Term Information

Effective Term	Autumn 2022
Previous Value	*Summer 2015*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Course title change and content and assignment updates to map to GE learning objectives for 2 themes:

1) Health & Well-being

2) Lived Environments.

What is the rationale for the proposed change(s)?

Submitting course for approval for the new GE themes of Health & Well-being and Lived Environments.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Social Work
Fiscal Unit/Academic Org	Social Work - D1900
College/Academic Group	Social Work
Level/Career	Undergraduate
Course Number/Catalog	2110
Course Title	Sport and Positive Youth Development
Previous Value	*Prevention & Youth Development through Sport, Recreation, and Play*
Transcript Abbreviation	Sport & Youth Dev
Previous Value	*Prevtn & Youth Dev*
Course Description	This course focuses on how characteristics of individuals, families, peer systems, schools, neighborhoods & other environmental contexts contribute to the development of social, academic, & health-related problems among youth. Students will apply the knowledge & skills of generalist practice to the design and delivery of prevention and youth development programs in sport/recreation/play settings.
Previous Value	*Focuses on how characteristics of environmental contexts contribute to the development of social/academic/health-related problems among youth. Knowledge and skills of generalist social work practice are applied to guide the design and delivery of prevention and youth development programs in sport/recreation/play settings. There will be sports and recreational activities, so dress accordingly.*
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Laboratory, Lecture

Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus*

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Previous Value	Not open to students with credit for 310.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	44.0701
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments; Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• 1. Understand and assess the various risk factors that contribute to social, academic and health-related problems among youth, as well as protective factors that promote positive youth development using a risk and resilience framework
	• 2. Understand and describe how participation in evidence-based sport and youth development programs/activities contributes to resilience and positive developmental outcomes for youth
	• 3. Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidence-based sport and youth development programs/activities
	• 4. Understand and describe the role of social work ethics and ethical decision-making in work with youth in sport and youth development settings
	• 5. Understand, describe, and analyze differences in risk and protective factors by child age, gender, race or ethnicity, or sexual orientation and their impact on access and opportunities
	• 6. Demonstrate sufficient self- and social-awareness to eliminate the influence of personal biases and values in working with diverse groups and fostering personal wellbeing
	• 7. Develop and apply the skills needed to promote resiliency, social and emotional learning, and well-being among youth
Previous Value	• *Understand and assess the various risk factors that contribute to social, academic and health-related problems among youth, as well as protective factors that promote positive youth development using a risk and resilience framework.*
	• *Understand how participation in evidence-based prevention and youth development programs/activities contributes to positive developmental outcomes for youth.*
	• *Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidence-based prevention and youth development programs/actvities in sport, recreation, and play settings.*
	• *Understand the role of social work ethics and ethical decision-making in work with youth in sport, recreation, and play settings.*
	• *Understand differences in risk and protective factors by child age, gender, race or ethnicity, or sexual orientation.*
	• *Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.*

Content Topic List

- Introductions, Course Overview, Sport, Positive Youth Development (PYD) and Social Work
- An Ecological Systems Perspective of Risk & Protective Factors and the Need for PYD
- Targeting Strategies, Personal Resilience Assessment, and Getting to Outcomes
- Foundations of Sport-Based PYD
- Team Presentations on Youth Development Priorities and Guest Presentation(s)
- Team Presentations on Youth Development Priorities and Guest Presentation(s)
- Foundations of Sport-Based PYD
- Evidence-Based Model Programs
- Program Design and Logic Models and Guest Presentation(s)
- Evidence-Based Model Programs
- Social Emotional Learning (SEL) through Youth Sport and State of Play
- Broader Social Systems Influences, Social Justice of Sport, and Course Review
- Student Program Design Presentations, Video Uploads and Evidence-Based Practices

Previous Value

- *Introduction, Course Overview, Youth Indicators, and Risk and Resilience.*
- *Positive Youth Development for All.*
- *Conduct site observation.*
- *Critically Examining the Literature Related to Prevention, Risk, Resiliency, and Sport.*
- *Group Presentations on Youth Development Priorities.*
- *Group Presentations on Youth Development Priorities (#2).*
- *Conduct site observation (#2).*
- *Designing Quality Positive Youth Development Programs.*
- *Sport, Physical Activity, Play, and Recreational Programs.*
- *Example Program Models.*
- *Example Program Models (#2).*
- *Example Program Models (#3)*
- *Focusing on Broader Social System Outcomes.*
- *Activity Day.*

Sought Concurrence   No

Attachments

- SWK 2110 - Sport PYD Class for GEC FINAL.docx

  (Syllabus. Owner: Wenning,Alex)

- SWK 2110 submission-lived-environments.pdf: GE Theme Lived Environments ELOs

  (Other Supporting Documentation. Owner: Wenning,Alex)

