

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism  
HEAL 323—Program Leadership and Evaluation (3)  
Section 001  
Spring 2012

DAY/TIME:	T 9:00 – 10:15 a.m. TH 9:00 - 10:15 a.m.	LOCATION:	BRH #132
Instructor:	Michelle Parker, MBA	EMAIL ADDRESS:	Michparker35@yahoo.com
OFFICE LOCATION:	N/A	PHONE NUMBER:	240-434-6746
OFFICE HOURS:	By appointment	FAX NUMBER:	N/A

#### PREREQUISITES

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 '12 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 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

#### COURSE OVERVIEW

This course will focus on leadership, implementation, and evaluation techniques among health education, fitness, sport management, tourism, and recreation programs. Course will cover various program evaluation and leadership topics. Students will learn basic program evaluation skills as well as have the opportunity to exercise learned leadership skills.

#### CLASSROOM POLICIES

- Class attendance is required. Please arrive to class on time. If a student is unable to attend class please notify the instructor prior to absence via email. Failure to attend may result in missed points that may result in a lower course grade. Athletes who may need to miss classes for university approved games and travel must submit a schedule in writing to the Instructor to be excused.
- Class participation is a portion of your grade; students are expected to come to class prepared to participate in class discussion on assigned readings.
- Please turn all cellular devices off or mute them during class.
- Please be respectful of differing opinions, values and beliefs that will be discussed throughout this semester.

- Late assignments will not be accepted without prior written approval, and will be subject to grading penalty.
- This class has a REQUIRED Blackboard component. It is important that you check Blackboard for important announcements, assignments and to access the midterm and final exam.
- Weather related announcements for class will be posted on the Blackboard page and emailed through Blackboard. It may be helpful to forward your Blackboard email to an account you frequently check.
- Type, spell check and proofread all papers. All papers must be typed with a font size of 12 points and a margin of 1 inch. All work must be double-spaced. Papers that are not in this format will receive a deduction in points. Grading rubrics for each assignment will be posted on Blackboard.
- All work in this class must be your own. Use appropriate citation in work that is referenced.

#### PROFESSIONAL COMPETENCIES

Upon completion of this course, students will meet the following professional accreditation standards for NRPA Council on Accreditation:

#### *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.

#### NATURE OF COURSE DELIVERY

Face to face course

#### 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 (3rd ed.)*. State College, PA: Venture Publishing, Inc.

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

#### EVALUATION

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Exam	
#1 Midterm- Multiple choice (25 question) exam taken on Blackboard	25
#2 Final Exam - Multiple choice (25 question) exam taken on Blackboard	25
Case Study	15
Evaluation Project	10
University Life Project	15
Participation	<u>10</u>
<b>TOTAL</b>	<b>100</b>

Students should submit all assignments electronically or 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 from question 3 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. Leadership Project**

Work with University Life, GMU campus office or a program with the Fairfax County Department of Neighborhood and Community 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, leading, 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](mailto: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 you lead
- 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 4 - 5 question evaluation for the program or activity. Evaluations must be completed by program participants; data collected from survey will be used for the Evaluation Project.

### D. Evaluation Project

Based on the evaluations collected from your Leadership Project, students are asked to analyze and tabulate data from surveys. Students will provide totals, averages and analyze non numerical data. Students will use tables for quantitative analysis. In a separate document, students will provide written recommendations based on their analysis of survey responses.

### 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 15 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.

### 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	

### TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	January	24	Intro to class, Review syllabus	
TH	January	26	CH 1 Understanding Leadership Leadership Theories & Styles Leadership and Human Development	LLS CH 2 & LLS CH3 <b>Assess Yourself – Skills Assessment</b>
T	January	31	Group Dynamics Communication Skills for Leaders	LLS CH 4 LLS CH 5
TH	February	2	Nonverbal Communication Managing Difficulties	LLS CH 6 LLS CH 7
T	February	7	Managing and Motivating Participant Behaviors	LLS CH 8
TH	February	9	Guest Speaker: Janna Mattson (PW Librarian) <u>on search procedures and library usage</u>	
T	February	14	Diversity and Leisure Services Leadership	LLS CH 9
TH	February	16	Values and Ethics in Leisure Services Leadership	LLS CH 10
T	February	21	Values and Ethics in Leisure Services Leadership	
TH	February	23	Direct Leadership Techniques	LLS CH 12

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	February	28	Direct Leadership Techniques	
TH	March	1	<b>Case Study Group Presentations</b>	
T	March	6	<b>Case Study Group Presentations</b>	
TH	March	8	<b>MIDTERM on Blackboard (taken online on Blackboard)</b>	
T	March	13	No Class <b>Spring Break</b>	
TH	March	15	No Class Spring Break	
T	March	20	Guest Speaker: An Overview of Evaluation from a Manager's Perspective	
TH	March	22	Introduction to Foundations for Evaluation	EVAL 1.1
T	March	27	Introduction to Foundations for Evaluation	EVAL 1.2
TH	March	29	Evaluation: Why, How and When?	EVAL 1.4, 1.5
T	April	3	Evaluation: Why, How and When?	EVAL 1.7, 1.9 <b>Leadership Service Report</b>
TH	April	5	Developing a plan	EVAL 1.9, 2.1
T	April	10	Developing a plan	EVAL 2.5, 2.6
TH	April	12	Surveys	EVAL 2.7, 2.8
T	April	17	Surveys	EVAL 2.9, 2.10
TH	April	19	Experiments and Data Analysis	EVAL 2.12
T	April	24	Experiments and Data Analysis	EVAL 3.2
TH	April	26	Experiments and Data Analysis	EVAL 3.7 <b>Evaluation Project Due</b>
T	May	1	Data Reporting	EVAL 4.1, 4.2
TH	May	3	Data Reporting	EVAL 4.4 Last Class
TH	May	10	<b>FINAL EXAM on Blackboard (taken online on Blackboard)</b>	

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

#### *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>].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

