

Organizational Approaches to Youth Development YOST 5956 Course Syllabus

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Office hours: Coffey Hall 475; Thursdays 4:00 – 5:00 p.m. and by appointment

Schedule: Thursdays, 6:00 - 8:45 Location: Peters Hall 80

Credits: 3 credits

I. COURSE DESCRIPTION

The course emphasizes the connection among research, theory, experience and practice. The course intentionally starts by framing individual learners' thinking in larger educational frameworks and then explores youth development in organizational contexts. Neither academic faculty nor practicing youth workers and educators have all the answers, but all bring valuable perspectives. In this learning, the object of knowledge is not the private property of the instructor. Together we engage respectfully in the process of thinking and we talk out what we are thinking in a public dialogue.

The readings, guest presenters and assignments have all been chosen to foster critical reflection and new ways of thinking. A mix of learning activities (e.g. lecture, small group sharing, large group discussion, cooperative presentations and individual writing) are included to provoke ideas, stimulate the exchange of ideas and to promote understanding.

II. PURPOSE

This course is designed to examine the theoretical frameworks, historical contexts, organizational practices and public policies that shape the nonformal educational experiences of young people in community-based and school-linked settings. Group discussions and readings focus on the intersection of philosophy, values and language of positive youth development with the daily experience and practice of educators and youth workers in the field.

III. LEARNING OUTCOMES

- Articulate and apply youth development principles, values and language to work with young people in community-based settings and school-linked settings.
- Examine educational program development approaches and tools used to build youth programs, initiatives and interventions.
- Explore the history of youth programs in the United States and their roots abroad.
- Examine what research teaches us about best practices in youth programming, adult leadership and supporting young people.

- Analyze the history, mission, strategies and practices of various educational programs and youth organizations.
- Explore issues of accountability for outcomes and impact.
- Clarify educational frameworks for youth work practice.

IV. INSTRUCTOR GOALS

- Introduce a variety of youth development theories and ideas.
- Invite critique, creative thinking and synthesis of youth development concepts.
- Support the application of youth development theoretical concepts in our ongoing work with young people.
- Explore, analyze, and critique the history of youth development and how it has shaped youth policies, programs, and practices.
- Demonstrate how youth development theory can inform organizational development and provide structure for youth work practice.

V. METHODS

There will be one 3-hour class session per week that uses a dialogic style. Class sessions are constructed using lecture, small group work, large group discussion, cooperative presentations, individual writing, field visits, and other approaches.

VI. REQUIRED READING

Reading packet available at the University of Minnesota Bookstore St. Paul and Minneapolis campuses.

Barry, R. (2000). Sheltered “children”: The self-creation of a safe space by gay, lesbian, and bisexual students. In L. Weis & M. Fine (Eds.), *Construction sites: Excavating race, class, and gender among urban youth* (pp. 84-99). New York, NY: Teachers College Press.

Chilcoat, G. & Ligon, J. (2001). Discussion as a means for transformative change: Social studies lessons from the Mississippi freedom schools. *Social Studies, September/October*, 213-219.

Chisholm, L. (2006). European youth research: Development, debates, demands. *New Directions for Child and Adolescent Development*, 113, 11-20.

Heck, K., & Subramaniam, A. (2009). Youth Development Frameworks. *4-H Center for Youth Development Monographs*, 4-H Center for Youth Development, UC Davis.

This reading will be emailed to you.

Hirsch, B.J., Deutsch, N.L., & DuBois, D.L. (2011). *After-School Centers and Youth Development*. New York: Cambridge University Press

Jeffs, T. & Smith, M. (1996). *Informal Education*. Chapter 5: Working with Process (pp. 59 -70). Derbyshire, UK: Education Now Publishing.

Konopka, G. (1973). Requirements for the healthy development of adolescent youth. *Adolescence*, 8(31), 291-316.

Logic Models: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>
McGrellis, S. (2005). Pure and bitter spaces: Gender, identity and territory in Northern Irish youth transitions. *Gender and Education*, 17(5), 515-529.

McLaughlin, M. (2000). *Community counts: How youth organizations matter for youth development*. Washington, DC: Public Education Network.

Pittman, K. (1996). Community, youth, development: Three goals in search of connections. *CYD Anthology 2002*, 38-42.