- SWK 2110-submission-health-well-being.pdf: GE Theme Health & Well-being ELOs

  (Other Supporting Documentation. Owner: Wenning,Alex)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wenning,Alex	11/02/2021 03:41 PM	Submitted for Approval
Approved	Babcock,Jennie R	11/02/2021 03:42 PM	Unit Approval
Approved	Gregoire,Thomas Kenneth	11/02/2021 04:36 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/02/2021 04:36 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

Sport and Positive Youth Development
Social Work 2110

Meeting Time:	**Instructor:**
Location:	**Office Hours:**
Credit Hours: 3 credit hours	**Attire:** Dress for physical activity; Bring water,
Level of Instruction: Undergraduate (U)	**Prerequisite:** Sophomore, Junior, or Senior standing or by permission of instructor

COURSE DESCRIPTION:

Based in ecological theory, this course focuses on how characteristics of individuals, families, peer systems, schools, neighborhoods and other environmental contexts contribute to the development of social, academic, and health-related problems among youth. Students will apply the knowledge and skills of generalist practice to the design and delivery of prevention and youth development programs in sport/recreation/play settings. Strength-based, positive youth development (PYD) strategies will be emphasized. Diversity factors such as age, gender, race, ethnicity, or sexual orientation will be critically analyzed as they relate to risk and positive developmental outcomes. This course satisfies both the **Health and Well-Being** and **Lived Environments** areas of the General Education Curriculum. These goals and expected learning outcomes are as follows:

Health and Well-Being Area: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.). Successful students are able to:

> 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
> 1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Lived Environments: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live. Successful students are able to …

> 2.1 Engage with the complexity and uncertainty of human-environment interactions.
>
> 2.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

Successful students also will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

> 2.3 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.
> 2.4 Describe how humans perceive and represent the environments with which they interact.
> 2.5 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

COURSE COMPETENCIES

In the context of "Embrace Difference, Seek Justice, Create Change" as stated in the College Mission Statement, students are expected to master the following competencies from the Council on Social Work Education Policy and Accreditation Standards:

Competency 1: Demonstrate Ethical and Professional Practice
- Make ethical decisions by applying the standards of the NASW Code of Ethics
- Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication

Competency 2: Engage Diversity and Difference in Practice
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 6: Engage with Individuals, Groups, Organizations, and Communities
- Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage with clients and constituencies

Competency 7: Assess Individuals, Groups, Organizations, and Communities
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Select appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Groups, Organizations, and Communities
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes

SPECIFIC COURSE OBJECTIVES AND ALIGNMENT TO GEC/COMPETENCIES

Upon satisfactory completion of this course, students will:

1. Understand and assess the various risk factors that contribute to social, academic and health-

related problems among youth, as well as protective factors that promote positive youth development using a risk and resilience framework **(GEC 1.1, 2.1, 2.2, 2.3, 2.4, 2.4; Competency 2, 7)**.

2. Understand and describe how participation in evidence-based sport and youth development programs/activities contributes to resilience and positive developmental outcomes for youth **(GEC 1.1; 1.2, 2.1, 2.3; Competency 4)**.
3. Apply theory and knowledge related to human behavior and the social environment to guide the design, implementation, and evaluation of evidence-based sport and youth development programs/activities **(GEC 1.1; 1.2, 2.1, 2.2, 2.3, 2.4, 2.5; Competencies 2, 6 – 9)**.
4. Understand and describe the role of social work ethics and ethical decision-making in work with youth in sport and youth development settings **(GEC 1.1, 2.1, 2.5; Competency 1)**.
5. Understand, describe, and analyze differences in risk and protective factors by child age, gender, race or ethnicity, or sexual orientation and their impact on access and opportunities **(GEC 1.1, 2.1, 2.2, 2.3, 2.4, 2.5; Competency 2)**.
6. Demonstrate sufficient self- and social-awareness to eliminate the influence of personal biases and values in working with diverse groups and fostering personal wellbeing **(GEC 1.2, 2.1, 2.2, 2.4; Competency 2, 6)**.
7. Develop and apply the skills needed to promote resiliency, social and emotional learning, and well-being among youth **(GEC 1.2, 2.1, 2.2, 2.4; Competency 8).**

REQUIRED TEXT AND READINGS
All readings are available via Carmen/Canvas. Please contact XXX if you have trouble accessing these readings.

TYPE OF INSTRUCTION
Seminar, discussion sessions, lecture, guest lecture, physical activities, and student presentations. There will be opportunities for experiential learning, skill-building, and application in "real-life" settings through sport, recreation and play. *Make sure you dress to play and bring water.*

EXPECTATION OF STUDENTS
Students will be expected to demonstrate considerable knowledge and understanding of the concepts, principles and background information reflected in the course outline. These expectations will be evaluated through project assignments, papers or examinations, and the instructor's judgment of the quality of participation and contribution to class learning by each student. Students also are expected to complete required assignments on time.

