

UNIVERSITY OF GUELPH
Department of Family Relations and Applied Nutrition

FRHD*2300 PRINCIPLES OF PROGRAM DESIGN FOR YOUTH
COURSE OUTLINE: WINTER 2015

Course Instructor: Jennifer Pepper, jpepper@uoguelph.ca
Office Hours: By Appointment, MINS 217
Teaching Assistants: Kendra Colgan, kcolgan@uoguelph.ca; Carly Ingram, ingramc@uoguelph.ca

Communicating with Instructor:

The *Question Forum*, found within the course website (CourseLink), allows students to post questions or concerns related to course content or assignments. Instructors, Teaching Assistants as well as fellow students can respond to questions as they arise. You are expected to check this forum as well as the News section on the course website regularly. When questions or concerns of a more personal or individual nature arise, students may send email correspondence to the course instructor, Jennifer Pepper.

NOTE: Email related to this course will be checked during business hours Mondays, Wednesdays & Fridays. Due to the volume of email received, **it is vital that students put FRHD*2300 in the subject line.** Failure to do so could result in a delayed response.

Course Description:

This course will examine the elements involved in planning and implementing effective prevention, education, and support programs for youth and their families. Programs include alternative education, independent living, community justice initiatives, sexual health, and physical education and nutrition strategies. Major topics covered in this course include: the roles of organizations and child and youth counsellors; empowerment of youth, their families and communities; working with diverse populations; needs assessments; program planning and service delivery; and program evaluation. Case studies of innovative programs are highlighted.

Course Objectives: On completion of this course students will:

1. Apply principles of program design and planning to a specific program
2. Understand the broader socio-political context within which programs are designed, and implemented
3. Describe the conditions that promote resilience in individuals and families
4. Demonstrate sensitivity to the influences of development and social location on program design
5. Apply the stages of group development to their working group
6. Reflect on their engagement in the working group with regards to participation and leadership
7. Begin to define professional interests and submit practicum information forms

Course Organization:

The organization of this course reflects the University's commitment to "learner-centeredness" – placing greater responsibility for learning on the learner (i.e., student). To maximize student participation, students will be placed in small working groups. Active participation in these groups is a requirement of this course. Failure to attend will result in failure of the course. The lecture portion of the course will be interactive and include guest speakers from the human service community.

Personal Disclosure:

Learning is often enhanced by exploring the interface between personal experience and professional experience, theory, and research. Students are encouraged to thoroughly explore this interface. Generally a student should only reveal as little or as much information as s/he is comfortable sharing with faculty, teaching assistant and fellow students. The evaluation of student performance is not dependent upon student disclosure of personal information.

Required Text:

Text: *Designing and Managing Programs: An Effectiveness-Based Approach, 4th Edition*

Authors: Peter Kettner, Robert Moroney and Lawrence Martin

Publisher: Sage

ISBN: 9781412995160

Recommended Text:

Text: *Skills for Human Services Practice: Working with Individuals, Groups, and Communities*

Authors: Agi O'Hara, Zita Weber and Kathy Levine

Publisher: Oxford University Press

ISBN: 9780195430103

Learning Activities & Methods of Evaluation: Full descriptions found on the course website (CourseLink).

Becoming a Critically Reflective Practitioner 30%

Students will be placed in working groups of 5 members. Over the course of the semester, students will engage in discussion, critical reflection and task completion monitored by the instructor and T. A. There are two components that will be graded: group participation and a reflective paper.

Group Participation: Students will be expected to attend all group meetings and rotate through various roles within the group. Evaluation will be based on individual performance of these roles, your professionalism in completing tasks, as well as peer evaluation of your work in the group (15%).

Critical Self Reflection: In this assignment students will write a paper illustrating their understanding of group work theory and reflect on both their leadership and membership styles (15%).

Designing Effective Human Services Programs 50%

Each group will select a developmental period as well as a social issue or problem, review existing program related to the problem then produce a grant application with example modules for a program of their creation. This assignment will be completed in segments:

Program Review: Each student will review a program of their choosing related to the focus selected by the group (individual grade - 10%).

Grant Proposal: Group members will submit a proposal for a program for which they will later prepare a grant application (group grade - 3%).

Grant Application: Group members will prepare a grant application for the proposed program (group grade - 20%)

Program Module: Each student will create a module for the proposed program (individual grade - 10%)

Showcase: Group members will showcase their proposed program in their seminar (group grade - 7%)

Multiple Choice Quizzes

20%

OnLine 10%

OnLine 10%

Academic Integrity:

Please refer to the following web site on Academic Integrity. <http://www.academicintegrity.uoguelph.ca/>
There are particular issues related to group work; for instance, not contributing equally to the assignment yet benefitting from the work of others, as well as group members passing their work off as someone else's. Any of these or other fraudulent actions and will be considered academic misconduct and subject to penalty.

WHEN YOU CANNOT MEET COURSE REQUIREMENTS due to illness or compassionate reasons, please advise the course instructor **in writing**, with name and email contact. Where possible, this should be done in advance of the missed work or event, but otherwise, as soon as possible after the due date, and certainly no longer than one week later. There will be a late penalty for missed due dates. A deduction of 3 % of the total mark for the assignment for late submission on the due date, and 1% for each additional day, including weekends, will be applied.

Extension requests will not be granted beyond one week, except in compelling circumstances. Assignments without an authorized extension will not be accepted more than seven days after the due date.