# COL/FN 730: Best Practices in Program Development Syllabus

**Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

## Course Information

**Course Description:** Overview of research and issues concerning the application and use of research-based information in the development of programming for children, youth, individuals, and families. Lectures, reports, and discussions
**Credits:** 3 credits
**Prerequisite:** HCR 700

## Instructor Information

**Instructor:** Dr. Jasia Steinmetz, CD, RD
**Office:** 202 CPS
**Virtual Office Hours:** See Canvas Instructions for making an appointment. Hours are available on the 2nd and 4th Mondays of the month 6:30-7:30 pm, Central Standard time or Tuesday 9am -10 am, please email if you would like alternative times.
**Office Telephone:** Please call my cell first 715-498-9446 (cell); 715-346-4087 (office);
**E-mail:** jsteinme@uwsp.edu

### Expected Instructor Response Times

- o   I will attempt to respond to student emails within 24 hours during the work week. If you have not received a reply from me within 24 hours, please resend your email. Text messaging is also an effective communication, especially for graduate students who have flexible time to talk in the evenings and weekends.  I would prefer to talk and resolve your questions. Often, a short conversation is all that is needed to clarify or support your work.
- o   If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

### Course Materials

**Readings:** Weekly readings and other learning tools will be posted on Canvas. One of the skills of graduate students is your ability to read, interpret and apply primary research and peer-reviewed documents.

**COL/SRFS Graduate Program Competencies**

| COL and SRFS Graduate Program Competencies<br>Key: Level: I= Introduce, D= Develop, P= Proficient<br>Emphasis: 1 = a little, 2 = some, 3 = a lot | |
|---|---|
| *Area 1: Analyze community development process and practices* | |
| 1.  Describes community development as part of the larger interrelated system that influences populations at local, national and global levels | |
| 1.1.  Examines factors that enhance or impede community development | 2-P |
| 1.2.  Analyzes relationships among behavior, environmental, social, and economic factors that influence policies, programs and services that affect the community | 3-D |
| 1.3.  Suggests collaborative relationships that may be needed to improve community development | 3 |
| 1.4.  Incorporates diverse perspectives in developing, implementing, and evaluating policies, programs and services that affect the community | 3 |
| *Area 2: Considers human relationships in fostering positive behavior change within communities* | |
| 2.  Addresses the diversity of individuals and populations when developing, implementing, and evaluating policies, programs and services that affect the community | |
| 2.1.  Communicates in writing and orally with linguistic and cultural proficiency using a variety of mediums | 2-D |
| 2.2.  Facilitates communication among diverse individuals, groups or organizations | 1-D |
| 2.3.  Describes the ways the dimensions of wellness support individuals and communities | 2-P |
| 2.4.  Applies theories of behavior change | 3-D |
| 2.5.  Improves personal leadership and/or management skills to foster positive community change | 3-D |
| *Area 3: Demonstrates critical thinking and problem-solving to support community programs, policies and services for diverse populations* | |
| 3.  Develops community-based programming to meet goals and objectives | |
| 3.1.  Utilizes critical thinking skills that will apply in professional practice. | 3-D |
| 3.2.  Identifies qualitative and quantitative data and information that can be used for assessing a status of populations within a community | 2-D |
| 3.3.  Describes application of quantitative and qualitative data to improve community assets (programs, services, public health). | 2-D |
| 3.4.  Describes how evidence is used in decision making (policies, population or program change) | 3-D |
| 3.5.  Incorporates ethical principles that will apply in professional practice | 3-D |

**Course Learning Outcomes**

The course is planned with a "backwards design", meaning that we have a goal for successful community programing, so we ask ourselves, "What do I need to think about 5 or 6 years from now? How will my learning in this class help me, now and in the future,  in my professional goal of assisting communities and various populations within?  How will my programs be sustainable and successful into the future, until no longer needed by the population? This leads to the enduring understanding.  We then work back to our class to see how we can get closer to these understandings.

Enduring Understandings: These are the understandings that will persist years after the course is finished. The course is designed to encourage your thinking about these outcomes.