METHOD OF COURSE EVALUATION BY STUDENTS
Students will evaluate the course by standard university evaluation forms, the Student Evaluation of Instruction (SEI). In addition to the use of the SEI, instructors may construct special questionnaires to assist them in monitoring the effectiveness of their instructional practices.

COLLEGE ATTENDANCE POLICY
Students in the College of Social Work are expected to attend all classes during their social work studies. Attendance in your courses is an essential part of your social work education and professional development. Any absence deprives you of the opportunity to interact with your instructor and fellow students and interferes with your ability fully acquire the knowledge and skills required for successful social work practice. Although students may occasionally need to miss class due to illness or other important matters, missing

more than 25% of the class contact hours in a semester significantly detracts from your ability to master the course content. Instructors often deduct points for absences and if you must miss more than 25% of the class time during a semester you may be required to withdraw from the course and return to your studies when you are able to fully participate in your coursework. Please note that instructors may have additional or more stringent attendance requirements depending on the nature of the course. More information about the attendance policies, conditions for seeking an Incomplete (I) in a course, and options for withdrawing from courses can be found at http://csw.osu.edu/degrees-programs/important-deadlines/.

COLLEGE INCOMPLETE POLICY

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with the instructor prior to the final week of the course. A time for completion of the incomplete work will be established in consultation between the instructor and student; this may not be the maximum time permitted by University policies governing grades of "Incomplete" but will depend on situational circumstances. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to. Students should note that when an "I" grade with an alternate grade of "E" is assigned in a course which is a prerequisite to a required course which the student must take the next semester, all course requirements for the "I" must be completed before the end of the second week of the next semester.

STATEMENT ON ACADEMIC INTEGRITY AND ACADEMIC MISCONDUCT

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules detailed in the Student Code of Conduct (3335-23-04 Prohibited conduct) in all academic work. These rules can be found on The Ohio State University website, http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, no fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Course instructors are strictly bound to report suspected cases of Academic Misconduct.

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

DISABILITY SERVICES

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be

implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. The College of Social Work's Access Specialist is Kelly Bonice, MSW, LSW (bonice.3@osu.edu).

If you have questions about accessibility or need accommodations for a disability, you may also contact the instructor in person, by telephone (614-292-8596) or e-mail (Anderson-butcher.1@osu.edu).

TITLE IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at **titleix@osu.edu**." Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email **equity@osu.edu**.

MENTAL HEALTH SERVICES

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, or lack of motivation. These mental health-related concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. Student Life's Counseling and Consultation Service (CCS) developed a partnership to provide direct access to mental health services within the College of Social Work with an embedded therapist. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the range of confidential services by contacting the College's embedded therapist, Vicki Fetterman, MSW, LISW, at fetterman.17@osu.edu or go to https://ccs.osu.edu/schedule-a-phone-screening/. This will enable Vicki, or one of her colleagues, to contact you to discuss needs, and to schedule for sessions when needed.

You can also reach out directly to the **Office of Student Life's Counseling and Consultation Service (CCS):**

- Email: ccs@osu.edu
- Phone: 614-292-5766
- Visit **ccs.osu.edu**
- CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

All students **may access 24-hour emergency help through the following options:**
  - o **You can reach an on-call counselor at 614-292-5766.**
  - o 24/7 National Suicide Prevention Hotline: 1-800-273-TALK or http://suicidepreventionlifeline.org
  - o The Crisis Text Line at TALK to 741741

COURSE REQUIREMENTS:

Course Grading Criteria (Assignments)

Assignment	Due Date (Session)	Number of Points
Participation & Engagement		50
Risk & Protective Factors Group Presentation & Handout		75
Guest Speaker Reflections		100 (4x25)
Personal Philosophy and Background Assignment		50
First Draft of Final Program Logic Model		25
First Draft of Final Program Design Paper Components: • Overview, Mission, Goals, Target Population, Risk and Protective Factors, and Program Activities		25
Facilitation of One Lesson from Final Paper Program and 2 Peer Reflections		75
Final Program Design Paper (with feedback incorporated from earlier drafts)		100
Total		**500**

Course Grading Scale (%):

A = 100+	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 94-100	B = 83-86	C = 73-76	D = 63-66
A- = 90-93	B- = 80-82	C- = 70-72	E = 62 or less

COURSE ASSIGNMENTS:

Participation/Engagement in Class (50 points):
Students are expected to engage in class, especially given that most of class time will be focused on fostering student-to-student interactions, group dialogue/discussion, and applied learning and application. Participation is a pre-requisite to engagement. Both are expected. As a way to meaningfully

contribute to the course, participation and engagement also involves reading course materials on Carmen prior to the day that they are listed in the syllabus.

