

Programming for Positive Youth Development, Spring 2013
PRT 5735/6735, 001 (3 cr)
TH 2:00-5:00, Annex 1063

Instructor: Jim Sibthorp, Ph.D.
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Office Hours:
M W* F 8:45 – 11:45
T 3:30 - 4:30

*on faculty meeting weeks, additional office hours are available TH from 2:45-4:30

Recommended Text:

Witt, P. & Caldwell, L. (2005). *Recreation and Youth Development*. State College, PA: Venture.

Readings:

All readings will be made available via Canvas.

Course Description: This course reviews the current state-of-knowledge in designing and implementing high quality programs for youth with special attention to programs in recreational settings. The course works from a positive youth development framework and covers topics involving the use of program theories and logic models, elements of high quality youth service programs, point-of-service interventions, and the role of systematic evaluation. **Co-requisite:** PRT 3780 or equivalent.

***Note:** this course holds a service-learning designation, and will require approximately 30 hours of collaborative work with a partner youth serving organization. The intent of the service learning approach for this content has two primary aims. 1) The service learning approach allows students an opportunity to directly experience the practical realities of local youth service providers and their programs and to learn through collaborative interaction with these partner agencies. 2) The service learning approach allows students to develop a sense of responsible citizenry by actively assisting local non-profits in providing and improving programs for local youth.*

Learning Outcomes: Through this course, each student should be able to:

1. Articulate the central elements of a high quality youth program
2. Gain an understanding of opportunities and challenges faced by nonprofit organizations and understand how individuals can help provide positive programming for local youth through donation of their skills and time
3. Design a program that attends to high quality program elements for a community partner organization of interest
4. Identify elements critical to implementation and specify how the youth program might best address these elements
5. Leverage structural program elements to achieve targeted program outcomes
6. Formulate a program theory or a logic model for a youth program of interest
7. Create an evaluation plan for a youth program of interest
8. Develop (continue developing) writing, speaking, and thinking skills in such a manner to allow the demonstration of the above objectives

EVALUATION & ASSIGNMENTS

All course grading is straight scale, by percentage: A = 100-93, A- = 92-90, B+ = 89-87, B = 86-83, B- = 82-80, C+ = 79-77, C = 76-73, C- = 72-70, D+ = 69-67, D = 66-63, D- = 62-60, E < 60.

Class Contribution

20% of total

Your contribution grade is derived from 3 primary sources:

1. Active and positive contributions during class exercises and discussion -consists of coming to class with the readings and/or assignments for the day completed, asking thoughtful questions, and generally adding to the learning environment.
2. Learning Assessments -these are in-class exercises or writings that I use to see how well the class comprehends the material. While not "graded," thoughtful completion of these exercises is taken into consideration in calculating your contribution grade.
3. Discussion Postings –most weeks I will post a question to the discussion board on Blackboard. Timely and thoughtful posts to this discussion before class are taken into consideration when calculating your contribution grade. *These postings are due by 10 pm the day before class.*

Written Homework

20% of total

Approximately eight times throughout the course, you will be asked to prepare assignments for use in the next class period. Your lowest grade will be dropped and your remaining assignment grades will be averaged into your course grade. In general, the homework is designed to build toward your project (below). The eight assignments are shown on the topical outline, but include 1) Interview Summary, 2) Observation1, 3) Observations 2-3, 4) Director Debrief, 5) Staff Interview, 6) Stakeholder Interview, 7) Logic Model, and 8) Evaluation Recommendations.

Design Project Presentation & Feedback

20% of total

Students will work in small groups to design and/or refine a youth program for a local organization or agency of interest. Students can select the agency/organization from a list approved by the instructor. Alternate agencies/organizations may be acceptable, but will need approval by the course instructor. Examples of potential agencies/organizations might include: Youth City, Northwest Middle School, the YMCA of Greater Salt Lake, Salt Lake County Parks and Recreation, Girl Scouts of Utah, or the West Valley City Fitness Center. Each project will require a literature review and a theoretical framework that will inform your program design, implementation plan, and evaluation plan for the youth serving organization selected by the group. Projects will require hands-on volunteering in service delivery, on-site interviews, and collaboration with the community partner. Projects will be presented in class and feedback will be provided by classmates, the instructor, and the partner agency liaisons, who will be invited to attend the presentations. Project presentation feedback should be used to inform the final agency/organization report (below). Additional details and guidance will be provided throughout the course.

Design Project Final Agency/Organization Report

30% of total

Based on the work for the presentation and the feedback provided (see above), students will work in their presentation groups to compile a formal and final report to the agency/organization that they previously selected. Group members will decide how the work is to be divided and completed. The project will culminate in a quality written report to be submitted to both the instructor and the partner organization. The instructor will grade the final project reports and oral presentations with input from the partner organizations. More information will be made available during the course.

Exit Interview and Final Reflections

10% of total

Each student will be required to complete a final written reflection on the course content and process. Students will be given some specific questions to answer, but will also be expected to elaborate on areas of specific interest or concern. While somewhat informal in nature, these should be well written and edited before submission. Additional details will be provided in class.

