UNIVERSITY OF PITTSBURGH
Department of Health and Human Development

HHD 1170: Health & Fitness Practicum 2 – FALL 2025

Instructor: Sally Sherman, Ph.D. – Associate Professor
Office: Oak Hill Research Center, 32 Oak Hill Ct.
& 108 Trees Hall, Faculty Suites
Office Phone (cell): 724-826-0793
Office Hours: By appointment
Email: sally.sherman@pitt.edu

I. MEETING DAYS and TIMES:

Approximately 1-2 hour/weekly practicum placement, as assigned (and as selected by the student)

II. COURSE DESCRIPTION:

This 1 credit course provides students the opportunity to take a greater leadership role and/or diversify their experiences in training, programming, group instruction, and supervision in the health-fitness field using principles and techniques related to the Exercise Science curriculum in a real dance, health and/or fitness setting.

III. EXPECTED OUTCOMES:

After completion of this course, the student should have acquired:

1. An experience working within an in-person dance or health-fitness professional setting
2. Experience observing, assisting, and teaching as a wellness professional at an assigned health-fitness site:
    A. Designing and implementing dance, exercise or physical activity programs
    B. Development and/or Instruction of new skills or classes
    C. Training or monitoring of a physical activity program
    D. Managing a fitness facility and/or classes
    E. Engaging exercise participants professionally
3. An opportunity to self-reflect on how the experience has helped with decisions related to one's professional path.
4. An opportunity to engage in new skills to enhance the professional prospects, professional contacts, and resume content.

IV. COURSE REQUIREMENTS:

ATTENDANCE & PARTICIPATION

1. Attendance and participation in the placement experiences is mandatory.
2. Students must complete the 1-2 hour per week experience and remain in their assignment throughout the end of the term.
    - Hours cannot be completed ahead of time, and students are required to be participating at the experience each week.
    - For excused absences only, the student must make-up the classes within 1 week of absence.

- Absences are excused under the following circumstances:
  - Medical Emergency or Sickness – Must have a note from medical doctor documenting visit. Falsifying medical documentation is a breach of the university's academic integrity policy.
  - Mandatory Academic Event – Must have a note from advisor/professor documenting attendance.
  - Personal or Family Emergency – Communication with instructor is required prior to missing class. Discuss plan for making up classes immediately upon return.
  - A "G" grade will not be an option for students who fall behind in the course for non-emergency reasons.

DUTIES & EXPERIENCES

1. Each student will have required duties and tasks that must be completed.
   - Other assignments are available to take part in depending on area of interest.
2. Students may be asked to complete several programmatic tasks as assigned by the Mentor.
   - This may include but not limited to writing lesson plans, researching evidence-based exercises, shadowing, etc. prior to experiences.
   - Assist Mentors in several different services offered at the facilities depending on assignment and preference.
     - This may include but not be limited to setting up and breaking down facilities, facility/equipment maintenance, greeting, attendance and operations, etc.
     - These will vary based on the area of interest/assigned experience.
     - Once experiences are assigned, Mentors may provide the students with an outline of the specific duties and tasks during that shift that must be completed. Students and mentors will work together to come up with a course project that will enhance both the course and their experience.

PROFESSIONAL CONDUCT

1. Treat your experience as a professional job. You are a vital member of the Pitt health and fitness community.
2. Be prompt, professional and mature. You are ambassadors of the Pitt health and fitness program.
3. Under no circumstances are you permitted to be on or using your cell phone at any time during your experience. You will receive 1 warning on cell phone usage from your Mentor.
4. Be at every shift – you are graded based on attendance, participation, and professionalism.
   - Studying for exams, sleeping in, being behind on schoolwork, etc. are **unacceptable** reasons for missing your shift.
   - Time management is key to being a successful professional and for navigating this experience.

PROFESSIONAL DRESS

1. Professional dress varies for each experience. Discuss attire with your mentor. This might include:
   a. Khaki or Exercise Pants Tennis Shoes (No other form of footwear is acceptable)
   b. Professional exercise clothing.
      - Oversized hoodies are NOT acceptable.
      - Pitt Gear is permitted if it contains appropriate language
      - Fitness Instructors: Clothing worn must be appropriate and professional when leading group classes.

COURSE ENGAGEMENT

1. Log into the Canvas course environment often and participate in all activities/requests/deadlines.

    - Frequently and regularly access course instructional materials and assignments (pages, modules, etc.) posted on the Canvas course environment during the entire semester.
    - Read and respond to the course e-mails. Read course announcements.