Please note you will be organized into two groups: POD A and POD B. Your class activities and participation schedule will vary depending on which group you are assigned. During Session 2 you will receive a specific schedule that will guide your participation/engagement for the semester.

Risk & Protective Factors Virtual Group Presentation (75 points):
This project is designed to facilitate a comprehensive understanding of the various risk and protective factors that contribute to various biopsychosocial (health and wellness, psychological and emotional, social and developmental) problems amongst youth. Using a risk and resilience framework, groups will explore one of the following topic areas:
- School Failure & Dropout
- Mental Health, Including Depression & Suicide
- Violence and Delinquency and Gang Involvement
- Substance Use and Abuse
- Pregnancy & STI's
- Children with Disabilities
- Child Abuse and Neglect

The instructor will assign students to groups (@3-4 students) based on student interests. Each group will do a comprehensive review of the literature on the social problem. The group will present a virtual presentation on their findings, lead a facilitated dialogue, and create a 1-2 page handout on the topic area (please make hard copies for the class). Also be sure to include references on your handout! **The presentation and facilitated dialogue should take approximately 15-20 minutes in total.**

The presentation and handout content should include the following (tables, charts, diagrams, etc. are recommended; APA style references are required):
- Describe the problem (what it is prevalence and incidence)
- Describe the specific risk factors and protective factors that contribute/relate to it; as well as the potential consequences/outcomes of the problem
- Examine how the problem, its risk factors, and its protective factors differ among certain groups of youth based on age, gender, race/ethnicity, sexual orientation, developmental needs, and SES status, as well as describe how these factors influence access and opportunities.
- Describe how community assets and strengths can foster resiliency to prevent the social problem and promote healthy youth development
- Discuss implications for:
  - Sport
  - Positive youth development programming
  - Social work practice with children and families
- Identify an existing program designed to address the problem. Highlight the ways in which the program seeks to reduce risk factors and enhance protective factors
- Remember to provide references (APA) for the material synthesized in your handouts.

This assignment will help students master:
- Competency 1: Demonstrate Ethical and Professional Practice

- Competency 2: Engage Diversity and Difference in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 7: Assess Individuals, Groups, Organizations, and Communities
- GEC 1.1: Explore and Analyze Health and Well-being
- GEC 2.1: Engage with the Complexity and Uncertainty of Human-Environment Interactions.
- GEC 2.2: Describe Examples of Human Interaction with and Impact on Environmental Change and Transformation Over Time and Across Space.
- GEC 2.3: Analyze How Humans' Interactions with their Environments Shape or Have Shaped Attitudes, Beliefs, Values and Behaviors.
- GEC 2.4: Describe How Humans Perceive and Represent the Environments with Which They Interact.
- GEC 2.5: Analyze and Critique Conventions, Theories, and Ideologies that Influence Discourses around Environments.

Guest Presentation Reflections (4 x 25 = 100 Points):

Throughout the semester there will be opportunities for students to learn from key experts in the field designing and implementing sport and youth development programs. For these 4 guest speaker reflections you will:

- Attend and/or watch via video the guest speaker presentation
- Write a brief reflection summarizing what was discussed and your general perceptions based on the design and values of the program/speaker.
- Drawing from the class readings and lecture, discuss how the program/strategy uses evidence-based practices from the literature. Reference at least 1 class reading in your discussion.
- Describe 3 "take homes" that you could use in your own sport-based youth development practice.
- Respectfully and thoroughly respond through the discussion board to at least two of your peers' posts. Please note you will not be able to view other students' posts until after you have posted your original response.

Your personal reflection post should be 3-4 paragraphs (approximately 600 words) total (not including the response to your peers). This would mean you would post about 200 words for the summarization and general perceptions, discussion on evidence-based practices drawn from the literature, and 3 "take homes." Posts should be grammatically correct and follow APA 6th edition guidelines for references and style.

This assignment will help students master:
- Competency 2: Engage Diversity and Difference in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 6: Engage with Individuals, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Groups, Organizations, and Communities
- GEC 1.2: Identify, Reflect on, and Apply the Skills for Resilience and Well-being.
- GEC 2.2: Describe Examples of Human Interaction with and Impact on Environmental Change and Transformation Over Time and Across Space.
- GEC 2.5: Analyze and Critique Conventions, Theories, and Ideologies that Influence Discourses

around Environments.

Personal Coach/Youth Development Philosophy and Background Assignment (50 Points Total):
This 3-4 page assignment is comprised of two components. First you will explore your own personal resilience by discussing the various risk and protective factors you have experiences (or currently are) from an ecological systems perspective. In other words, you will describe individual, peer, family, school and community factors and influence that have deterred and/or promoted your health and well-being. Second you will discuss your personal coach/youth development philosophy. This will involve describing the values you will bring with you to your work, your beliefs about what you think works best in sport and youth development, and how your personal character and self will be a strength in your practice. Also discuss how your own culture and socio-economic status has impacted your overall philosophy.

