INF 388D PLANNING AND MANAGEMENT OF PROGRAMS AND SERVICES FOR YOUTH

Fall 2008
Unique No. 27995

Meeting Times: Tu: 6:30-9:30, SZB 464

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Office Hours: Tues 5-6 p.m.

Course Description
Introduction to major concepts in designing and planning effective services and programs for children and young adults. Systems concepts as applied to youth-service organizations; information technologies and their application to youth-information services; analysis of information needs of children and young adults; and new trends in information-service programs in public and school libraries.

Course Objectives
To introduce students to major concepts in the designing and planning of effective information systems for children and young adults, paying particular attention to:

A. Developing models for the planning, creation and delivery of information services and programs

B. Reviewing current developments in the fields of education, library science, and other related disciplines in terms of services and programs, ideas and trends

C. Considering new technologies useful in providing information needs, sources, and information seeking behaviors of youth

D. Reviewing current research in terms of the information needs, sources and information seeking behaviors of youth

E. Analyzing effective communication patterns and helping relationship skills and behaviors for librarians working with youth
Topical Outline

1. Introduction of Course
2. Review of Professional Literature
3. Introduction to Issue in Proving Programs and Services For Youth
4. Current Trends and Issues In Youth Services and Programs
5. Overview Of Programs and Services
6. The Planning Process
7. The Program Proposal: Design and Presentation
8. Consulting and Library Consultation
9. Outreach services
10. Services to special populations
11. Censorship and the Protection of Freedom of Speech, Information, and Ideas
12. Communication and Helping Skills as Applied to Programs and Services
13. Bibliotherapy and reading guidance services

Schedule and Assignments

Sept.2  Introduction to course and overview of professional literature

For Sept. 9, Read on theories that influence programs and services for youth in libraries. Be prepared to discuss in class. You will be assigned theories and asked to research them briefly.

Sept. 9  Discussion and overview of selected theories associated with youth of all ages and how they influence library services and programs.

For Sept. 16 read in the professional literature outside of librarianship (e.g., sociology) about social trends affecting the youth populations. Be ready to discuss this in class. For background as to how these principles relate to librarianship review items on suggested background reading.

Sept. 16  Introduction to major social and cultural trends and their influence on library planning and services for youth.

For Sept.23 read in the professional literature about planning principles. You may use other professional literature such as business, education, psychology, and social work; also community information and youth.

Sept. 23  Introduction to general planning principles and models of youth services and programs. Consideration of library standards and guidelines as models for planning.

For Sept.30 read in the professional literature about the information needs of youth. Be prepared to discuss this in class and to make suggestions as to how these influence library programming at the local level. Consult suggested background reading list.
Sept. 30  Examples of Programs and Services: Information needs of youth and what influences those needs; Community Information and Youth.

For Oct. 7-14 read in the professional literature about:

- Story hours, Storytelling, and Book talks, Oct. 7;
- Career and vocational information Oct. 14;
- Programming and Services for Parents and Care-Givers Oct. 17

Be prepared to discuss in class. Search professional literature for trends and issues

Oct. 7-14  Examples of Programs and Services: Principles and theory of storytelling and booktalking; career and vocational information; parents and youth care givers and services. See schedule listed under Sept 30.

For Oct. 21 read in the professional literature about information technology programs (includes television content; instructions in use of computers, and the Internet) and Programs and Services for Youth At-Risk. Be prepared to discuss readings in class.

Consult professional literature for trends and issues.

Youth Culture Film Review is due Oct. 14.

Program proposal idea submitted to WBL (one paragraph) with completed program proposal due. Informal summary to class of program proposal due Dec. 2.

Oct. 21  Examples of Programs and Services: Discuss Information technology programs (e.g., Television—its content, history and use, Computers and the Internet); Youth At-Risk Programs.