Pittman, K. (2000). Balancing the equation: Communities supporting youth, youth supporting communities. *CYD Anthology 2002*, 19-24.

Pittman, K, Diversi, M, Ferber, T. (2002). Social policy supports for adolescence in the twenty-first century: Framing questions. *Journal of Research on Adolescence*, 12(1), 149-158.

Schlossman, S.L. (2006). G. Stanley Hall and the boys' club: Conservative applications of recapitulation theory. *Journal of the History of the Behavioral Sciences*, 9(2), 140-147.

Skuz, J. (2005). Understanding the experiences of immigrant adolescents: Acculturation is not the same as assimilation. In P. Witt & L. Caldwell (Eds.), *Recreation and youth development* (384-405). State College, PA: Venture Publishing.

Smith, M. (2003). From youth work to youth development. The new government framework for English youth services. *Youth and Policy* 79, Available in the informal education archives: www.infed.org/archives/jeffs_and_smith/smith_youth_work_to_youth_development.htm

Stearns, P. (2005). *Growing up: The History of Childhood in a Global Context*.

Waco, TX: Baylor University Press. *This reading will be emailed to you.*

VII. WEEKLY FOCI

| Date | Topic | Readings and Assignments |
|--|---|---|
| Week 1 September 5 Introductions | <ul style="list-style-type: none"> • Introduction to the course • Student introductions • Educational frameworks | |
| Organizational Approaches to Youth Development: What Works? | | |
| Week 2 September 12 | Mission and program development models | <p>Hirsch, B.J., Deutsch, N.L., & DuBois, D.L. (2011). After-School Center and Youth Development. New York: Cambridge University Press. pp. 3 - 126.</p> <p>Logic Models: Sections 1 - 4</p> <p>http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html Go to <u>Logic model online, self-study module: "Enhancing Program Performance with Logic Models."</u> Then, go to Connect to Course Content.</p> <p>Critical reflection topic leaders:</p> <p>Beckwith, Brooke Renee Zellmer, Alison Conlon, Micaela Marie</p> |
| Week 3 September 19 | Intentional Outcomes No class session | <p>Hirsch, B.J., Deutsch, N.L., & DuBois, D.L. (2011). After-School Center and Youth Development. New York: Cambridge University Press. pp. 129-213</p> <p>Logic Models: Sections 5- 7</p> <p>http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html</p> |
| Week 4 September 26 | Introducing historical youth issues and youth programs | <p><i>Class meets at Andersen Library: Learn about YMCA and Social Welfare Archives. Bring a pencil.</i></p> |

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| <p>Week 5 October 3</p> | <p>Creating “developmental” spaces?</p> <p>Guest lectures: Genta Hays and Lindsey Cacich</p> | <p>Hirsch, B.J., Deutsch, N.L., & DuBois, D.L. (2011). After-School Center and Youth Development. New York: Cambridge University Press. pp. 217-306</p> <p>Skuzza, J. (2005). Understanding the experiences of immigrant adolescents: Acculturation is not the same as assimilation. In P. Witt & L. Caldwell (Eds.), <i>Recreation and youth development</i>. State College, PA: Venture Publishing.</p> <p>Barry, R. (2000). Sheltered “children”: Self-creation of a safe space by gay, lesbian, and bisexual students. In L. Weis & M. Fine (Eds.). <i>Construction sites: Excavating race, class, and gender among urban youth</i> (pp. 84-99). New York: Teachers College Press.</p> <p>Exchange formal paper # 1 drafts with peers.</p> <p>Critical Reflection Leaders: Brey,Elizabeth Kathryn White,Samantha Danielle Moburg,Benjamin Anders</p> |
| <p>Youth Development: Language, Concepts and Definitions</p> | | |

