FSHD 607: APPLIED DEVELOPMENTAL SCIENCE
SYLLABUS, SPRING 2005

Professor: Stephen T. Russell
Office: 221F Family & Consumer Sciences Building
Email: strussell@arizona.edu
Office Hours: By appointment

Time and Location: Mondays, 2:00 – 4:50, FCS 219

Course Description:

This course will focus on the theories and practices of applied scholarship as they are relevant to programs and policies of societal and community importance. Much of the focus will be on human developmental topics, with attention to applied scholarship across multiple fields in the social, behavioral, and health sciences. The goal of this course is to enhance understandings of the philosophical, historical, theoretical, and methodological dimensions of applied developmental science. Literatures that integrate science and practice will be discussed, with the goal of developing an appreciation of the reciprocal relationships between basic and applied research, and among research, policies, and programs. Within the framework, course readings and discussions will include attention to:

- Contemporary forms of scholarship
- The role of the university in applied science
- Politics of applied science / political intervention in science
- Activism and research
- Marginalized and understudied populations

Course communications: http://d2l.arizona.edu/

A course website is in development, and will include updated copies of this syllabus, readings, and other communications about the class. All participants will be expected to make use of the course website, and are expected to use their university email accounts for communications about the course.

Readings:

Required readings are indicated by an asterisk (*); a plus (+) is used to indicate required case study readings. Additional readings are provided; discussion leaders are expected to incorporate material from the additional readings.

Two texts might be useful to purchase:


We will read large portions of Bogenschneider during the course of the semester. We will read the first sections of Nerad during the second class, but I plan to initiate an informal reading group to discuss the whole book.

**Discussion leadership / QCRs:**

Each participant will lead one day of discussion. In collaboration with me, the discussion leader will be responsible for guiding conversation on the readings. We will use a format I call “QCR” (questions, comments, reactions). At minimum, everyone will be expected to email (to the discussion leader and me) QCRs regarding the required readings by noon on the Sunday before our Monday class. (The class website discussion board could also be used to begin discussion before our Monday class, but each individual is expected to email QCRs individually). The discussion leader and I will review the questions, and the discussion leader will incorporate them into an outline for class discussion. The discussion leader will also be expected to incorporate one or more of the additional readings into class discussion; the discussion leader may choose to do a brief formal presentation on the additional reading(s), or may choose to incorporate material from the reading(s) in other ways.

**Assignments:**

The following assignments are designed to give participants experience translating research in their chosen field / area of interest for applied uses. Each assignment includes written peer review of another’s work.

**Assignment 1: Putting Research to Work**

Due February 7 / 14

*Putting Research to Work* is a database of brief reviews on current youth development research, adolescent development, research on family, research on influences on family and society, community development, volunteerism, youth/adult partnerships, and policies affecting youth and youth development. Each contribution is 1-2 paragraphs in length, and is reviewed by member organizations of the National Youth Development Research Consortium (NYDRC). Your assignment is to write a summary of an article in your area of study for inclusion in *Putting Research to Work*. Each review is to be written in APA reference style, and include: author and where article is published, description of study, focus of the research, summary of results, reader-identified limitations to study, and the applicability to youth development professionals. This final criterion is essential to the project, as it will be the important element for “putting the research to work.”

**Assignment 2: Press release**

Due February 28 / March 7
You will select a recent published manuscript in your field and will write a press release intended to guide media coverage on that manuscript. You will then peer-review the press release of another class participant.

Assignment 3: Building Partnerships for Youth
Due April 4 / 11

Building Partnerships for Youth (BPY) is a website developed by faculty in FSHD (through a grant from the CDC Division of Adolescent and School Health) to provide youth professionals with (1) youth development program options to help youth (ages 9-13) make healthy choices, and (2) resources for program implementation. It is grounded in 21 “elements of youth development” (http://msg.calsnet.arizona.edu/fcs/elementDef.cfm). For this assignment, each class participant will select one of the 21 elements and will write a brief resource guide geared to youth professionals. The guide should include a reference list and links to other web-based resources, and should address the following questions:

- What is it (definitions and meanings in the context of youth programs)?
- Why is it important (what does the research tell us about why this element is important)?
- How can it be enhanced in the context of a youth development program?

Examples can be found at: http://msg.calsnet.arizona.edu/fcs/resources.cfm mid-way down the page (academic success, creativity, decision-making, facing challenges, taking an active role with adults, citizenship, workforce preparation, and leadership have been written or are in review, and may serve as examples of the expected product). Once the assignment has been peer reviewed by another class participant and by me, it will be reviewed by the BPY management team, then by a scholar appropriate to the topic, then it will go through clearance at the CDC, with the goal of ultimately being posted to the BPY website.

Assignment 4: Community-based application of research
Due April 18 / May 2

The goal of this assignment (paper) will be to conduct a comprehensive review of a topic of research in your field of study, and develop a guide for efforts at prevention, intervention, or some other form of community-based application. Through the assignment you should:

1. Identify theoretically significant and empirically validated findings from prior research that should be brought to bear on an application project.
2. Assess these research findings according to the following characteristics (you may revise these characteristics as appropriate, or elaborate on them):
   a. those that seem most amenable to application (or indeed those for which there are existing application models),
   b. those for which operationalization has not been tested or is unclear, and
   c. those for which application is inappropriate, unfeasible, or unrealistic.
3. Based on this work, develop guidelines that should be used for a community-based application. These guidelines should identify the set of focal or target issues for application.
4. Describe 2 examples of feasible applications.

All class participants will give presentations on this assignment at the end of the semester.
Schedule:

A proposed semester schedule is listed below.

**January 24**  Introductions, course overview, expectations


**January 31**  Forms of [university] scholarship

* Assignment 3 topic choice due


**February 7**  Home Economics; gender & power in the precursor to ADS

* Case study: UC ANR Latino/a Teen Pregnancy Prevention Workgroup
* Guest: Fe Moncloa, 4-H Youth Development Advisor, Santa Clara County, CA

* Assignment 1 due for peer review


**February 14  Foundations of ADS**

**Review of Assignment 4**

**Case Study: Strong African American Families (SAAF) Program**

**Assignment 1 due to STR**


+ Materials from Murry laboratory for planning 2nd phase of the SAAF project (available on web)

**February 21  Communicating to Non-Academic Audiences**

* Guest: Vern Lamplot, UA Media Services*

* Case Study: Stacey & Biblarz and other examples*


+ Press releases and media coverage for Wairight, Russell & Patterson (CD) and Russell & Joyner (AJPH; available in PDF form on website)


**February 28  Foundations of ADS (Policy & Programs)**

*Case Study: California Safe Schools Coalition / LGBT Youth Trainings*

**Assignment 2 due for peer review**


+ Press releases and media coverage for Safe Place to Learn (available in PDF form on website)

**March 7  Methods for ADS**

**Assignment 2 due to STR**


March 14 Spring Break

March 21 Training for ADS

*Case Study: 4-H Youth Development at land-grant universities*

*Guest: Carole MacNeil, Ph.D., Director*

*California 4-H Youth Development Program*


March 25 FSHD Colloquium: National Leaders in 4-H Youth Development
March 28  Policy


April 4  Political intervention in science

* Assignment 3 due for peer review


Selections TBA

April 11  Academic identities and activist science

* Assignment 3 due to STR


Chapter 3


April 18  Project presentations
          *Assignment 4 due for peer review*

April 25  Project presentations

May 2  Project presentations
          *Assignment 4 due to STR*