This assignment will help students master:
- Competency 1: Demonstrate Ethical and Professional Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 7: Assess Individuals, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Groups, Organizations, and Communities
- GEC 1.1: Explore and analyze Health and Well-being from Theoretical, Socio-economic, Scientific, Historical, Cultural, Technological, Policy, and/or Personal Perspectives.
- GEC 1.2: Identify, Reflect on, and Apply the Skills for Resilience and Well-being.
- GEC 2.1: Engage with the Complexity and Uncertainty of Human-Environment Interactions.
- GEC 2.4: Describe How Humans Perceive and Represent the Environments with Which They Interact.

PYD Using Sport, Recreation, & Play Program Design Draft Components (25+25=50 Points Total):
For your final project, you will design a sport-based positive youth development program designed to address some youth social problem and/or need. In preparation, you will create a DRAFT logic model and DRAFT 3-4 page overviews of various components of the final project. Then the instructor will provide feedback on these assignments which in turn can be incorporated into the final program design paper. Each component is described here.

- **First Draft of Final Paper's Program Design Logic Model (25 Points)**
  You will turn in a draft logic model that outlines your program design ideas (which will be helpful to get you thinking about the final paper). Please note you'll learn about logic models in class, but here are some additional links related to how to make a logic model:
  - http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic- model-development-guide.aspx
  - https://www.childwelfare.gov/preventing/evaluating/toolkit.cfm

- **First Draft of Final Program Design Paper Components: Personal Philosophy, Mission, Goals, Target Population, Risk & Protective Factors, & Program Activities Brief Overview (25 Points)**
  This assignment is designed to get you thinking more about your final project. Here you will begin to write various components of your final project so you can get ideas on paper, as well as receive feedback from the instructor in relation to your programming planning. In 4-5 pages, describe the

following:
- Your program's mission and goals/objectives
- Your personal philosophy for coaching and youth work (from previous assignment)
- Theories, principles, values, and beliefs that drive your practices
- Main outcome targeted by your program (i.e. problem behavior or healthy developmental outcome) and why this issue is pertinent to address
- Program's target population (age, gender, race/ethnicity, sexual orientation, developmental needs, and SES)
- Target population's specific risk factors and protective factors and their impact on access and opportunities
- Program activities designed to impact risk and protective factors:
    - Specific sport-based interventions and activities used to promote PYD
    - *Remember eventually you will need one example lesson plan and need to describe how you'll incorporate the 11 sport-based PYD effective principles in your activities.*

This assignment will help students master:
- Competency 1: Demonstrate Ethical and Professional Practice
- Competency 2: Engage Diversity and Difference in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 7: Assess Individuals, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Groups, Organizations, and Communities
- GEC 1.1: Explore and analyze Health and Well-being from Theoretical, Socio-economic, Scientific, Historical, Cultural, Technological, Policy, and/or Personal Perspectives.
- GEC 1.2: Identify, Reflect on, and Apply the Skills for Resilience and Well-being.
- GEC 2.1: Engage with the Complexity and Uncertainty of Human-Environment Interactions.
- GEC 2.2: Describe Examples of Human Interaction with and Impact on Environmental Change and Transformation Over Time and Across Space.
- GEC 2.3: Analyze How Humans' Interactions with their Environments Shape or Have Shaped Attitudes, Beliefs, Values and Behaviors.
- GEC 2.4: Describe How Humans Perceive and Represent the Environments with Which They Interact.
- GEC 2.5: Analyze and Critique Conventions, Theories, and Ideologies that Influence Discourses around Environments.

Facilitation/Presentation of One Session from Final Program Design Paper and Peer Feedback (75 points)
As you begin developing your concept for your final program design paper, you will have the chance to present to the class for about 10 minutes and receive feedback on your program design. Additionally, you will lead a 10-15 minute session where you facilitate a sport/recreation/play-based activity that you might use in your final program (this could be your lesson plan component of your final program design paper). This assignment involves:
- Present your overall concept for your sport-based PYD program to the class and describe how this program would contribute to health and well-being (10 min).

- Create and share a video facilitation that shows you leading an sport/recreation/play-based activity. Make sure you are framing, facilitating, debriefing, and facilitating transfer/application. You can pretend or have one or two other people—at least six feet away ☺ help you).
- Apply what we discuss in class. Have fun and be creative.
- Provide feedback to 2 different peers on two strengths and one improvement area.

Together this assignment will help students master:
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 6: Engage with Individuals, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Groups, Organizations, and Communities
- GEC 1.2: Identify, Reflect on, and Apply the Skills for Resilience and Well-being.
- GEC 2.2: Describe Examples of Human Interaction with and Impact on Environmental Change and Transformation Over Time and Across Space.
- GEC 2.4: Describe How Humans Perceive and Represent the Environments with Which They Interact.