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| <p>Week 6 October 10</p> | <p>Youth Development: Then and Now</p> | <p>Konopka, G. (1973). Requirements for the healthy development of adolescent youth. <i>Adolescence</i>, 8(31), 291-316.</p> <p>Heck, K., & Subramaniam, A. (2009, Winter). Youth Development Frameworks <i>This reading will be emailed to you.</i></p> <p>Schlossman, S.L. (2006). G. Stanley Hall and the boys' club: Conservative applications of recapitulation theory. <i>Journal of the History of the Behavioral Sciences</i>, 9(2), 140-147.</p> <p>Konopka Video will be shown.</p> <p>Critical Reflection Topic Leaders: Colon, Jennifer L Treleven, William Howard Nelson, Eliza Foster</p> |
| <p>October 10</p> | | <p>First formal paper due: Exploring Youth Programs: Program Models and Theory of Change. Email to skuza@umn.edu</p> |
| <p>Week 7 October 17</p> | <p>Nonformal and informal learning as frameworks for youth development programs</p> <p>No class session</p> | <p>Jeffs, T. & Smith, M. (1996). Informal Education. Chapter 5: Working with Process (pp. 59-70).</p> <p>McGrellis, S. (2005). Pure and bitter spaces: Gender, identity and territory in Northern Irish youth transitions. <i>Gender and Education</i>, 17 (5), 515-529.</p> <p>Smith, M. 2003. From youth work to youth development, online at: www.infed.org/archives/jeffs_and_smith/smith_youth_work_to_youth_development.htm</p> |
| <p>October 17</p> | | <p>Informal writing assignment-youth development definition-due: email to skuza@umn.edu</p> |

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| <p>Week 8 October 24</p> | <p>Model for Community Youth Development</p> | <p>Chilcoat, G. & Ligon, J. (2001). Discussion as a means for transformative change: Social studies lessons from the Mississippi freedom schools. <i>Social Studies, September/October</i>, 213-219.</p> <p>Pittman, K. (2000) Balancing the equation: Communities supporting youth, youth supporting communities. <i>CYD Anthology 2002</i>, 19-24.</p> <p>Pittman, K. (1996). Community, youth, development: Three goals in search of connections. <i>CYD Anthology 2002</i>, 38-42.</p> <p>McLaughlin, M. (2000). <i>Community counts: How youth organizations matter for youth development</i>. Public Education Network: Washington D.C.</p> <p>Critical Reflection Topic Leaders: Greer, Jessica Marie Thao, Nancy Oliver, Nekey Kristine</p> |
| <p>Historical Context for Today's Youth Organizations</p> | | |
| <p>Week 9 October 31</p> | <p>Historical youth issues and historical youth work responses.</p> <p>No class session</p> | <p>Small groups meet at Anderson Library or another location (and time) of their choice to work on projects.</p> |
| <p>October 31</p> | <p>Second formal paper due - My Theory of Youth Development: Aims, Strategies, Ethos, Activities, and Outcomes: email to skuza@umn.edu</p> | |

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| <p>Week 10 November 7</p> | <p>Historical youth issues and historical youth work responses</p> | <p>Stearns, P. (2005). <i>Growing up: The History of Childhood in a Global Context</i>. Waco, TX: Baylor University Press. <i>This reading will be emailed to you.</i></p> <p><i>Joyce Walker video will be shown</i></p> <p>Critical Reflection Topic Leaders: Johnson, Jonathan L Siegrist, Morgan Rose Price, Crystal Celeste</p> |
| <p>Week 11 November 14</p> | <p>Youth Question/ Youth Problem</p> <p>Dan Conrad, guest lecturer on Amelia Earhart</p> | <p>Pittman, K, Diversi, M, Ferber, T. (2002). Social Policy Supports for Adolescence in the Twenty-First Century: Framing Questions. <i>Journal of Research on Adolescence</i>, 12(1), 149-158.</p> <p>Chisholm, L. (2006). European youth research: Development, debates, demands. <i>New Directions for Child and Adolescent Development</i>, 113, 11 -20.</p> <p>Critical Reflection Topic Leaders: Kummer, Jennifer Marie Seidl, Clarissa Lee Scott, Emily Tilghman</p> |
| <p>Week 12 November 21</p> | <p>Student Presentations</p> | <p>Small group presentations</p> |
| <p>November 28</p> | <p>No class</p> | |
| <p>Week 13 December 5</p> | <p>Student Presentations</p> | <p>Small group presentations Last day of class</p> |
| <p>December 12</p> | <p>No class</p> | <p>Final group papers due December 12: email to skuza@umn.edu</p> |

VIII. BIBLIOGRAPHY

- Ansell, N. (2005). *Children, Youth and Development*. New York: Routledge.
- Baizerman, M. Handouts. *"Musings" Child Youth Care Forum*. Most Issues up to 2001.
- Batsleer, J. (1998). *Working with Girls and Young Women in Community Settings*. Aldershot, UK: Ashgate Publishing Company.
- Charkin, Nancy Feyl, ed. 1993. *Families and Schools in a Pluralistic Society*.