For Oct. 28 read in the professional literature regarding reading and reading promotion by libraries—e.g., gender differences, boys and reading, graphic novels, the cultural and social aspects of reading and programs needs. Read also about information literacy and instruction. Consult suggested background reading for issues and trends as well as the professional literature.

Oct. 28  Examples of Programs and Services: Discussion of reading and reading in culture and society and the role of libraries to promote and encourage reading; Bibliographic Instruction and Information Literacy.

For Nov. 4 prepare for discussion on management issues in programming.

Consult suggested background reading for issues and trends. Pay attention to issues and trends relating to: Planning Processes; Budget and Funding Sources; Evaluation
Processes; Personnel and Their Training; Facilities; Planning for Volunteers. WBL will assign topics based on your interests.

Reading Journal, part 1 is due.

**Nov. 4**

Discussion of management and planning processes, including:

- Examples of Planning Processes
- Budget and Funding Sources
- The Evaluation Process
- The Personnel and their training
- Facilities
- Planning for volunteers in programs and services (read from literature TBA)

For Nov. 11 read about proposal writing. Consult professional literature for issues and trends. Consider these points: The In-House Proposal; The External Proposal (state, federal, and foundation proposals); Structure of a proposal

**Nov. 11**

Discussion of program proposals--

- The In-house proposal
- The external proposal (state, federal, and foundation proposals)
- Structure of a proposal

For Nov. 18 read on consulting and the consulting process (read from the literature outside librarianship as well as that found in librarianship). Consider these points: Role Consultant; Institutional Consultant; The Entrepreneurial Consultant; Elements of the Consultant Process; outreach services and services to special populations. Be prepared to discuss these issues in class.

**Nov. 18**

Youth Librarians as Consultants

- Role consultant
- Institutional consultant
- The entrepreneurial consultant
- Elements of the consultant process
- Outreach services and services to special populations

For Nov. 25 read on censorship of programs and services. Be prepared to discuss in class; read on helping relationships, communication skills, and bibliotherapy; reading guidance.

**Nov. 25**

Censorship of programs and services

- Defining Censorship;
- Current Trends and Issues in freedom of information;
Access to information including censorship of programs and services;
Important Court Rulings;
Professional Responsibilities in Protecting Access to Information
Helping Relationships and Communication Skills, and bibliotherapy
Definitions and examples;
Models of Communication;
Application of Communication and Helping Skills in Practice;
Bibliotherapy and reading guidance

For Dec. 2 present poster session and informal review of proposal.
Program proposal is due.
Reading Journal, Pt. 2 is due (including Field observations reports)

Dec. 2 
Poster session presentations and informal summary of proposal in class

Assignments and Date Dues

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<tr>
<th>Assignment</th>
<th>Grade Value %</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Youth cultural film review project</td>
<td>15</td>
<td>Oct. 14</td>
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<tr>
<td>2. Program proposal idea</td>
<td>Class Participation Credit</td>
<td>Oct. 28</td>
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<td>3. Reading journal (pt. 1)</td>
<td>15</td>
<td>Oct. 28</td>
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<td>4. Planning process discussion (informal)</td>
<td>Class Participation Credit</td>
<td>Oct. 28</td>
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<td>5. Program planning project</td>
<td>25</td>
<td>Nov. 25</td>
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<td>6. Poster session (field visits)</td>
<td>20</td>
<td>Dec. 2</td>
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<td>7. 3-5 minute informal summary of proposal</td>
<td>Class Participation Credit</td>
<td>Dec. 2</td>
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<td>8. Reading journal (pt. 2)</td>
<td>20</td>
<td>Dec. 2</td>
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<td>9. Field reports</td>
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One-page summary for each field visit.
Include this in your reading journal, pt. 2.
It will be graded as part of the reading journal based on 15% of 100.
Please use tabs to separate from reading journal entries.
10. Class participation 05 Ongoing

**Grade Values**

93 thru 100 = A
92 thru 80 = B
79 thru 70 = C
69 thru 60 = D
59 thru 00 = F