COURSE POLICIES

Attendance/Tardiness:

This class is a senior/graduate level course, and thus necessitates attendance and participation from you, the students, to be successful. Regardless of what you miss or why you miss it (I do understand that you have a life outside of this class and that we all make choices), you are responsible for learning the material covered throughout the course. If you miss a class, you will need to make certain that you understand the material covered that day. Use the other students in the course and any course material or outside resources first. After you have gathered all the information you can find, come see me during my office hours for clarification or confirmation.

Late or Missed Assignments:

Final Reports will be marked down 10% for each day late (days are clocked on 24 hour periods). Final Reports more than 5 days late will not be accepted. As homework, discussion postings, and in-class assignment are used immediately in class, no other late assignments will be accepted without prior approval.

Extra Assistance:

If you are having difficulty with any assignment, learning objective, or class topic, please call, email, or see me (before the assignment is due is usually more productive than afterward...)

Student Code:

The University of Utah has very clear policies regarding student's rights and responsibilities –including, but not limited to, issues involving academic dishonesty. These policies are strictly observed in this class. See <http://www.admin.utah.edu/ppmanual/8/8-10.html> for details.

Professional Code of Ethics:

Our department has formally adopted the professional code of ethics of NRPA NTRS. Please familiarize yourself with these professional expectations for students and faculty in the department. NRPA NTRS ethics: <http://www.nrpa.org/content/default.aspx?documentId=867>

Statement of Equal Access:

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

TENTATIVE TOPICAL OUTLINE

Below is my best guess at our tentative course schedule. However, be warned that we will almost certainly modify this schedule as the course progresses (changes will be announced in class). Different classes have different interests and cover topics at different rates -so we will need to be flexible. Assignments are in **bold**. TBD = To Be Determined.

	Topic	Reading Due*	Assignment Due
Week 1:	Course Overview		
Week 2:	Positive Youth Development History and Overview	Witt & Caldwell, Chapter 1 & 4; Executive Summary of Eccles & Gootman (2002); Pittman et al., 2001	
Week 3:	Positive Youth Development through Recreation	Caldwell, 2000; Witt, 2002; Witt & Caldwell, Chapter 6 & 8.	
Week 4:	Elements of Quality Youth Programs	<i>Quality Counts; Improving After School Program Quality; Measuring Youth Program Quality Executive Summary</i>	HW 1, Interview Summary
Week 5:	Elements of Quality Youth Programs continued –observations	CQA and Utah Afterschool Network forms + TBD	HW 2, Observation 1
Week 6:	Elements of Quality Youth Programs continued –scoring	TBD	HW 3, Observation 2/3
Week 7:	Logic Models and Program Theories	Witt & Caldwell, Chapter 10; TBD	
Week 8:	SPRING BREAK		
Week 9:	Structural Elements –for your organization	TBD	HW 4, Director Debrief
Week 10:	Design Elements –for your organization	TBD	HW 5, Staff Interview
Week 11:	Implementation Elements –for your organization	TBD	HW 6, Stakeholder Interview
Week 12:	Evaluation	TBD	HW 7, Logic Model
Week 13:	Evaluation Plan –for your organization	TBD	HW 8, Evaluation Recommendation
Week 14:	Diversity and special populations	Witt & Caldwell, section IV, project applicable chapters	
Week 15:			Final Project Presentations & Feedback
Week 16:	Course wind up to be determined		Final Project Reports
Exam Period:			Exit Interview and Final Reflections

*Readings will be posted at least one week in advance. I believe the flexibility to tailor them to the course evolution is more beneficial than strict adherence to a preset structure.

**Note: X is last day to drop this course, X is the last day to add this course, X is the last day to withdraw from the course.

SUGGESTED SITE VISITATION SCHEDULE

	Site Related Work Due in Class in Bold	Visit
Week 1:		None
Week 2:	Determine interests, pick preliminary agencies	None
Week 3:	Schedule interview with agency	None
Week 4:	Conduct interview with partner agency Schedule regular on-site times for weeks 5-15 (should total at least 30 hours and cover the activities below). Share Interview Summary	On-site program assistance and Director Interview (e.g., CQA form B)
Week 5:	Hands on work at site including conducting and scoring 3 observations over next three weeks. Share Observation 1	On-site program assistance and Observations 1 & 2 (e.g., CQA form A)
Week 6:	Share Observations 2/3	On-site program assistance and Observation 3 (e.g., CQA form A)
Week 7:		On-site program assistance and debrief Observations with Director
Week 8:	SPRING BREAK	
Week 9:	Share results of Director Debrief	On-site program assistance and interview with frontline staff
Week 10:	Share results of Staff Interview(s)	On-site program assistance and interview with stakeholders as needed
Week 11:	Share results of Stakeholder Interview(s)	On-site program assistance and additional information gathering as needed
Week 12:	Share suggested logic model based on your on-site experience and observations	On-site program assistance and additional information gathering as needed
Week 13:	Share Evaluation recommendations based on your on-site experience and observations	On-site program assistance and additional information gathering as needed
Week 14:	Edit and Revise, prepare presentations	On-site program assistance and touch base with agency liaison
Week 15:	Presentations due in class. Incorporate feedback from presentations for agency.	On-site program assistance and agency liaison at presentation
Week 16:		Final reports delivered to agency