



**FHS 496: SENIOR PROJECT PROPOSAL SEMINAR (1 cr.)**

**CRN: 12311**

**Fall 2019**

**Thursdays, 4:00pm - 4:50pm**

**276 Education Building**

**I. COURSE ADMINISTRATIVE INFORMATION**

Instructor: Mark Hammond, MPH

Email: [mhammon5@uoregon.edu](mailto:mhammon5@uoregon.edu) (preferred contact method)

Mailbox: Outside of HEDCO 364

Office hours: By appointment

**II. COURSE OVERVIEW**

The purpose of the Senior Project Proposal seminar is to provide support and specific guidance in the development of a comprehensive senior project proposal. In addition, students will develop professional writing skills and gain expertise in orally presenting complex ideas.

Through this course, students will work in conjunction with the instructor, community agency staff, and UO supervisor to design an individualized senior project that fills a need within a community agency and meets the FHS senior project criteria. All students enrolled in this seminar **must** be concurrently enrolled in a senior field services placement at a local community agency and enrolled in senior group supervision (FHS 406 & FHS 407).

**III. STUDENT LEARNING OUTCOMES**

By the end of the term, students will full fill the following FHS competencies:

- 1.2 – Engage in professional verbal and written communication, as evidenced by the completion of the final project proposal and oral presentation.
- 3.9 – Write up a methods section for professional proposal, as evidenced by the completion of the final project proposal.
- 4.2 – Collaborate with agency staff and other professionals, as evidenced by having site supervisors sign off on the final project idea.

Depending on the project, students will also achieve one of the following FHS competencies:

- 4.4 – Engage in community outreach and relations, as evidenced by the development of a professional project proposal in collaboration with agency staff.
- 4.5 – Engage in agency management and administration, as evidenced by the development of a professional project proposal in collaboration with agency staff.
- 4.6 – Plan and organize a professional event, as evidenced by the development of a professional project proposal in collaboration with agency staff.
- 5.1 – Design and implement an intervention, as evidenced by the development of a

professional project proposal in collaboration with agency staff.

- 5.3 – Write a grant proposal, as evidenced by the development of a professional project proposal in collaboration with agency staff.

#### IV. COMMUNICATION POLICIES

- Email is the instructor’s preferred communication method – please avoid using Canvas messenger.
- Use professional standards when emailing with the instructor, including the following:
  - A subject line with the course number (i.e., FHS 496) followed by a brief statement of the purpose of your email
  - A polite salutation (e.g., “Hi Mark”) and sign-off (e.g., “Best, [your full name]”)
- Expect a response to your email within 24 hours Monday through Thursday. Any email sent between Friday and Sunday will receive a reply by Monday of the following week. If you have not received a response within those timeframes, please send a follow-up email.
- When requesting a meeting via email, please include a list of available times over the course of a week (do not expect the instructor to be available only 1-2 days in advance).
- The instructor reserves the right to not respond to emails regarding topics that are described in the syllabus or on Canvas (e.g., questions about the time and location of office hours).

#### V. CLASS REQUIREMENTS AND EVALUATIONS

There is no required text for this seminar. All class assignments, lecture notes, and supplemental reading materials will be posted on the Canvas website <https://www.canvas.uoregon.edu>. **Please check Canvas and your UO email on a regular basis.** To learn more about Canvas, please visit <https://guides.instructure.com/m/4212> for helpful student guide links and information.

#### Recommended resource:

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association. 6th Edition

Course Assignments	Points (Total Point %)	Due Date	Week
Syllabus quiz	10 (5%)	10/8	2
Brainstorming assignment	10 (5%)	10/8	2
Project proposal sections			
1. Project rationale	40 (20%)		
a. Purpose statement	10 (5%)	10/22	4
b. Significance statement	10 (5%)	10/29	5



c. Methods justification	10 (5%)	11/5	6
d. References	10 (5%)	11/5	6
2. Project description	20 (10%)	11/19	8
3. Management plan and budget	20 (10%)	11/26	9
Elevator pitch	30 (15%)	12/5	10
Final project proposal and assurance form	70 (35%)	12/10	11
<b>Total Class Points</b>	200		

### Grading policy

Grading will be assigned on the percentage of possible points:

A+ 100% or higher	C+ 77-79%
A 93-99% (186-198 pts)	C 73-76% (146-152 pts)
A- 90-92%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-86% (166-172 pts)	D 63-66% (126-132 pts)
B- 80-82%	D- 60-62%
	F 59% or lower (<118 pts)

### Late policy

Work is due as assigned and must be submitted before the deadline to receive credit. Any late work is automatically deducted 10% of the assignment grade for every day it is late (even submitting an assignment 5 minutes late counts as a one day 10% reduction). **No late work past 2 days will be accepted except in unique and unusual circumstances (e.g., emergencies) at the discretion of the instructor.** Incompletes will be given only for emergencies and by prior arrangement with your instructor.