Albany, N.Y:
SUNY Press.

Cote, J. & Allahar, A. (1994). *Generation on hold: Coming of age in the late twentieth century*.
New York: NYU Press.

Danesi, Marcel. 1994. *COOL: The Signs and Meanings of Adolescence*. Toronto, Can.:
University of Toronto Press.

Elliott, D., Menard, S., Rankin, B., Elliott, A., Wilson, W., Huizinga, D. (2006). *Good Kids from Bad Neighborhoods: Successful Development in Social Context*. Cambridge, UK:
Cambridge University Press.

Farrell, Edwin. 1994. *Self and School Success: Voices and Lore of Inner-City Students*. Albany, N.Y.: SUNY Press.

Gergen, Kenneth J. 1991. *The Saturated Self: Dilemmas of Identity in Contemporary Life*. New York: Basic Books.

Gilchrist, R., Jeffs, T., & Spence, J. (2001). *Essays in the history of community and youth work*.
Leicester, UK: Youth Work Press.

Goode, Erich and Nachman Ben-Yehuda. 1994. *Moral Panics: The Social Construction of Deviance*. Cambridge, Massachusetts: Blackwell.

Goodwin-Gill and Ilene Cohn. 1994. *Child Soldiers: The Role of Children in Armed Conflicts*.
Oxford, England: Clarendon Press.

Hardy, L. 1990. *The fabric of this world*. Grand Rapids, MI: Eerdmans.

Margolin, Leske. 1994. *Goodness Personified: Emergence of Gifted Children*.
Hawthorne,
N.Y.:Aldine de Gruyter

Mayerhoff, Milton. 1973. *On Caring*. New York: Harper.

McIntyre, A. (2000). *Inner-City Kids: Adolescents Confront Life and Violence in an Urban Community*. New York: NYU Press.

McLaren, Peter and Colin Lankshear, eds. 1994. *Politics of Liberation: Paths from Freire*. New York: Routledge.

McLaughlen, Milbrey W., Merita A., Irby and Juket Langman. 1994. *Urban Sanctuaries: Neighborhood Organizations in the Lives and Futures of Inner-City Youth*. San Francisco: Jossey-Bass.

McLaughlin, Daniel and William G. Tierney, eds. 1993. *Naming Silenced Lives: Personal Narratives and the Process of Educational Change*. New York: Routledge.

O'Neill, John. 1994. *The Missing Child In Liberal Theory: Toward a Covenant Theory of Family*,

Community, Welfare, and the Civic State. Toronto, Can.: University of Toronto Press.

Palmer, Parker. 1990. *The Active Life: A Spirituality of Work, Creativity and Caring*. New York: Harper and Row.

Polkinghorne, Donald E. 1988. *Narrative Knowing and the Human Sciences*. Albany, N.Y.: SUNY Press.

Sorin, G.. 1990. *The Nurturing Neighborhoods: The Brownsville Boy's Club and Jewish Community in Urban America, 1940-1990*. New York: NYU Press.

IX. GRADING STANDARDS

- Participation: 20%
- Formal and Informal writing: 45%
- Presentations: 35%

| Assignments | Points |
|------------------------------|--|
| Participation | 50 points (10 in-class sessions @ 5 pts) |
| Formal paper 1 | 40 points |
| Formal paper 2 | 40 points |
| Formal paper 3 | 40 points |
| Informal paper | 15 points |
| Presentation | 40 points |
| Total | 225 |
| Total point breakdown | |
| A | 202 - 225 |
| B | 180 - 201 |
| C | 157 - 179 |
| D | 135 -156 |

- A 4.00 Represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A- 3.67
- B+ 3.33
- B 3.00 Represents achievement that is significantly above the level necessary to meet course requirements.

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| B- | 2.67 | |
| C+ | 2.33 | |
| C | 2.00 | Represents achievement that meets the course requirements in every respect. |
| C- | 1.67 | |
| D+ | 1.33 | |
| D | 1.00 | Represents achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| S | | Represents achievement that is satisfactory, which is equivalent to a C- or better. |

Academic Dishonesty: Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course.