*Students will understand that…*

- thriving communities build upon their collective wisdom and change with the people and their resources.
- community programs foster behavior change that contribute to thriving communities.
- community programs are determined and oriented by the target population and theories that guide our understanding.
- program development follows basic, common steps.

**Essential Questions:** Thinking about the enduring understandings prompt questions that we would like to continue to revisit so that we are always confirming our understanding. Exploring essential questions require knowledge, skills and dispositions.

- What do we know and understand about our community?
- What is a thriving community and how do we maintain these?
- How do we support the behavior changes that people desire?
- What are the general characteristics of successful programs and how people change?

**Student Learning Outcomes (SLO)** are identified in different learning domains: knowledge, skills and dispositions.

**Knowledge (Know):** If understanding and inquiry about program planning is based upon a changing population and community with diverse values of "thriving", then we need some guideposts for developing effective programs. Theories and process are used to structure our planning and interventions.

*Students will/can…*

SLO 1: Identify at least 3 theories which guide program development and behavior change within the population.

SLO 2: Identify the steps involved in program development.

SLO 3: Identify resources for program planning that include both research and community wisdom (practice)

**Skills (Able to do):**

*Students will/can…*

SLO 4: Discuss current research in program planning within community development.

SLO 5: Develop a logic model for a specific program.

SLO 6: Develop outcome measures for program assessment.

**Dispositions (Value/Appreciate):**

*Students will/can…*

SLO 7: Appreciate the differences of cultural values in a population and community.

SLO 8: Question their ideals, concepts and models of their cultural background that supports or discourages genuine collaboration.

You will meet the outcomes listed above through a combination of the following activities in this course:

| Course Activities | Student Learning Outcomes | Graduate Program Competencies |
|---|---|---|
| Discussions: synchronous on the 1st and 3rd Mondays each month; and asynchronous-one per month) | meets SLO 1, 4, 7,8 | 2.1, 2.2, 2.3, 2.5, 3.1, 3.4, 3.5 |
| Assignments related to your program planning process and design best practices | meets SLO 1, 2, 3,4, 5, 6, 7, 8 | Area 1, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5 |
| Discussions and Assignments related to management & leadership | meets SLO 3,7,8 | 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.4,  3.5 |

| Interpreting original research and peer-reviewed documents | meets SLO 1, 2, 3, 7, 8 | 2.1, 2.4, 3.1, 3.2, 3.4 |
|---|---|---|

**Topic Outline/Schedule**

| Week of: Synchronous discussions occur on the 1st and 3rd Mondays, 6:30-9:00 pm | Topics: All assignments are due Friday by 11:59 pm. |
|---|---|
| Week 1 Jan 23 | Introduction to the course and community considerations Management and Leadership Development |
| Week 2 Jan 30 | Step 1 Analysis:  Community development and social determinants |
| Week 3 Feb 6 Online (synchronous) Discussion | Step 1 Analysis: Understanding community and stakeholders Cultural awareness and proactive strategies for cultural sensitivities |
| Week 4 Feb 13 Asynchronous Discussion | Step 1 Analysis: Understanding the issue:  identify the issue and target population, determine risk and protective factors Critical Thinking assignment due Friday |
| Week 5 Feb 20 Online Discussion | Step 1 Analysis: Determine the goal Professional Reflection Journal due Friday |
| Week 6 Feb 27 | Step 2 Program design: Determine the goal and objectives of program: target population, purpose of program |
| Week 7 March 6 Online Discussion | Step 2 Program design: identify the theory of change and methods. Situation analysis due Friday |
| Week 8 March 13 *Asynchronous Discussion*- | Step 2 Program Design: Identify evaluation methods |
| Week 9 March 20 | Spring Break~ Relax & unwind |
| Week 10 March 27 *note change due to spring break* Online Discussion | Step 2: Program Design: Developing lesson plans for community Logic Model due Friday |
| Week 11 April 3 Online Discussion | Step 3 Program implementation: training, program implement (recruiting population), evaluation, summary, budget |
| Week 12 April 10 Asynchronous Discussion | Step 4:  Program Evaluation: Different evaluation processes |
| Week 13 April 17 Online Discussion | Step 4: Program Evaluation: Monitoring Professional Reflection Journal due Friday |
| Week 14 April 24 | Step 5 Reporting of program: Implications and recommendations |
| Week 15 May 1 Online Discussion | Leadership and Management revisited Peer Review due Friday |
| Week 16 May 15 Meet online | Presentations: We will meet online as a group so each person can present their program. Final Program Plan due May 19 |

