, values, and how you can create change and movement within the places you will inhabit.

Course Topics:

- Identity and Styles of Leadership
- Claiming Power and Critiquing Hierarchy
- Leadership Roles and Accountability
- Collaboration within multisystemic frameworks (parents, schools, community)
- Mentorship and Forward-making
- Community Building and Care
- Leading during crisis and discomfort
- Advocacy and Nurturing Change

Classroom Culture

- Technology: Canvas, email, and Microsoft applications are the primary points of engagement for our class and you should expect to log into Canvas a few times a week to check for new content, assignments, and announcements. Please review the resources on Canvas for more information and tutorials.

- Communication: My primary form of communication, outside of our class meetings, will be direct email and Canvas announcements. You can reach me with questions via cmf141@pitt.edu and I will be available for Office Hours by appointment as well. It is especially important that you take advantage of all opportunities for communication that are available to you.

- Respect: Please respect each other's ideas and give each individual space to speak, we all come from varied environments and it is important to allow each individual their

own unique opinion. Many of the topics covered have the potential to stimulate deep and engaging class discussions so please be respectful and keep in mind that this is an academic setting.

- Compassion: Please be considerate of your peers, your instructor (me), and most importantly yourself during this semester. This is a new class experience for everyone and there is space for mistakes when engaging in new experiences. By practicing self-compassion and compassion towards others, we will all help make this a safer space for learning.

Course Policies

Attendance: Each student is allowed up to 3 absences per semester, no questions asked. If you find that you will have more than 3 please reach out to me as soon as possible. Absences also include leaving early or arriving late to class.

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 and also 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 AL to generate your own work prevents you from making those accidental connections and ultimately slows your progress professionally. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism.

A Note on Content: Please note that some of the material may cause you to reflect on your past experiences or, the material may coincide with what you are experiencing now. The general field of psychology and human development is a study of life and experience so it's natural that you will connect the material to your own lives. In addition, the stresses of being a college student on top of any other responsibilities you may have can be overwhelming. Please seek me out in person, phone or via email, if you are struggling with anything presented.

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A note on grading and course structure: Please note that throughout the course I participate in alternative grading practices whenever feasible. Meaning that there is an encouragement to focus on the process of creating, etc the assignment and not the outcome (grades). This is done through the use of complete/incomplete assignments and

the ability to revise assignments if they do not meet the specifications outlined. Please also note that this is a "living syllabus" and as such will be modified from time to time to

Teaching style: I hope that you will enjoy a variety of instructors during your time at Pitt and I hope that you have also had a variety of experiences of past teachers in how you approach learning. I utilize a variety of methods in my teaching that evidence-based research and inclusive theories show will improve your learning outcome. My teaching style combines traditional lectures, experiential and active learning pratices, and embodiment and contemplative activities. This means that while I will sometime offer a lecture on the content, many more times I will be encouraging each of you to not only share your ideas, but also sound out your insights and encourage your peers to sound out their ideas as well. I also focus on building connections and relationships in our course through the use of games and experiential activities, meaning that we will get to know each other and also have some fun! I look forward to connecting with you and learning more about you and hope you will always feel comfortable reaching out to me, during our course time together and after as well. There will be multiple opportunities throughout the course to offer anonymous feedback and you can also contact me for individual meetings to address concerns.

Knowledge and "Truth" in our course: Please note that in addition to the points above, I do my best to facilitate an environment where knowledge is co-created. Learning is an exciting and at times challenging experience and no two classes are the same. This syllabus charts a journey for our course but it may change and we have no idea what opportunities may lie ahead. This field of development is similarly very dynamic, what may be an understanding of psychological health and well-being may adapt and change in a few years time. We also are continually re-evaluating and broadening research and this is a very exciting time to learn about concepts and perspectives as more diverse researchers and scholars enter the field. Note also that one of the exciting aspects of learning about a topic is that you get to hear multiple ideas and perspectives. I most likely will offer topics in development that are different than other instructors and you will have other instructors who will teach development in different ways as well, this is part of what makes learning dynamic and which helps to offer you a well-rounded education. Please consider these various "buffet" perspectives I offer and that you and your classmates offer. I hope you will feel free to reflect meaningfully on the material presented and challenge both myself and each other as well.

Assessment and Assignments:

Class Participation: Please plan to review all materials **prior** to the class, allowing you to actively contribute to class discussions. There will be a diverse format of groups; pairs, small groups, and large group. It is important to reflect and to find your voice in order to support your future students, clients, and families. (50 points)
  ● Questions, Quotes and Notes (adapted from Dr Sera Mathew's idea): 1Questions, 2quotes, 3notes (3 bullet pts of notes)-discussion groups that can change throughout the semester. This will support your other assignments in the class

Problems from the Field (adapted from Dr Eddy and Dr Farmer's concept -25 points).

This assignment has two parts:

1. Submit online: Your problem on Canvas for the group to reference

2. Discuss in class: Come prepared to lead a discussion of a problem in class and then be prepared to reflect on/consider perspectives around the problem with your peers.

3. Submit a reflection based on the problem you offered and the ideas, solutions, etc that were offered in the class discussion.

Each week 3 students will present on issues from the field. You will submit a brief 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. 4-5 students each week will present on a problem that the class will

Podcast Assignment (50 points). You will have the option to interview an individual with a leadership role in the field of child development or offer a talk on a topic in leadership. The person you select should not be from your family or someone you have a close personal relationship with, though they may be your current supervisor if you're currently working on an internship/field placement.