X. PHILOSOPHY: SCHOOL OF SOCIAL WORK

This class will operate with the following values:

- Clear responsibilities of students and instructor . . . see syllabus.
- Respect for others. Recognition and sensitivity of diversity is required.
- Creation of a safe atmosphere for open discussion and learning.
- Special needs of students and faculty will be embraced and accommodated.
- The instructor commits himself to sharing his enthusiasm for the subject.

A reminder: Please refrain from wearing scented personal care products. This request is made in order to accommodate those disabled by Environmental Illness. Persons who wear scented products in the classroom and other relatively small enclosures may be asked to leave.

Disability: Students with special needs such as hearing impairment, sight impairment, need for interpreter, audio tape, alternative syllabus and course material format, physical needs, or other need which might enhance student learning, please let the instructor know so that we can accommodate you. Also, the University of Minnesota has a Disabilities Service Office at (612) 624-8281.

XI. ASSIGNMENTS

There are three formal papers and one informal writing assignment assigned in the course. The purpose of the first formal paper is to explore and analyze a community-based youth program; the purpose of the second formal paper is to describe your own theory of youth development; and the purpose of the third formal paper is to complete a group historical research project on a youth

development program, scholar-practitioner, or organization. The informal writing assignment is designed for you to craft a definition of youth development by utilizing course materials, outside resources, and your own experience. All assignments will be submitted electronically. They will also be returned electronically. Papers turned in by midnight on the due date will be graded and returned the following week. Late submissions will be returned later in the semester and will receive a 5% deduction.

Formal Paper 1: Exploring Youth Programs: Program Models and Theory of Change

Purpose: One of the most common youth work practices is the youth work program. Often these programs are designed to enhance or support healthy youth development explicitly. Programs often describe themselves and develop with theories in mind, but not always. This paper focuses on enhancing both our understandings of how youth development gets integrated into programs in different ways and how programs work from a model of youth development, sometimes explicitly other times implicitly. This paper will focus on practice first and then work from what you observe to describe and defend the theory of youth development you observe. Careful, this may not be the theory the program or program workers describe.

Audience: Write this paper for others interested in youth development and how this is conceived in practice. Your colleagues in the course will certainly benefit from the work you do for this paper as it should provide a grounded example of youth work practice and the theory of youth development that can be distilled from observing this practice. The main audience is practitioners.

Process: For this paper, you need to visit a youth development program or youth work practice site. If you are allowed, spend time watching what is going on and talk with the program staff and the young people about the activities supported.

The first part of your paper will be a description of the program based on a logic model format. This means you will describe the inputs (what are the different components of the program that are required for it to work (e.g. staff, art supplies)).

Then describe the activities you have observed. What do young people do in the program? What about the adults? Don't just describe what the staff say is going on, this is one interpretation. Instead focus on describing what you have observed.

Based on your observations and conversations, what are the outputs of the program? What is accomplished directly from the work? For example, 25 young

people receive math tutoring assistance; young people develop healthy relationships with adults in the community, etc.

Finally, talk about the outcomes (short, mid, or long-term) that the program is trying to achieve. For example, young people improved math achievement, leadership skills, and so on. Make sure you also describe what the program sees as achieving these. Take leadership skills as an example. It can be described in many different ways. What does the program you observed mean by leadership skills?

Once you have described the program, go back over these data and consider what it teaches you about their [the organization's] model of youth development. Here you can highlight how it matches their own explicit description but also consider how your observations both add to their description and may also challenge what they say they do.

You will be expected to produce a draft of the paper that will be commented on by your colleagues in the course. This draft is not graded. The purpose of the draft is for your peers to give you feedback that will help you build your ideas and improve your paper.

Evaluation: As this paper is targeted to practitioners, it will be evaluated on how well you communicate the programs ideas, your observations and conclusions to a practitioner audience. Use the course rubric. Appropriate grammar, spelling, and citations are expected along with other APA guidelines. The paper should have coherence and provide supporting data as necessary. Length: 8 - 10 pages.

