

The Ohio State University
College of Social Work
SWK 2110: Prevention and Youth Development Through Sport, Recreation, and Play

MEETING TIME: Autumn, 2013
Tuesdays 11:30 AM- 2:15 PM
August 27th-December 3rd

LOCATION: Adventure Recreation Center (ARC)
855 Woody Hayes Drive

CREDIT HOURS: 3 credit hours

LEVEL OF INSTRUCTION: Undergraduate (U)

PREREQUISITE: Sophomore, junior, or
senior standing or by permission of instructor

ATTIRE: Dress for play

INSTRUCTOR:
Dawn Anderson-Butcher, PhD, LISW-S
College of Social Work
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GRADUATE TEACHING ASSISTANT:
Tarkington Newman, MSW
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OFFICE HOURS: By appointment

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 learn to apply the knowledge and skills of generalist social work practice from a risk and resilience perspective to guide the design and delivery of prevention and youth development programs in sport, recreation, and play settings. Strength-based, positive youth development 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.

COURSE COMPETENCIES AND PRACTICE BEHAVIORS:

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 and practice behaviors:

1. Apply critical thinking to inform and communicate professional judgments.
 - a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
 - b. Analyze models of prevention and intervention
 - c. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
2. Apply social work ethical principles to guide professional practice.
 - a. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSWESS Statement of Principles
3. Engage diversity and difference in practice.
 - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
 - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in

- working with diverse groups
4. Engage in research-informed practice and practice-informed research.
 - a. Use research evidence to inform practice.
 5. Apply knowledge of human behavior and the social environment.
 - a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
 - b. Critique and apply knowledge to understand person and environment.
 6. Respond to contexts that shape practice.
 - a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
 7. Engagement
 - a. Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
 8. Assessment
 - a. Social workers collect, organize, and interpret client data
 9. Intervention
 - a. Implement prevention interventions that enhance client capacities
 - b. Help clients resolve problems

SPECIFIC COURSE OBJECTIVES:

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 (**Competency 1, 8**).
- 2) Understand how participation in evidence-based prevention and youth development programs/activities contributes to positive developmental outcomes for youth (**Competency 1**).
- 3) 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/activities in sport, recreation, and play settings (**Competencies 1, 4, 5, 6, 7, 9**).
- 4) Understand the role of social work ethics and ethical decision-making in work with youth in sport, recreation, and play settings (**Competency 2**).
- 5) Understand differences in risk and protective factors by child age, gender, race or ethnicity, or sexual orientation (**Competency 3**).
- 6) Demonstrate sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (**Competency 3**).

REQUIRED TEXT AND READINGS:

All readings are available via Carmen. Please contact Tarkington Newman at newman.531@osu.edu if you have trouble accessing these readings.

TYPE OF INSTRUCTION:

Seminar, discussion sessions, lecture, guest lecture, small group games, physical activities, and student presentations.

Each week there will be some type of experiential, practice-based learning experience where we apply content learned in class in a “real-life” setting. In some instances this will involve site observations in the field. In others it will include hands-on skill-building exercises outside on the Lincoln Park field. *Make sure you dress to play.*

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 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.

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.

STUDENTS WITH DISABILITIES:

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

Note: Textbooks, handouts and other materials are available in alternative format. Please contact Office of Disability Services: 614-292-3307, 150 Pomerene Hall, 1760 Neil Avenue, Columbus, Ohio 43210; www.ods.ohio-state.edu

COURSE REQUIREMENTS:

Course Grading Criteria and Weightings:

10%	Program Site Observations	20%	Quizzes
20%	Group Project	25%	Program Design Paper (includes logic model)
5%	Activity Facilitation	20%	Participation/Engagement in Class

Course Grading Scale:

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

Two Program Site Observations (10 points): Programs/services to address risk factors and develop protective factors exist in schools, community-based organizations, after-school programs, treatment programs, faith-based organizations, summer camps, and other social settings. Class participants will conduct two program site observations during the course of the semester.

Students must get instructor approval for the program of which they want to observe. Once approved, students will contact the sponsoring organization(s) to request approval and arrange date/time for the site visits. A site observation form (posted on Carmen) will be filled out, signed by a program administrator, and turned in to the instructor upon completion of the site observation. Site observations are worth 5 points each.