### Attendance policy

You are expected to attend class. Missing more than two class meetings (defined as being more than 10 minutes late or leaving more than 5 minutes early) may result in failing the class. Your *final grade* will be reduced by 10% for every missed absence over 2. *Documented* medical and athletic absences may be made up, and students may make-up points for one *undocumented* absence, which involves writing a 3 to 4-page paper on the topic missed in class. However, if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with additional make-up work at **the instructor's discretion.**

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade. Use of phones or laptops *for non-academic purposes* is strictly prohibited, unless you notify the instructor in advance (e.g., your child is sick, and you need to keep your phone available in case the person caring for them calls).

## VI. ETHICS AND ACADEMIC STANDARDS

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless **explicitly** required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor's materials, (PowerPoint slides, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. **Participation in this class does not confer confidentiality.**

## VII. CLASS SCHEDULE

Week	Class Topics	Activities and Assignments
1	Course Overview	<i>In-class</i> - Review syllabus <i>Due on Canvas by 11:59 pm, 10/08</i> - Syllabus quiz - Project brainstorming
2	Project Management	<i>In-class</i> - Review brainstorming assignment - SMART goals exercise
3	Developing a Rationale	<i>In-class</i> - Practice effectively using literature reviews <i>Due on Canvas by 11:59 pm, 10/22</i> - Purpose statement (project rationale)
4	Professional Communication	<i>In-class</i> - Project stakeholders group exercise <i>Due on Canvas by 11:59 pm, 10/29</i> - Significance statement (project rationale)
5	Professional Writing	<i>In-class</i> - APA and editing exercise <i>Due on Canvas by 11:59 pm, 11/5</i> - Methods justification (project rationale) - References (project rationale)
6	Project Coordination	<i>In-class</i> - Goal theory and project coordination activity: Staying organized and knowing your priorities



7	Management Plan	<i>Due on Canvas by 11:59 pm, 11/19</i> - Project description
8	Professional Speaking	<i>In-class</i> - Creating a framework for a presentation <i>Due on Canvas by 11:59 pm, 11/26</i> - Management plan and budget
9	Thanksgiving (no class)	
10	Elevator Pitch & Final Proposal	<i>In-class</i> - Elevator pitch presentations
11	Finals week (no class)	<i>Due on Canvas by 11:59 pm, 12/10</i> - Final project proposal and assurance form

### Student Engagement Inventory

Educational Activity	Hours student engaged	Explanatory Comments
Course Attendance	7.5 hours	50 minutes/week
Course Planning	1 hour	1 hour prep
Proposal Research	5 hours	5 references, 1 hour prep for each
Proposal Writing and Editing	15 hours	10 pages, 1.5 hour prep for each
Course Quizzes	.5 hours	.5 hours
Oral Presentation	1 hour	1 hour prep
TOTAL:	30 hours	

## VIII. COLLEGE OF EDUCATION POLICIES

### Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist,

transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

### **Indigenous Recognition Statement**

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

### **Using Pronouns and Personal Preference**

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren't using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

<https://studentlife.uoregon.edu/pronouns>

### **Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

### **Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

### **Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO's 24-hour

hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

### **Instructor Reporting Status**

As the instructor of this class, I am a Designated Reporter and I will direct students who disclose sexual harassment or sexual violence to resources that can help. I am also responsible for reporting the information shared with me, as well as all other forms of prohibited discrimination or harassment to the university administration.

For further information about my reporting obligations as an employee, please see <http://titleix-stage.uoregon.edu/employee-reporting-obligations>. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu> or <https://aaeo.uoregon.edu> or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123) or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

### **Academic Misconduct Policy**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

### **Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity,

[Lillian Duran, 541-346-2502, lduran@uoregon.edu](mailto:lduran@uoregon.edu). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

### **Grievance Policy**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs ([Lillian Duran, 346-2502, lduran@uoregon.edu](mailto:lduran@uoregon.edu)).

### **In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

### **Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the timeline for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>