2. Communicate effectively with your Mentor. This is to be done by email and **not text message**.

NETIQUETTE

Any online correspondence or components of the course require the same level of professionalism, respect, and courtesy that you would show your instructor and classmates in a face-to-face setting. To that end, please observe the following standards:

1. **Electronic communication:** You should avoid casual language and abbreviations commonly used in texting, which are not appropriate for in-class communication. Care should be taken to use correct grammar and punctuation.
   Take time to make sure you are not misgendering or mis-classifying your mentor with their degree, credentials, etc.
2. **Privacy:** Refrain from taking photos or screenshots of instructors or fellow students at any time during class. Maintain a safe environment for all. Uphold this value in your placement as well among students in the class. Holding space for safety in your placement is an important part of being a leader.

V. COURSE DESIGN:

1. Canvas will be utilized as the primary communication tool throughout the semester.
2. The only other "meeting" is your selected placement.

VI. EVALUATION & GRADING:

Assignment	Points
Agree to term of syllabus	2.5
Placement survey	2.5
Introduction email	5
Goals assignment	5
Placement points	75
Final reflection	10
POINTS POSSIBLE	**100**

1. Agree to the term of the syllabus assignment (2.5 points)
2. Placement Surveys: (2.5 points)
    - Survey 1: Placement preferences, availability (please be specific and detailed)
3. Write your HFP Introduction Email: (5 points)
    - Email Response Required:
        - Address the following things to you Mentor:
            - **First, copy Dr. Sherman on the email to receive your points.**
            - Introduce yourself
            - Thank the mentor for the opportunity
            - Provide the day, date, and time that you will be working with them
            - Briefly describe your area of interest this semester and why you chose it
            - Briefly describe your professional goals and how it relates to this experience

- Perhaps mention your placement last term, if relevant.
- Use professional language.
- Take time to make sure you are identifying them correctly in terms of their gender identity and degree (e.g. Dr. vs. Ms.)

3. Goals, Duties and Expectations Assignment: (5 points)
    - After your first week of observation, discuss with your Mentor two things:
        - Goals for the experience this semester
        - Create a personal project or goals that you can work on over the course of the semester to enhance the class, the student experience, or to assist the mentor.

4. Attend your HFP Experience Each Week (75 points) See table below for placement point details.
5. Turn in final project/reflection assignment (10 points)

• Students will be evaluated by their mentor and will earn up to 5 points per week/hour based on the following:

ENGAGEMENT PRODUCTIVITY (0-5 POINTS)	***The effort that the student places on engaging with participants and the mentor. The effort that is made by the student to engage in activities that help them grow as an exercise leader in conjunction with their mentor.***
3 points	• Student goes out of their way to actively engage with the experience • Student initiates conversations with mentor and brings questions forward. • Student works at a high level to make progress towards the goals set at the top of the semester with his/her mentor. • Student was highly responsive to the requests of the mentor for the week.
2 points	• Student engages in the experience when prompted. • Mentor initiates conversations with student, then student engages. • Student works at a moderate level to make progress towards the goals set at the top of the semester with his/her mentor. • Student was moderately responsive to the requests of the mentor for the week.
1 point	• Student does not engage in the experience • Mentor initiates conversations with student, but the student does not engage. • Student works at a low level to make progress towards the goals set at the top of the semester with his/her mentor. • Student was not responsive to the requests of the mentor for the week.
0 points	• Student does not attend HFP Experience, does not complete mentor-assigned duty or does not communicate with mentor.
Professional Logistics	***The effort that is made by the student to arrive on-time, remain the duration of the experience, engage professional and respectfully with mentor, and be in professional attire.***
1 point	• Student arrives on-time (is not late). • Student stays the entire duration of the assigned HFP experience. • Student presents themselves professionally for the HFP experience (attire, attitude, body language).
1 point	• Student engages respectfully and professionally with their mentor the entire duration of the weekly experience.

Grade will be assigned to student as follows:

TOTAL POSSIBLE POINTS: 100

100	A+
90-99	A
80-89	B
70-79	C
60-69	D
59 or below	F

POLICIES

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.

Accessibility

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.

Restroom and Locker Room Use

Students are welcome to use any restroom or locker room that corresponds to their gender identity. Additionally, there is a single-occupancy restroom/locker room in Trees Hall on the main floor. Please advise us immediately if you need guidance, support or if you find any of the facilities to be locked. Visit the following link to see all the single-occupancy facilities available on campus. https://www.studentaffairs.pitt.edu/shs/lgbtqia/restrooms/

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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).

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 e-mail 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 e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail 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.

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. 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 identifies 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.

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.

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.

Statement on Scholarly Discourse

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

Your Well-being Matters

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. 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. You are encouraged to visit Thrive@Pitt to learn more about well-being and the many campus resources available to help you thrive.

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. 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.