PROGRAM DEVELOPMENT AND IMPLEMENTATION

COURSE DESCRIPTION

This course examines characteristics of successful programs, primarily in education, social welfare, human development, and health promotion. We will seek to identify commonalities as well as understand differences among successful programs. Considerable attention will be devoted to case studies of actual programs. A major goal of the course is to develop an intellectual and practical understanding of principles of program development, which includes a sustained consideration of issues affecting the quality of program implementation. In many instances, social policies ultimately translate at the local level into programs and how well these are implemented goes a long way in determining the success of a given policy. An important emphasis of the course will be on the organizational context of implementation. A range of issues will be examined, including program design, staff selection, organizational resistance, and inter-agency coordination.

There will a weekly discussion section that will be run as a “design workshop.” These sessions will introduce additional principles to be used in designing programs and provide experience in applying them to diverse situations. This work should provide excellent preparation for writing the term paper. The sections are not primarily geared toward reviewing the readings or course lectures.

COURSE REQUIREMENTS

There are no exams. The main requirement is a term paper that requires you to design a new intervention program (45%).

Students will also submit 4 reaction papers (45%). A reaction paper is a 2-3 page (double-spaced) thought-piece that addresses one or two key themes in the week’s readings. Each of these papers should demonstrate (a) knowledge of the week’s readings, and (b) development of an original idea, argument, or reaction to the readings. Papers must be submitted by email to the TA by 9AM on the specified date (schedule to be provided during first discussion section). The thought-piece should begin with a brief, 3-4 sentence summary of your ideas.

Attendance, participation, and the quality of work in the design workshops is worth 10%. Class discussion in the lecture periods can add a bonus of up to 5% of course grade.
Students are expected to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be sent as email attachments. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: www.northwestern.edu/uacc/. If you need a copy of the brochure, visit the SESP Student Affairs Office.

REQUIRED TEXTS


Several readings are available via Electronic Reserve (ER). A number are in a course pack available at Quartet Copies.

SYLLABUS

All readings are required.

Mar 26. Introduction to course

Mar 28. Developmental interventions: Rationale, design, and implementation


April 2. Film on preventive interventions across the life span

"An Ounce of Prevention. The World of Abnormal Psychology (tape #13). [616.8, W927 #13, vhs]

Introduction to implementation research

Discussion of prevention film


Implementation issues in prevention research


Policy perspectives on implementation


Schools for early adolescents


Effective middle schools


After-School Programs I: Relationships

Hirsch, B. A place to call home. Chapters 2-4, 7.

After-School Programs II: Program implementation

Hirsch, B. A place to call home. Chapters 5-6.
April 30.  More macro perspectives on implementation


May 2.  Guest lecture, Prof. James Spillane


May 7.  Use of the media in integrated health programs


May 9.  Social welfare I


May 14.  Class meets @ 6PM in Annenberg, 2nd floor commons room. Pizza will be provided.

May 16.  Social welfare II


May 21. A broader look at the process of leadership


May 23. Workshop

May 28. NO CLASS. MEMORIAL DAY

May 30. Review and integration.

June 4. **TERM PAPERS DUE at 10AM.**