Sport-Based PYD Program Design Final Paper (100 points total)

This final assignment incorporates revisions from other assignments done to-date into a final program design paper. For this individual assignment you will design an evidence- and sport-based positive PYD program that addresses key risk factors and develops important protective factors within a certain targeted youth population. The aim of the program will be to promote positive youth developmental outcomes and to prevent/deter problem behaviors. Sports-based interventions and activities must be used.

The first part of this assignment involves the design of a sports-based PYD program that uses the theories, research, and concepts covered in class. Programs must include and explain:
- The revised Logic Model you received feedback on earlier in the class
- The program's Mission and goals/objectives (revised based on feedback from instructor and classmates)
  - The theories, principles, values, and beliefs that drive your practices
  - The main outcome targeted by your program (i.e. problem behavior or healthy developmental outcome) and why this issue is pertinent to address
- Your personal philosophy for coaching and youth work (from previous assignment)
- The program's target population (age, gender, race/ethnicity, sexual orientation, developmental needs, and SES), including the target population's specific risk factors and protective factors (revised based on feedback from instructor and classmates)
- Program activities designed to impact risk and protective factors (revised based on feedback from instructor and classmates)
  - Specific sport-based interventions and activities used to promote PYD
  - *Include 1 lesson plan that provides one-day's program activities*
- A discussion on how all 11 sport-based PYD program characteristics are integrated into the program design and activities (using TABLE; characteristics are outlined in this class reading: Anderson-Butcher, Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., Davis, J., & Reynolds, J. (2016). Sports and Youth Development. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer.
- A discussion of recruitment and retention strategies and foreseeable challenges and limitations in

the program design (recruitment and retention strategies are outlined in this class reading: Anderson-Butcher, D. (2005). Recruitment and retention in youth development programming. *The Prevention Researcher, 12*(2). 3-6).

- Discussion of limitations and challenges
- A brief discussion on how you will evaluate your program
- Professional writing style including at least 3 required & 2 supplemental readings (APA)

This assignment will help students master:

- Competency 2: Engage Diversity and Difference in Practice
- Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
- Competency 6: Engage with Individuals, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Groups, Organizations, and Communities
- GEC 1.1: Explore and analyze Health and Well-being from Theoretical, Socio-economic, Scientific, Historical, Cultural, Technological, Policy, and/or Personal Perspectives.
- GEC 1.2: Identify, Reflect on, and Apply the Skills for Resilience and Well-being.
- GEC 2.1: Engage with the Complexity and Uncertainty of Human-Environment Interactions.
- GEC 2.2: Describe Examples of Human Interaction with and Impact on Environmental Change and Transformation Over Time and Across Space.
- GEC 2.3: Analyze How Humans' Interactions with their Environments Shape or Have Shaped Attitudes, Beliefs, Values and Behaviors.
- GEC 2.4: Describe How Humans Perceive and Represent the Environments with Which They Interact.
- GEC 2.5: Analyze and Critique Conventions, Theories, and Ideologies that Influence Discourses around Environments.

Session 1

Introductions, Course Overview, Sport, Positive Youth Development (PYD) and Social Work
Topics

- Introductions and Course Expectations
- Student Reflection on Past Experiences & Opportunities
- Youth Work through Social Work's Mission, Values, & Ethics
- Youth Development Outcome Indicators

Session 2

An Ecological Systems Perspective of Risk & Protective Factors and the Need for PYD
Topics

- An Ecological Systems Perspective
- Risk Factors, Protective Factors, and Problem Behaviors
- Resilience
- Library Searches and Evidence-Based Practices

Readings

- Jensen, J.M., & Bender, K.A. (2014). Risk and protection: A public health approach. In J.M. Jenson & K.A. Bender's (Eds) *Preventing Childhood and Adolescent Problem Behavior* (pp. 22-39), New York: Oxford University Press.
- The Search Institute. (1997). *The asset approach: Giving kids what they need to succeed.* Minneapolis, MN: Author.

Handouts:

- Adverse Childhood Experiences and Trauma
- Hawkins & Catalano Communities that Care: Risk Factors, Protective Factors, and Problem Behaviors
- Developmental Assets

Session 3

Targeting Strategies, Personal Resilience Assessment, and Getting to Outcomes
Topics:

- PYD Overview and Evidence-Based PYD practices
- Targeting Strategies, Broader Health Implications, and Getting to Outcomes
- Access and Opportunity
- Personal Exploration of own risk factors, protective factors, and resilience
- Exemplar Programs: Real Life Wednesdays

Handouts:

- Social and Emotional Learning

Readings:

- Larson, R., Eccles, J., & Gootman, J. (2004). Features of positive developmental settings. *The Prevention Researcher, 11* (2).
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*(7), 449-456.
- Anderson-Butcher, D. (2005). Recruitment and retention in youth development programming. *The Prevention Researcher, 12*(2). 3-6.