### Student Expectations

In this course you will be expected to complete the following types of tasks.
- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

### Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

## Technology

### Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 9 Section 5**]
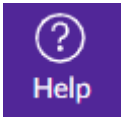
### Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.

- o   webcam
- o   microphone
- o   printer
- o   a stable internet connection (don't rely on cellular)

**UWSP Technology Support**

- ● Visit with a Student Technology Tutor
- ● Seek assistance from the IT Service Desk (Formerly HELP Desk)
    - o   IT Service Desk Phone: 715-346-4357 (HELP)
    - o   IT Service Desk Email: techhelp@uwsp.edu

**Canvas Support**

Click on the [Help] icon in the global (left) navigation menu and note the

options that appear:

| Support Options | Explanations |
|---|---|
| **Ask Your Instructor a Question**<br>Submit a question to your instructor | Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below. |
| **Chat with Canvas Support (Student)**<br>Live Chat with Canvas Support 24x7! | **Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level. |
| **Contact Canvas Support via email**<br>Canvas support will email a response | **Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty. |
| **Contact Canvas Support via phone**<br>Find the phone number for your institution | Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7. |
| **Search the Canvas Guides**<br>Find answers to common questions | **Search**ing **the Canvas guides** connects you to documents that are searchable by issue. You may also opt for **Canvas video guides.** |
| **Submit a Feature Idea**<br>Have an idea to improve Canvas? | If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue. |

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

**Grading Policies**

**Graded Course Activities**

Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades.  Overall assignments and accompanying points are listed below:

**Course Evaluation:**

Written communication in graduate school: Employers look for professional writing for graduate prepared students, which will be practiced in this course. Your writing level that can be evaluated by adding a readability score with Spell-check (see guide in the intro section on Canvas) and is minimally at the $15^{th}$ grade level. Papers should be arranged for clarity using sections and subsections and focused paragraphs (see the "Rule of fives for structuring paragraphs and papers" in the writing resources module on Canvas). Application of research knowledge is essential in supporting your work and the focus of your literature review. Use primary sources not secondary sources that are summarized, not quoted, and only include those resources that are cited in your papers.

Formatting Papers:  Format is single-spaced, 11-point font using Calibri with 0.7 inch margins. Please have your name and the assignment title on the upper right-hand corner. You do not need a cover page. Page numbers are required for those papers that extend beyond 2 pages. Please save all document as Word or .rtf (Rich text format) if using a Mac program. **Do not submit assignments as pdf files**. Title the document file with your last name and title of the assignment, for example, Steinmetz-Project Paper Draft1.

**Graded Assignments:**

**Discussions:**  We will meet biweekly for synchronous discussions and asynchronously for alternate weeks. For those who cannot attend during the synchronous discussions, please see the online discussion to contribute after reviewing the recording. The module from the previous week will be discussed, so you have time to review and reflect.

**Core Performance Task:** Presentation and description of a program proposal

Audience: professional peers
Evidence: PowerPoint presentation and 8-10 page paper
Meets SLO: 2, 3, 4, 5, 6, 7

Relationship to Enduring Understandings: Programs reflect the understanding of the intended population within the community.  Programs can neither be developed without the understanding of both the population and the community nor without an understanding of the theories that guide our ability to help people change. Your proposed program will demonstrate your understanding of these factors: target population, community collaboration and theories. Additionally, program development follows discreet steps to be successful. While these steps vary slightly and evolve, your ability to recognize and apply these steps to successful program planning is essential to helping communities improve themselves.