Resources:

- Patton, M.Q. *Utilization-Focused Evaluation*.
- Patton, M. Q. Developmental Evaluation.
- <http://www.uw.ex.edu/ces/pdande/evaluation/evallogicmodel.html>
- W.K. Kellogg Foundation: <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>
- http://www.managementhelp.org/np_progs/np_mod/org_frm.htm
- Course readings

Formal Paper 2: My Theory of Youth Development: Aims, Strategies, Ethos, Activities, and Outcomes

Purpose: By the time you write the second paper, several things should be clear. First, there is no single definition of youth development. Second, our own theory often changes over time. This paper allows you to develop and clarify your own personal theory of youth development, based on class readings, discussions, and your own practice and personal experience.

AUDIENCE: Your primary audience for this paper is yourself, although you also should consider how this might be used for future career opportunities and evaluation of your own practice.

PROCESS: You will be asked to write an informal paper (2-3 pages) on your definition of youth development (due week 7). Building off both your initial definition and student comments, reflect on what readings and discussions are most meaningful to you. What makes them meaningful?

As you begin to reflect on the readings and discussions from class on youth development, consider how these inform or challenge your emerging theory. The finished paper will introduce your theory of youth development and then describe how that theory informs your aims, strategies, ethos, activities, and outcomes for your practice or the programs you create.

ASSESSMENT: Your paper will be evaluated on how well it communicates your personal philosophy of youth development and provides evidence and/or grounding in research and theory. Use the course rubric. The paper should have coherence and provide a rich description of your theory of youth development. Length: 8-10 pages.

RESOURCES:

Class readings and discussions; personal research on youth development and youth work; class colleagues

Formal Paper 3: Group Historical Research Project: Presentation and Paper

Purpose: These group presentations will seek to deepen and enrich our understanding of the history of youth work in the United States. In a group, you will select either a particular youth work agency, program, practice, or approach and trace its historical roots. Your group investigation will focus on three components:

- The historical origins and situation out of which the agency, program, practice, approach emerged.
- Why did this agency, program, practice, approach get created? What was the historical situation like when it emerged? Is it still active? Has it changed? How does your group

explain those changes?

- The logic of the program. What are the necessary inputs? What are the activities? What is the immediate output? What are the long term outcomes? Makes sure to draw the logic between the different pieces of the logic model. The logic model will be discussed in class.

AUDIENCE: Your group will be giving a 20 minute presentation to the class on the research you

conduct as a group. *Focus the presentation on your main findings you discovered in your research and discuss the implications your research has on youth-serving organizations today. The main audience for the presentation will be your peers in class.* The group will also write a 15 page paper presenting what you learned from the research you conducted (*focusing on the 3 components listed above*). The audience for the paper will be the instructor.

PROCESS: The class will be introduced to the Social Welfare archives early in the course. We will review some of the documents that they have in the archives and discuss research with primary documents.

Prior to the visit to the Social Welfare archives, part of class will be devoted to understanding and using logic models to describe and evaluation youth development programs. You will have time both individually and in groups to practice using a logic model and assessing its usefulness for your own work with youth.

The class will then negotiate what of several different agencies, programs, practices, or approaches to focus on. Based on availability and interest, research groups (2-3 students) will be formed. *You can also work individually on this project but you will have to complete the same amount of work.*

Two full class periods will be allocated to the research in the Social Welfare archives.

Groups will be assigned to present during one of two presentation days. One week after the final presentation, the group papers are due (yes, going first allows you more time to write your paper, going last more time to complete your research).

ASSESSMENT: Rubrics will be used to evaluate the presentations and the paper. Presentation length: 20 minutes. Paper length: 10-15 pages.

RESOURCES:

Social Welfare Archives librarians; instructor; students; research group

Informal Paper #1: Definition of Youth Development

Write your definition of youth development by utilizing course materials, outside resources, and/or your own experience in 2-3 pages.

Critical Reflection Topic Leaders

In most course sessions, we will spend about 30- 45 minutes reflecting upon and discussing assigned readings. To facilitate this process, each week selected students are asked to come prepared to share questions or comments related to that week's assigned readings. You will be asked to "kick-off" our weekly critical reflection time with your reflections on the readings. For instance, you could offer how the readings challenged your thinking about theory or practice, different or opposing perspectives or views you have on the topics covered in the readings, implications for practice, thoughts on how the readings influence, interplay with or oppose your youth development/youth work philosophy, impacts on youth today, cultural and/or interdisciplinary perspectives on the topics and/or challenges you see for youth programs and/or organizations.

