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Office Hours: Monday 1:00-3:30 PM

FYC4301: Engaging Communities for Decision-Making and Action
Class # 22960, Section # 4302, 3-credits

Prerequisites: FYC3001, FYC3401, and FYC4622
MWF 3rd period (9:35 AM – 10:25 AM)

COURSE DESCRIPTION:

Students survey citizens and analyze data of scientific, technological, environmental, and societal issues at the community level. Course will prepare the students in implementation and evaluation of methodologically correct research that will aid in the resolution of issues and improve their decision-making skills as they relate to community issues.

COURSE OBJECTIVES:

After completing this course, you will be able to:

1. Identify and analyze rural and urban community-based problems and issues.
2. Apply the skills needed for the identification of data, proper data procurement and analysis related to the resolution of rural and urban community issues (socio-economic differences, racial/cultural biases, and health/mental health disparities).
3. Identify those skills and methods related to decision-making at the community level that can be used in the resolution of issues.
4. Develop community action plans designed to help resolve the issues under investigation.
5. Identify key individuals and organizations whose participation in the action process are critical to issue remediation success.
6. Generate solutions to complex rural community problems and develop an action plan for implementation of evidence-based program and practices.

TEACHING/LEARNING METHODS:

In this course, students actively engage in the practice of issue investigation and evaluation through individual and group work to learn and teach others. Experiential learning methods are integrated into all phases of the course. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments.

COURSE EXPECTATIONS:

1.) You (the student) are expected to attend each session for the semester. Successful completion of the course requires participating with class discussions, being prepared for class (assigned readings and assignments all found in Canvas), participating in all team-project days, self-selecting a rural or urban community issue, creating/implementing a survey, collecting data, analyze, interpret, and present a community resilience framework, along with thoughtful engagement in our class, with community partners, quest speakers, teammates, and classmates.

2.) Because there is a significant team project component to the course, there is an expectation that you will wisely utilize each team-project day to maximize your results and success in this course. There are accountability milestones (aka check-ins) built into the course to maintain team momentum. Please respect yourselves, each team member, and community partner.

3.) Please commit to the following: engage with course materials and activities, comply with all course requirements, maintain appropriate engagement with your teachers and classmates throughout the semester (we will use Canvas for email exchanges), work productively in a team setting both in the classroom and during our team-project days, and interact professionally in the classroom and in all community settings.

READINGS:

Bolton, E., Brennan, M., Pracht, D., & Terry, B. (2010). Action research helps citizens prepare Madison County, Florida vision 2020. *Journal of Rural and Community Development 5,*(3), 71–77.

Cafer, A., Green, J., & Goreham, G. (2022). Challenging resilience rhetoric [Power Point slides]. The University of Florida. Canvas@UF https://lss.at.ufl.edu

Cafer, A., Green, J., & Goreham, G. (2019): A community resilience framework for community development practitioners building equity and adaptive capacity, *Community Development*, *50*(2), 201-216. https://doi.org/10.1080/15575330.2019.1575442

Carnes, C., Jones, J. A., Pracht, D., & Simonne, E. (2019). Successful collaborations between Extension and nonprofits: Factors contributing to effective alliances. *Journal of Extension, 57*(2), 1-8.

Galindo, S. (2022). *Data collection and analysis: Basic survey design and getting preliminary findings* [Power Point slides]. The University of Florida. Canvas@UF. https://lss.at.ufl.edu

Green, J. J., & Kleiner, A. M. (2010). Action research and evaluation in community development. In *Introduction to Community Development* (pp. 119-139). Sage.

Juris, J., Scrivano, R. M., Speidel, E., Bailey, L. & Jarott, S. E. (2021). The development of a satellite food pantry through community-based participatory action research. *International Journal of Research on Service-Learning and Community Engagement, 9*(1), 1-13. https://doi.org/10.37333/001c.31304

Lindsey, A. B., & Kumaran, M. (2016). Coastal community mobilization in the aftermath of man-made disasters: A case study of Florida gulf coast community responses after the BP Deepwater Horizon oil spill in the USA. *World Environment and Island Studies, 6*(1) 35-42.