| | |
|---|---|
| Online discussion ($1^{st}$ and $3^{rd}$ Mondays each month) (7 x 10 pts) | 70 pts |
| Asynchronous discussions (once each month) (3 x 10 pts) | 30 pts |
| Professional Reflection Journal | 60 pts |
| Critical thinking (steps 1 & 2) | 5 pts |
| Situation analysis with minimum 12 references | 30 pts |
| Goals and objectives | 15 pts |

| | |
|---|---|
| Program methods and complete logic model | 30 pts |
| Logic model | 5 pts |
| Final Project peer evaluation Program Review Tool | 20 pts |
| Final Project Presentation | 30 pts |
| Final Project PowerPoint slides | 20 pts |
| Final Project Paper | 50 pts |
| Total points: | 365 pts |

Total points will be tallied at the end of the semester and letter grades will be assigned using these values below. I do not grade on a curve.

**Letter Grade Assignment**

**Tentative Grading Scale:**

| Grade | Percentage | | B- | 80-82 |
|---|---|---|---|---|
| A | 95-100% | | C+ | 77-79 |
| A- | 90-94 | | C | 73-76 |
| B+ | 87-89 | | C- | 70-72 |
| B | 83-86 | | D+ | 67-69 |
| D | 60-66 | | | |
| F | < 60 | | | |

**Participation**

Students are expected to participate in all online activities as listed on the course calendar.  I will use the following rubric for asynchronous discussions. Synchronous discussion points are based on participation. Discussions are participatory conversations that will further the topic.

| Criterion (10 pts) | Exemplary | Acceptable | Undeveloped |
|---|---|---|---|
| Participation and inclusion (2 pt) | You responded to more than 2 peers. You were considerate of their perspective and demonstrated understanding or asked clarifying questions | You responded to at least 2 peers. You considered their perspective and asked clarifying questions. | You responded to one peer. You focused on your point of view, without demonstrating an understanding of their perspective. |
| Insightfulness (4 pts) | Posting demonstrates thorough understanding of the topic, incorporates knowledge from readings and lectures | Posting shows some understanding of topic though perhaps imperfect or superficial at times | Posting demonstrates lack of understanding or predominate superficiality |
| Organization (1 pt) | Posting contains a logical progression of ideas with good transitions between points | Posting contains logical progression of ideas; may have some rough transitions | Posting jumps from idea to idea without clear purpose or direction |
| Clarity of Communication (3 pts) | Posting reflects consistently thoughtful word choices with clearly worded sentences and paragraphs | Posting may have infrequent lapses in word choice or clarity of meaning | Numerous poorly-chosen words or improper use of terms that obscure meaning |
| Writing Mechanics (0 pts in synchronous discussion; 2 pts in asynchronous discussion) | Grammar and punctuation uniformly conform to standards of scholarly writing (Writing is above 13th grade level) | Occasional grammar and/or punctuation errors | Numerous grammar and/or punctuation errors |

### Complete Assignments

**All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

### Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

### Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

- o  I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- o  I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.
- o  You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

## Course Policies

### Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- ● Do not dominate any discussion.
- ● Give other students the opportunity to join in the discussion.
- ● Do not use offensive language. Present ideas appropriately.
- ● Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- ● Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- ● Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- ● Never make fun of someone's ability to read or write.
- ● Share tips with other students.
- ● Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- ● Think and edit before you push the "Send" button.
- ● Do not hesitate to ask for feedback.

● Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

### Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if extenuating circumstances in your life occur. All incomplete course assignments must be completed within the end of the following semester or summer, whichever comes first.

### Inform Your Instructor of Any Accommodations Needed

If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at datctr@uwsp.edumailto:datctr@uwsp.edu

### Statement of Policy
UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

**Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom.

**UWSP Academic Honesty Policy & Procedures**

**Student Academic Disciplinary Procedures**
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system.  The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty.  Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.  Students who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1)  Academic misconduct is an act in which a student:
    (a)  Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b)  Uses unauthorized materials or fabricated data in any academic exercise;
    (c)  Forges or falsifies academic documents or records;
    (d)  Intentionally impedes or damages the academic work of others;
    (e)  Engages in conduct aimed at making false representation of a student's academic performance; or
    (f)  Assists other students in any of these acts.

(2)  Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.