This assignment will help students master:

- Competency 1 – Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Competency 1 – Analyze models of prevention and intervention
- Competency 5 - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Competency 8 – Social workers collect, organize, and interpret client data

Group Project (20 points): This project is designed to facilitate a comprehensive understanding of the various risk and protective factors that contribute to various social, academic and health-related problems among youth. Using a risk and resilience framework, groups will explore the following topic areas:

Child Maltreatment	Delinquency and Conduct Disorder	Depression
School Failure	Alcohol and Other Drug Use	Suicide
Children with Disabilities	Pregnancy/STDs	

The instructor will assign groups (comprised of 2-3 students) based on student interest. A topic from the above list will be assigned to each group. The group will do a comprehensive review of the literature on the problem area. The group will facilitate a 15 minute discussion in class related to its respective topic area, as well as create a 1-2 page handout on the topic. The presentation and handout content should include the following (tables are recommended; references are required):

- Describe the problem (what it is, prevalence and incidence)
- Describe the risk and protective factors that contribute or relate to it; as well as the potential consequences 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 or ethnicity, and sexual orientation
- Discuss implications for
 - Social work prevention
 - Positive youth development through sport, recreation, and play
- 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 for the material synthesized in your handouts. Use APA.

Please make copies of the group's handout for distribution to fellow class members on the day of the presentations. Be creative in your presentation of the material!

This assignment will help students master:

- Competency 1 – Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Competency 1 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- Competency 3 - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

- Competency 5 - Critique and apply knowledge to understand person and environment.

Quizzes (20 points): There will be 2 quizzes (10 points each) at various times throughout the course. Students are expected to demonstrate mastery of knowledge, as well as showcase the application of the content in real life social settings.

This assignment will help students master:

- Competency 1 – Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Competency 1 – Analyze models of prevention and intervention
- Competency 5 - Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

Logic Model (5 points): As students are preparing for the final program design paper, they are responsible for submitting a logic model and brief overview of the program design mid-way through the semester. The instructor will provide feedback on this assignment. Feedback provided should be incorporated into the final paper. 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>

This assignment will help students master:

- Competency 1 – Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Competency 1 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- Competency 3 - Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Competency 4 – Use research evidence to inform practice.
- Competency 5 - Critique and apply knowledge to understand person and environment.
- Competency 6 - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Competency 9 - Implement prevention interventions that enhance client capacities
- Competency 9 – Help clients resolve problems

Program Design Paper (20 points): This paper is designed to promote the application of the theories, research, and concepts covered in class. For this final assignment, each student will independently design an evidence-based program that addresses key risk factors and develops important protective factors within a certain targeted youth population. The ultimate aim of the program will be to promote positive youth development and prevent/deter problem behaviors. Programs must:

- Describe the program’s goals, target population, strategies, activities, and outcomes desired (i.e., risk and protective factors addressed). Make sure the program incorporates some form of sport/recreation/play into its overall design. Include your final (and improved) logic model in the final paper. (3 points)
- Describe your underlying philosophy for your program (what components are important to you as a youth worker; will you address health issues, social skills, motor skills, etc and why; Will the community be involved in the program, Why are you doing what you are, etc). (3 points)
- Explain how you will contextualize your program to address age, gender, race or ethnicity, sexual orientation disparities, and/or developmental needs. (2 points)
- Describe important recruitment and retention strategies relevant to the program and its targeted population and related challenges. (2 points)
- Design one session of your program, including objectives, activities, and strategies to promote transfer of skills (7 points)
- Reference literature to support concepts and strategies and write with quality (3 point)

Activity Facilitation (5 points): Students will facilitate an activity they developed for their Program Design Paper. Students will briefly describe their program and then pick a sport/recreation/ play-based activity from their paper and facilitate this activity “in the gym” (or on the field outside). The students will then lead a short debriefing process at the end of the activity to support transfer “outside of the gym.”

This assignment will help students master:

- Competency 1 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
- Competency 4 – Use research evidence to inform practice.
- Competency 7 – Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Competency 9 - Implement prevention interventions that enhance client capacities

Participation/Engagement in Class (20 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.