In class: Preparation (email, identify potential interviee and craft questions) (include date)

- Craft an example email of how to reach out to someone (I can support you with this)
- Develop questions in class (with peers)

With encouragement and in collaboration with your group you will develop a list of 5-10 questions about their experience in leadership and providing supervision and feedback (guidance will be offered in class on interviewing). integrating points from class and the course materials and include a list of your questions.

Individually: Interview and Reflection

- Goal of the assignment is to understand how one becomes a leader in the field of child development.
- Submit a written reflection on what you learned about their path, and leadership

Thriving and Sustainability Project 50 pts:

For your final assignment in this course, you are asked to craft a 3-part project that encourages you to connect with your own experience as a future leader, find your voice as a future leader and then connect with the world/community by considering how you

can advocate for change as a future leader. You will create a personal plan to thrive as a future child development professional. to apply to your professional work in the field of child development. You will be expected to apply at least 2 theories discussed in class, include a specific and detailed implementation plan, test out the plan for 4 weeks, and then write a summary of your experience. You will submit a paper (2-3) pages double-spaced) reviewing your coping plan and your experience putting it in place (1-2 pages double-spaced).

- Creative artifact on Leadership
- Thriving plan
- Model (find someone you admire)
- Future leadership aspirations (2-3 claims you have as a future leader, what do you plan to focus on as far as a future mentor/supervisor, etc, leadership style, "how will you express your "power" " (care bear picture)

University Policies and Support

Academic Integrity: Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any 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. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. For hands- on practice, complete the Academic Integrity Modules.

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, (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.

Accessible Technology: The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

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. 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).

Sexual Misconduct, Required Reporting, and Title IX
If you are experiencing sexual assault, sexual harassment, domestic violence, and stalking, please report it to me and I will connect you to University resources to support you. University faculty and staff members are required to report all instances of sexual misconduct, including harassment and sexual violence to the Office of Civil Rights and Title IX. When a report is made, individuals can expect to be contacted by the Title IX Office with information about support resources and options related to safety, accommodations, process, and policy. I encourage you to use the services and resources that may be most helpful to you.

As your professor, I am required to report any incidents of sexual misconduct that are directly reported to me. You can also report directly to Office of Civil Rights and Title IX: 412-648-7860 (M-F; 8:30am-5:00pm) or via the Pitt Concern Connection at: Make A Report

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as a relevant part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.
If you wish to make a confidential report, Pitt encourages you to reach out to these resources:
   ○ The University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
   ○ Pittsburgh Action Against Rape (community resource): 1-866-363-7273 (24/7)
If you have an immediate safety concern, please contact the University of Pittsburgh Police, 412-624-2121 Any form of sexual harassment or violence will not be excused or tolerated at the University of Pittsburgh. For additional information, please visit the full syllabus statement on the Office of Diversity, Equity, and Inclusion webpage.

Gender-Inclusive Language Statement: Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive 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. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and

experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first-year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

Email Communication: Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read emails sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their email via other service providers (e.g., Hotmail, AOL, Yahoo). Students who choose to forward their email from their pitt.edu address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussions, 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.

Copyright Notice: These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials.

See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Writing Center: We have an excellent Writing Center here at Pitt that undergraduate, graduate, staff and faculty utilize. Writing is a journey and as you learn more complex ideas your writing will need to accompany that complexity.

The Writing Center, located at 317B O'Hara Student Center, is an excellent resource for working with an experienced consultant on your writing. You can choose to work with a faculty consultant or a trained undergraduate peer tutor. Although you should not expect consultants or peer tutors to "correct" your paper for you, they can assist you in learning to organize, revise, and edit your work. They can also help you get started! Consultants can work with you on a one-time basis or throughout the term. Their services are free. You can browse the services they offer or make an appointment by visiting www.writingcenter.pitt.edu

Religious Observances: 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 (your course coordinator/s) 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.

Required Readings:

All course materials and readings are posted on Canvas unless otherwise noted. **Note that there are no books, etc to purchase.**

GRADING/RUBRIC:
The following is the criteria and assigned points for the total possible points you can earn.

A	93 to 100 %	C+	78 to 79 %
A-	90 to 92 %	C	73 to 77 %
B+	88 to 89 %	C-	70 to 72 %
B	83 to 87 %	D	60 to 69 %
B-	80 to 82 %	F	below 60 %

Participation Rubric:
Throughout our class meetings, I will invite you to engage in discussions, group activities, and other forms of participation. I will be looking for your meaningful participation via discussions in our class or and marking this each class meeting. Please see the participation rubric below for how I will assess your participation.

Excellent– leading discussions, bringing in new and original ideas and thoughts, challenging ideas in a way that is thought and discussion-provoking, and showing an ability to listen to the ideas of others. Using technology to support your learning.

Satisfactory - supportive, follow-up points that are relevant and valuable, bringing ideas but not taking a leadership role in discussions. Using technology to support your learning in a non-disruptive manner.

Minimally Acceptable – present, awake, attentive, but not actively involved, at times using technology that does not support our collective learning environment.

Unsatisfactory –absent, present but not attentive, sleeping, irrelevant contributions that block movement in class discussions, and consistently using technology that distracts or disrupts our collective learning environment.