Session 4

Foundations of Sport-Based PYD
Topics:
- Value of Sport from a Risk and Protective Factor Perspective
- Evidence-based practices for sports-based PYD
- Model Programs: OSU LiFE*sports* as an Exemplar

Readings:
- Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., Davis, J., & Reynolds, J. (2016). Sports and Youth Development. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer.
- Fraser-Thomas, J.L., Côté, J., & Deakin, J. (2005). Youth sport programs: An avenue to foster positive youth development. *Physical Education and Sport Pedagogy, 10*(1), 19-40.
- LiFE*sports* LiFE Coach Curriculum.

Session 5

Team Presentations on Youth Development Priorities and Guest Presentation(s)
POD B Topics
- School Failure & Dropout
- Mental Health, Including Depression & Suicide
- Violence, Delinquency, and Gangs

Guest Speaker:
- Dr. Martin Camiré, Associate Professor, School of Human Kinetics, University of Ottawa (https://health.uottawa.ca/people/camire-martin)

Reading:
- Ginwright, S., & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice, 29*(4), 82-95.

Session 6

Team Presentations on Youth Development Priorities and Guest Presentation(s)
POD A Topics
- Substance Use and Abuse
- Pregnancy & STI's
- Children with Disabilities

- Child Abuse and Neglect

Readings:

- Pierce, S., Kendelien, K., Camire, M., & Gould, D. (2016). Strategies for coaching for life skills transfer. *Journal of Sport Psychology in Action, 9*(1), 1-10.

Session 7

Foundations of Sport-Based PYD

Topics:

- Value of Sport from a Risk and Protective Factor Perspective
- Evidence-based practices for sports-based PYD
- Model Programs: OSU LiFE*sports* as an Exemplar

Readings

- Anderson-Butcher, D. (2019). Youth Sport as a vehicle for social development. *Kinesiology Review.* **8**(3), 180-187.
- Berlin, R.A., Dworkin, A., Eames, N., Menconi, A., & Perkis, D.F. (2007). Examples of sports-based youth development programs. *New Directions for Youth Development, 115*, 85-106.
- Jackson, T. (1993). *Activities that teach* (pp. 28-31; 33-42). Cedar City, UT: Activity Learning Center.

Session 8

Evidence-Based Model Programs

Topics

- Principles of Effective Practice in Sports-Based PYD: Activities that Teach
- Exemplar Practices and Key Sport Design Principles to Maximize Adolescent Developmental Outcomes
- Model Programs: Sports United to Promote Education and Recreation (SUPER); Upward Basketball

Readings

- Danish, S.J., Forneris, T., & Wallace, I. (2005). Sport-based life skills programming in the schools. *Journal of Applied School Psychology, 21*(2), 41-62.
- Halpern, R. (1999). After-school programs for low income children: Promise and challenges. *The Future of Children: When School is Out, 9*(2), 81-95.
- SUPER Leader Curriculum.
- Upward Basketball powerpoint.

Session 9

Program Design and Logic Models and Guest Presentation(s)

Topics

- Logic Models to Link Needs, Program Activities and Outcomes
- How to Design and Implement Programs and Teach Life Skills

Readings:

- Baldwin, C. K., Caldwell, L. L., & Witt, P. A. (2005). Deliberate programming with logic models: From theory to outcomes. In P.A. Witt & L. L. Caldwell (Eds.), *Recreation and Youth Development* (pp. 219-239). Pennsylvania: Venture Publishing, Inc.

Other Resources on Logic Models:
- http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx
- https://www.childwelfare.gov/preventing/evaluating/toolkit.cfm

Assignments
- Recorded Guest Presentation Reflection from October 13 week due by midnight

Session 10

Evidence-Based Model Programs

Topics
- Principles of Effective Practice in Sports-Based PYD
- Exemplar Practices and Key Sport Design Principles to Maximize Adolescent Developmental Outcomes
- Model Programs: The First Tee, Sport Education Model, and Teaching Personal and Social Responsibility (TPSR)

Readings
- Mohr, D.J., Townsend, J.S., & Bulger, S.M. (2001). A pedagogical approach to sport education season planning. *Journal of Physical Education, Recreation, & Dance, 72*(9), 37-46.
- Graves, M.A., & Townsent, J.S. (2010). Applying the Sport Education Curriculum Model to dance. *The Journal of Physical Education, Recreation, and Dance, 71*.
- Hellison, D. (2003). *Teaching Responsibility through Physical Activity (2nd ed.)* (pp. 3-38; 55-79). Champaign, IL: Human Kinetics.
- Jones, R. (2013). Teaching Personal and Social Responsibility (TPSR) through physical activity. *Physical Educator: Journal of Physical Education*, 25-29.