Important Dates to Remember:

- September 17: NO CLASS (Work on Group Presentations)
- September 24: Group Presentations
- October 1: Group Presentations
- October 8: Quiz #1
- October 15: NO CLASS (Conduct Site Observation)
- October 22: Site Observation #1 Due
- October 29: Quiz #2
- November 5: Logic Model and Brief Overview of Program Due
- November 12: NO CLASS (Conduct Site Observation)
- November 19: Site Observation #2 Due
- November 26: Activity Facilitations
- December 3rd: Program Design Paper and Revised Logic Model Due Activity Facilitations

COURSE OUTLINE:

AUGUST 27: Introduction, Course Overview, Youth Indicators, and Risk and Resilience

Topics:

- Introductions
- Course Expectations
- Social Work Mission, Values, and Youth Work
- Youth Indicators
- Ecological Perspective (Person in Environment)
- Student Reflection on Past Experiences and Opportunities

Readings:

- Lawson, H.A., & Anderson-Butcher, D. (2000). The social work of sport. In C. Simard, G. Thibault, C. Goulet, C. Pare, & F. Bilodeau (Eds.), *Sport for all and governmental policies* (pp. 480-489). Quebec, CA: International Olympic Committee.

SEPTEMBER 3: Positive Youth Development for All

Topics:

- Risk and Resilience
- Positive Youth Development
- Social Justice and Disparities across Subgroups (Gender; Age; Socio-Economic Status, SES; Race/Ethnicity; Disability; Lesbian/Bisexual/Gay/Transgender, LGBT)
- Ethical Decision-Making
- Social Settings Supporting Youth Development

Readings:

- Fraser, (2004). *The ecology of childhood: A multi-systems perspective*. (Chapter 1)
- Fraser, M. W., Kirby, L. D., & Smokowski, P. R. (2004). *Risk and resilience in childhood*. (Chapter 2)
- Ginwright, S. & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice*, 29, 82-95.

SEPTEMBER 10: CRITICALLY EXAMINING THE LITERATURE RELATED TO PREVENTION, RISK, RESILIENCY, AND SPORT

Topics:

- Risk Factors, Protective Factors, and Problem Behaviors
- Targeting Strategies and Getting to Outcomes
- Evidence-Based Practices
- Conducting Reviews of the Literature (Finding Evidence)

Readings:

- Fraser, M.W., & Galinsky, M.J. (2004). *Risk and resilience in childhood: Toward an evidence-based model of practice*. (Chapter 13).

- The Search Institute. (1997). *The asset approach: Giving kids what they need to succeed*. Minneapolis, MN: Search Institute.
- Zolkoski, S.M., & Bullock, L.M. (2012). Resilience in children and youth: A review. *Children & Youth Services Review*, 34, 2295-2305.

SEPTEMBER 17: NO CLASS (WORK ON GROUP PRESENTATIONS)

SEPTEMBER 24: Group Presentations on Youth Development Priorities

Topics:

- School Failure
- Children with Disabilities
- Alcohol and Other Drug Use
- Delinquency and Conduct Disorder

Assignments:

- Site Observation #1 Due
- Group Presentations – School failure, children with disabilities, alcohol and other drug use, and delinquency and conduct disorder

Readings:

- 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.
- Larson, R. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- 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.

OCTOBER 1: Group Presentations on Youth Development Priorities

Topics:

- Pregnancy/STDs
- Depression
- Suicide
- Child Maltreatment

Assignments:

- Group Presentations – Pregnancy/STDs, depression, suicide, child maltreatment

Readings:

- Eccles, J. and Gootman, J.A. (2002). Features of positive developmental settings. In Eccles & J.A. Gootman (Eds) *Community Programs to Promote Youth Development* (pp. 86-119). Washington, DC: National Academies Press.

- Larson, R., and Walker, L. (2005). Processes of positive development: Classic theories. In P.A. Witt & L. Caldwell (Eds.), *Recreation and Youth Development* (pp. 131-148). Pennsylvania: Venture Publishing, Inc.

