

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 323 - Program Leadership and Evaluation (3)
Spring 2011

DAY/TIME: TH 9 – 10:15 a.m. LOCATION: BRH #134
PROFESSOR: Megan McLaughlin EMAIL ADDRESS: mmclaug8@gmu.edu
OFFICE LOCATION: BRH Suite 201 PHONE NUMBER: 703-593-6136 (cell)
OFFICE HOURS: T-TH 10:15–11:15 a.m. FAX NUMBER:
T-TH 12:45–1:15 p.m.

PREREQUISITES: The course PRLS 310 is the **prerequisite** for HEAL 323 and not a **co-requisite**. If you have registered for both PRLS 310 and HEAL 323 for the Spring 2011 semester, you must take PRLS 310 first, and take HEAL 323 the following semester as it will be offered next semester. The two courses are meant to build upon each other. The School of Recreation, Health, and Tourism strictly adheres to this policy.

COURSE DESCRIPTION: Covers leadership and evaluation of health, fitness, and recreation programs. Uses computer technology to study evaluative aspects of program planning and administration.

COURSE OBJECTIVES: At the completion of the course students will be able to:

At the completion of this course students should be able to:

- 1) complete a plan and design for a health, fitness or recreation program
- 2) determine schedules for health, fitness or recreation programs
- 3) create promotional materials for programs
- 4) set up and analyze a budget and determine pricing for programs
- 5) implement programs, including appropriate qualitative and quantitative evaluation
- 6) critically analyze your own and other programs
- 7) demonstrate effective leadership and group processing skills

HEAL 323 — Program Leadership and Evaluation

- 8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.** Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.
- 8.10 Understanding of the importance of leisure service delivery systems for diverse populations.** Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).
- 8.13 Understanding of the variety of programs and services to enhance individual, group, and community quality of life.** Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.
- 8.14:01 Assessment of needs.** *Content to consider: the variety of assessment techniques and their use.*
- 8.14:02 Development of outcome-oriented goals and objectives.** *Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.*

- 8.14:03 Section and coordination of programs, events, and resources.** *Content to consider: Availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area.*
- 8.14:04 Marketing of programs/events.** *Content to consider: advertising, publicity, sales promotion, pricing, positioning, product, place, personal selling, and public relations.*
- 8.14:06 Implementation of programs/events.** *Content to consider: Based upon outcome oriented goals and objectives, knowledge of participant-leader interface; customer service considerations; program registration procedures; managing participant complaints, and actual implementation of programs for individuals and groups.*
- 8.14:07 Evaluation of programs/events.** *Content to consider: Participant-oriented evaluation, program-oriented evaluation, and organization-oriented evaluation processes; evaluation approaches and models; data collection instruments and methods; and ethical responsibilities of evaluation of programs for individuals and groups.*
- 8.15 Understanding of group dynamics and processes.** *Content to consider: Facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes.*
- 8.16 Ability to use various leadership techniques to enhance individual, group, and community experiences.** *Content to consider: Utilizing ethical considerations, leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups.*
- 8.22 Understanding of the principles and procedures related to agency marketing techniques and strategies.** *Content to consider: Writing principles; consumer buying behavior; segmentation, targeting, and positioning; product life cycles; advertising; various forms of media, including print, broadcast and on-line; media planning and buying; copyrighting; planning and programming public relations events; implementing public relations strategy through various forms of media; and media relations.*
- 8.25:01 Assessment.** *Content to consider: Social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.*
- 9A.05** Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved.
- 9A.05** Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved.
- 9D.15** Ability to plan and effectively implement instruction, leadership, supervision, counseling and facilitation techniques and interventions in individual and group formats to reach client goals and outcomes.
- 9D.19** Understanding of various evaluative tools and methods and the ability to collect and utilize evaluative information to document client outcomes and program outcomes

COURSE OVERVIEW: Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due and will **not** receive credit after midnight that same day.

REQUIRED READINGS

Jordan, D. J. (2007). *Leadership In Leisure Services: Making a Difference (3rd ed.)*. State College, PA: Venture Publishing, Inc.

Henderson, K. A., & Bialeschki, M. (2002). *Evaluating Leisure Services: Making Enlightened Decisions (2nd ed.)*. State College, PA: Venture Publishing, Inc.

- Class material will be posted on the course's Blackboard page.

EVALUATION: Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussion, and fulfill all assignments. Unexcused three absences or more will result in a reduction of one letter grade. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given. Assignments have been scheduled in advance to provide you with sufficient time to plan and complete the assignment. Only students with extreme emergencies, a documented medical excuse or university sponsored functions discussed with the professor prior to the due date will be given consideration for exception. It is further recommended that students make copies of all written work submitted. **This course will be graded on a point system, with a total of 100 possible points.**

Requirements/Points

- Midterm exam (March 10th 9-10:15a.m.) **20**
- Final exam (May 17th 7:30-10:15a.m.) **20**
- Case Study **10**
- Evaluation Project **20**
- Leadership Service Project **15**
- Participation/Discussion Board/Quizzes **15**
 - **TOTAL 100**

Grading Scale

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77	F	= 0 – 59
		B-	= 80 – 83	C-	= 70 – 73		

Attendance (more than 2 unexcused absences will result in an F grade [regardless of evaluation points earned])

Exams and assignment deadlines are scheduled well in advance and should be given appropriate priority in your work plan. Exams will not be rescheduled for individuals and assignments will not be accepted after the announced due date.