Session 11

Social Emotional Learning (SEL) through Youth Sport and State of Play

Topics
- Building Social and Emotional Competencies through Sport
- Coaching for SEL

Readings
- Kahn, J., Bailey, R., & Jones, S. (2019). Coaching social and emotional skills in youth sport. Denver, CO: The Aspen Institute.
- The Aspen Institute. (2019). Calls for coaches: Coaching social and emotional skills in youth sport. Washington, DC: Author.
- Project Play 8 plays: http://youthreport.projectplay.us/the-8-plays/introduction
- See Example Activities to Support Competencies document on canvas.

Other Resources

- Ohio Department of Education Social Emotional Learning Standards: http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Emotional-Learning-Standards/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US

Session 12

Broader Social Systems Influences, Social Justice of Sport, and Course Review
Topics
- Peer, Family, School, and Community Impacts
- Sport Culture, Society, and Social Problems
- International Perspectives on Peace and Development
- Debriefing & Final Thoughts
- Reminder: Student Evaluations of Instruction

Readings
- Anderson-Butcher, D. & Bates, S. (2016). Sport and the development of family, school, peer, and community strengths. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer.
- Right to Play International. (2008). Sport for children and youth: Fostering development and strengthening education (Chapter 3; pp. 75-114). In Right to Play International's *Harnessing the power of sport for development and peace: Recommendations to governments*. Toronto, ON: Author.

Sessions 13 and 14

Student Program Design Presentations, Video Uploads and Evidence-Based Practices
Topics
- Designing and Evaluating Quality Programs (Beyond "busy, happy, good")
- The Role of a PYD Leader & Strategies for Facilitating PYD (Wave, Initiative Building, etc.)

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the t
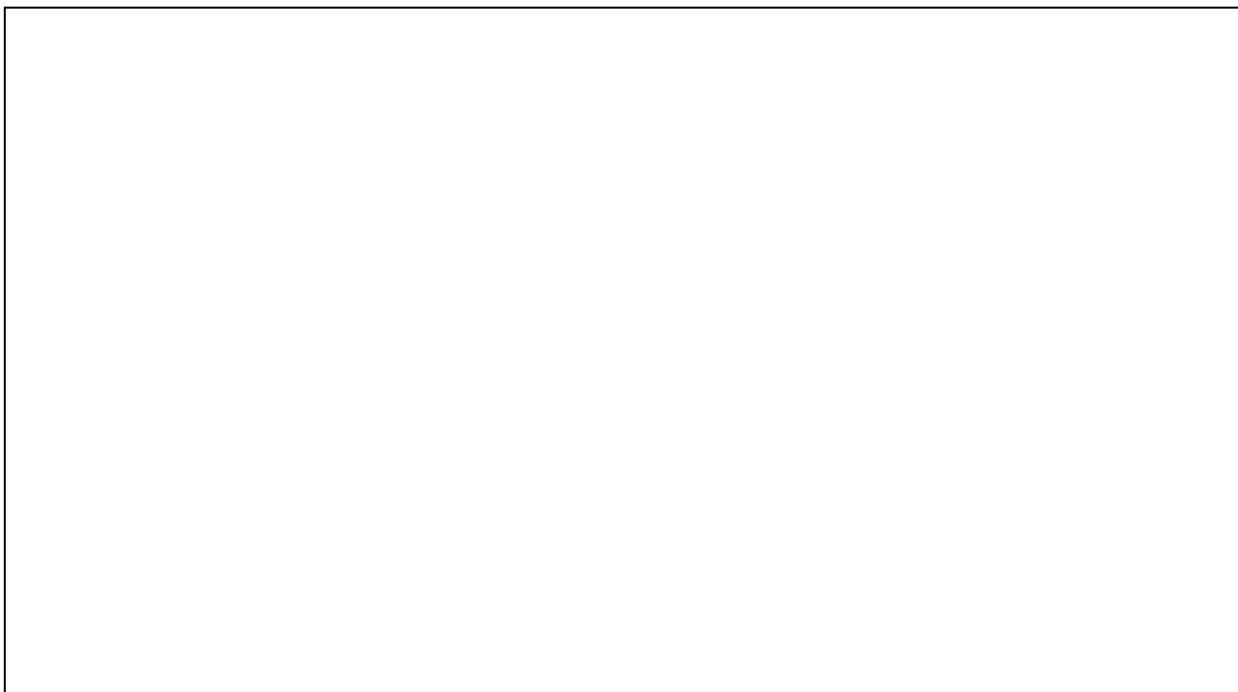In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

Specific Expectations of Courses in Lived Environments
GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. *(50-700 words)*

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*