OCTOBER 8: Designing Quality Positive Youth Development Programs

Topics:

- [Designing and Evaluating Quality Programs \(Beyond “busy, happy, good”\)](#)
- [Characteristics of Effective Programs](#)
- [Recruiting and Retaining Youth Involvement](#)
- [Strategies for Fostering Intrinsic Motivation and Engagement in Learning](#)

Readings:

- Anderson-Butcher, D. (2005). Recruitment and retention in youth development programming. *The Prevention Researcher*, 12(2). 3-6.
- Anderson-Butcher, D., Riley, A., Iachini, A., Wade-Mdivanian, R., & Davis, J. (2010). Using sport to enhance adolescent development. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer.

Assignments:

- Quiz #1

OCTOBER 15: NO CLASS (CONDUCT SITE OBSERVATIONS)

OCTOBER 22: Sport, Physical Activity, Play, and Recreational Programs

Topics:

- [Play and Healthy Child Development](#)
- [Benefits of Positive Youth Development in Sport, Physical Activity, and Recreational Settings](#)
- [Putting Principles in Practice](#)
- [Designing Sport, Physical Activity, Play, and Recreational Programs](#)

Readings:

- Ginsburg, K. R. (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *American Academy of Pediatrics*, 119, 182-191.
- 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.
- Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58-68.
- Larson, R. W., & Walker, K. C. (2010). Dilemmas of practice: Challenges to program quality encountered by youth program leaders. *American Journal of Community Psychology*, 45, 338-349.

Assignments:

- Site Observation #1 Due

OCTOBER 29: Example Program Models

Topics:

- [Behavior Management and Applying Principles](#)
- [SUPER \(Danish\)](#)
- [Upward Basketball](#)
- [OSU's Learning in Fitness and Education through Sports \(Anderson-Butcher et al\).](#)

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.
- Jackson, T. (1993). *Activities that teach* (pp. 28-31; 33-42). Cedar City, UT: Activity Learning Center.
- OSU LiFE Sports Program Curriculum Examples: www.osulifesports.org.

Assignments:

- Quiz # 2

NOVEMBER 5: Example Program Models

Topics:

- [After school Programs](#)
- [Extracurricular Activities](#)
- [Girls on the Run](#)
- [Priorities for Youth of Color and/or from Disadvantaged Circumstances](#)
- [Learning in Fitness and Education through \(LiFE\) Sports at Ohio State](#)

Readings:

- Anderson-Butcher, D. (2010). The Promise of Afterschool Programs for Promoting School Connectedness. *The Prevention Researcher, 17*(3), 11-14.
- 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.
- Halpern, R., Barker, G., & Mollard, W. (2000). Youth programs as alternative spaces to be: A study of neighborhood youth programs in Chicago's west town. *Youth & Society, 31*(4), 496-506.
- OSU LiFE Sports Curriculum Examples: www.osulifesports.org

Assignments:

- Logic Model and Brief Overview of Program Design

NOVEMBER 12: NO CLASS (SITE OBSERVATIONS)

NOVEMBER 19: Example Program Models

Topics:

- [Summer Programs/Activities](#)
- [Teaching Personal and Social Responsibility \(TPSR\)](#)
- [Sport Education Model](#)

Readings:

- 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.
- Konokmani, F. (2010). Applying the Sport Education Model to basketball. *The Journal of Physical Education, Recreation, and Dance*, 71(2), 15.
- Other Recommended Readings:
 - Gordon, B. (2009). Merging teaching personal and social responsibility with sport education: A marriage made in heaven or hell? *ACHPER Healthy Lifestyles Journal*, 56(3/4), 13-16.

Assignments:

- Activity Facilitations
- Site Observation #2 Due

NOVEMBER 26: Focusing on Broader Social System Outcomes

Topics:

- International Perspectives on Peace and Development
- Peer, Family, School, and Community Impacts
- Roles/Responsibilities as Social Workers, Youth Workers, and Coaches

Readings:

- Beutler, I. (2008). Sport serving development and peace: Achieving the goals of the United Nations through sport. *Sport in Society*, 11(4), 359-369.
- Anderson-Butcher, D. (2011). Sport as a context for building community and supporting families. In R.J.R. Levesque (Ed), *Encyclopedia of Adolescence*. New York: Springer.

Assignments:

- Activity Facilitation for ½ of Class

DECEMBER 3: Concluding Thoughts

- Student Evaluations of Instruction
- Final Conclusions

Assignments:

- Activity Facilitation for ½ OF Class
- Program Design Paper and Revised Logic Model Due