NO CLASS DATES/CHANGE IN REGULAR CLASS SCHEDULE:

- Spring Break — Monday, March 14th thru Sunday, March 20th

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	January	25	Syllabus Presentation, Introduction; Requirement of the Course. CH 1 Understanding Leadership	
TH	January	27	Leadership Theories & Styles Leadership and Human Development	LLS CH 2 LLS CH3 Assess Yourself – Skills Assessment

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	February	1	Group Dynamics Communication Skills for Leaders	LLS CH 4 LLS CH 5
TH	February	3	Nonverbal Communication Managing Difficulties	LLS CH 6 LLS CH 7
T	February	8	Managing and Motivating Participant Behaviors	LLS CH 8
TH	February	10	Guest Speaker: Janna Mattson (PW Librarian) on search procedures and library usage	
T	February	15	Diversity and Leisure Services Leadership	LLS CH 9
TH	February	17	Values and Ethics in Leisure Services Leadership	LLS CH 10
T	February	22	Values and Ethics in Leisure Services Leadership	
TH	February	24	Direct Leadership Techniques	LLS CH 12
T	March	1	Direct Leadership Techniques	
TH	March	3	Case Study Group Presentations	
T	March	8	Case Study Group Presentations	
TH	March	10	MIDTERM	
T	March	22	Guest Speaker: An Overview of Evaluation from a Manager's Perspective	
TH	March	24	Introduction to Foundations for Evaluation	EVAL 1.1
T	March	29	Introduction to Foundations for Evaluation	EVAL 1.2
TH	March	31	Evaluation: Why, How and When?	EVAL 1.4, 1.5
T	April	5	Evaluation: Why, How and When?	EVAL 1.7, 1.9 Leadership Service Report Due
TH	April	7	Developing a plan	EVAL 1.9, 2.1
T	April	12	Developing a plan	EVAL 2.5, 2.6
TH	April	14	Surveys	EVAL 2.7, 2.8
T	April	19	Surveys	EVAL 2.9, 2.10
TH	April	21	Experiments and Data Analysis	EVAL 2.12
T	April	26	Experiments and Data Analysis	EVAL 3.2
TH	April	28	Experiments and Data Analysis	EVAL 3.7 Evaluation Project Due
T	May	3	Data Reporting	EVAL 4.1, 4.2

DATE			TOPIC	READINGS/ASSIGNMENT DUE
TH	May	5	Data Reporting	EVAL 4.4
T	May	17	FINAL	Discussion Board Submissions

Note: Faculty reserves the right to alter the schedule as necessary.

DESCRIPTION OF COURSE REQUIREMENTS AND ASSIGNMENTS

Students should submit all assignments electronically as well as a hard copy at the beginning of class.

A. Assess Yourself

Go to <http://careers.gmu.edu/movingon/document.pdf> to find the Moving On – A Guide to Career Planning and Job Search PDF file. Go to page 6 – 8 of the PDF file, to find the “Know Yourself Exercises, Exercise 3: Skills.” Complete the exercise for yourself. Then create a Word document to answer these questions:

1. Using each of the three CATEGORIES OF SKILLS displayed below (Functional, Content, Self-management), make a list of the skills you have now.
2. Using each of the three CATEGORIES OF SKILLS, make a list of the skills you hope to develop before searching for a job in your chosen field.
3. Then finish the assignment on page 8 of the PDF, under the section, NOW WHAT? Write your paragraph, as described in that section.
4. Then answer this question, “What skills do I possess which would help me in a group Work situation?”

Submit a paper copy and an electronic copy of your two lists of skills, your paragraph and your reply to question #4.

B. Case Study

Case studies allow for an opportunity to practice decision making as well as applying knowledge to real world situations. In groups students will be asked to study a case and present it to the class. In your presentation, please provide the class with an overview of the case assigned and answer the following questions:

- What decisions need to be made?
- What are the decision maker’s objectives?
- What are the key issues at stake? What must be resolved?
- What would I do? Why?

Groups should submit their presentation to the instructor at the beginning of class. Each student is expected to turn in a one page paper describing their experience working in the group and outlining any challenges faced and how the group overcame those challenges.

C. Evaluation Project

Students will be provided participants’ surveys from a leisure program. Students are asked to analyze and tabulate data from surveys. Based on survey responses, students should provide totals, averages and analyze non numerical data. Students should use tables for quantitative analysis. In a separate document, students will provide written recommendations based on their analysis of survey responses.

D. Leadership Service Project

Work with University Life, GMU campus office or a program with the Fairfax County Department of Community and Recreation Services to assist in leading and evaluating a program

or event. A list of GMU offices and recreational centers will be provided as a resource for the assignment. Each student must serve 10 hours to include researching, planning, implementing, and evaluating the program or event. Community service hours will be verified by the office where the service was provided. Your volunteer supervisor at the site must verify your leadership, evaluation and the number of hours completed by sending an email to mnakhla2@gmu.edu stating the type of service performed and the number of hours served. You must record your experience in a University Life Service Report. The paper should be 3 pages, typed, double-spaced, using a Times New Roman 12 font. The paper should include the following:

- Name and location of the program or event
- Description of the program or event in which you assisted
- Target audience of the program or event
- Your evaluation of the program or event (include what was successful and your suggestions for improvement) In addition to the report, student must create a 5 question evaluation for the program or activity.

E. Class Participation and quizzes

You are expected to come to each class well prepared and ready to contribute to the topic of the day! All reading should be completed by the start of class on the day for which an assignment is due. Class participation constitutes 10 points of your final grade. Text readings, guest speakers throughout the semester, and in-class assignments will serve as the basis for class discussion and participation. Your responses, comments, and general contributions will be the primary criteria for evaluation, but attentiveness in class will also be taken into consideration. Instructor reserves the right to administer pop quizzes during the semester.

F. Exams

Midterm exam: 20 points

Final exam: 20 points

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