Lindsey, A. B. (2022). Building *community capacity after a disaster: A case study* [Power Point slides]. The University of Florida. Canvas@UF. https://lss.at.ufl.edu

O'Neal, L. J., Brand Bateman, L., Smith, T., Li, Y., Dai, C., Wynn, T. A., & Fouad, M. N. (2018). An exploration of multilevel physical activity correlates among low-income African Americans in Alabama and Mississippi. *Family and Community Health, 41*(4), 197-204. doi: 10.1097/FCH.0000000000000203

Pracht, D., & Fletcher, K. H. (2022). *7 steps to create a community survey* [Power Point slides]. The University of Florida. Canvas@UF. https://lss.at.ufl.edu

Pracht, D., Toelle, A., & Broaddus, B. (2022). Action research: A methodology for organizational change. University of Florida Cooperative Extension Service Publication Series (4H424). Gainesville, FL. https://doi.org/10.32473/edis-4H424-2022

Ruth, T. (n.d.). *Poster and presentation design* [Power Point slides]. Department of Agricultural Education and Communications Graduate Student Association. The University of Florida. Canvas@UF https://lss.at.ufl.edu

Work Group for Community Health and Development. (2022). *Community-based participatory action* [Power Point slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Developing a plan for communication* [Power Point slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Developing a plan for increasing participation in community action* [Power Point slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Developing an action plan* [Power Point slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Participatory evaluation* [Power Point slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Action research and evaluation in community development* [Power Point slides]. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 1. Our model for community change and improvement*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 2. Other models for promoting community health and development*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 3. Assessing community needs and resources*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 4. Getting issues on the public agenda*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 5. Choosing strategies to promote community health and development*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 8. Developing a strategic plan*. *Section 5. Developing an action plan.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 20. Providing information and enhancing skills. Section 6. Training for conflict resolution.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 23. Modifying access, barriers, and opportunities.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 36. Introduction to evaluation. Section 6. Participatory evaluation.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 37. Operations in evaluating community interventions. Section 5. Collecting and analyzing data.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Chapter 46. Planning for sustainability.* The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Analyzing community problems and designing and adapting community interventions*. The University of Kansas https://ctb.ku.edu/en

Work Group for Community Health and Development. (2022). *Communications to promote interest and participation*. The University of Kansas https://ctb.ku.edu/en

COMMUNICATION POLICY:

- Our preferred method of communication is Canvas email; however, we will correspond with you via UF email.
- Please be mindful that we correspond and reply to emails M – F 8:00am – 4:00 pm.
- Please note that we post information regarding class via Canvas Announcements so be sure to have your preferences set to receive these updates via your ufl email inbox

GRADING: Total course = 500 Points

ASSIGNMENTS:

Participation = 50 points

Reading Reviews = 150 points

Team Project = 300

- Identify and Self Select a Rural or Urban Community Issue = 50 points
- Survey and Data Collection = 50 points

- Create and Evaluation a Community Resilience Framework = 50 points
- Identify Selected Community Systems and Community Capital = 50 points
- Identify and Report Next Steps = 50 points
- Generate and Present an Action Plan = 50 points

GRADE RANGES:

A = 93.50% & above	C = 73.50-76.49%
A- = 90.00-93.49%	C- = 70.00-73.49%
B+ = 86.50-89.99%	D+ = 66.50-69.99%
B = 83.50-86.49%	D = 63.50-66.49%
B- = 80.00-83.49%	D- = 60.00-63.49%
C+ = 76.50-79.99%	E = 59.99% & below

INCOMPLETE GRADE:

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"
1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

ATTENDANCE:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Policy regarding testing accommodations:

Any student who requires testing accommodations must follow university procedure for securing the accommodations. Please see https://www.dso.ufl.edu/drc/students for how to access resources and setting up accommodations.

Students who require testing accommodations should follow DRC policy for making an appointment to take the test(s) at the DRC. Do not assume that I can provide additional assistance for testing needs. If you fail to follow through on making arrangements with the DRC to take a test, you will take the test with the rest of the class and will be given the same amount of time to take the test as the rest of the class.

ACADEMIC HONESTY:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

https://sccr.dso.ufl.edu/process/student-conduct-code/

If you have any questions or concerns, please consult with the instructor or TAs in this class.

CAMPUS HELPING RESOURCES:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's resources. The following resources are available at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

HEALTH AND WELLNESS RESOURCES:

- U Matter, We Care:
  If you or someone you know is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
- Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES:

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml
- **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. http://www.crc.ufl.edu/
- Library Support, http://cms.uflib.ufl.edu/ask Various ways to receive assistance with respect to using the libraries or finding resources.

- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/
- **Student Complaints Campus**: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- **On-Line Students Complaints**: http://www.distance.ufl.edu/

ONLINE COURSE EVALUATION PROCESS:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

IN CLASS RECORDING:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

Couse Calendar is Provided in CANVAS