Prosem II Syllabus—1st Trimester
Academic Year 2019-2020

The Purpose. Prosem is a vehicle to hold the cohort team together, especially during the many months between residencies. We continue to try to find the most effective group processes, content, stimuli, and personal reflection methods to make Prosem II as helpful to students’ progress as possible. Our intention is not to create another “class”—nor to force students to engage in work by simply posting for posting’s sake. The cohort Prosem II space is an anchor-sharing space with peer learners. It is also a space where students can share their own practices, models, and research understanding with others.

The Vision of Prosem II. The vision of Prosem II is to support students in their development of two critical skills:

- Development of self as a reflective practitioner in leading change;
- Development of research appraisal skills applied to leading change.

Theme-Based Perspectives. Each month will focus on a different theme related to one of the two critical skills associated with practice and research. For example, one month the practice and research may be related to need assessment; another to large-scale, team-based change; and another may be associated with evaluating change initiatives. These are examples to give students a flavor of how the themes relate to the two critical skills of leading change and research skills applied to change.

Logistics. Prosem II will be divided into four one-week sections each month. While the order of topics may change each month based on facilitator and student schedules, the following is an example of a typical month. During our first week in Yellow Springs in July 2019, we will determine the best days and times for our one-hour Zoom sessions during weeks 1 and 3. There will be days designated for each of those weeks.

- **Week 1: Practices on leading change.** One faculty facilitator will lead two one-hour sessions based on one of the themes regarding leading change. Each one-hour session is repeated the next day so that students choose which one-hour session is most convenient for them to attend remotely via Zoom. Please note that we will engage students to come to consensus as to the best days and times of the week, given their varied schedules and time zones. Prompts will be provided in the form of various resources to support student learning.

- **Week 2: Peer-support groups.** Students will be divided into dialogue groups that will not be faculty-facilitated where students work on learning achievements. While we understand that not every student is in the same place with their learning achievements, it will be incumbent on their own self-directed learning plan and goals to determine how to engage their small group to get the most mileage out of it. For example, if someone has completed a learning achievement that another student is about to work on, it might be important to know what obstacles they have experienced along the way. Or if a student is in the same place as someone else regarding their learning achievement, strategizing what resources, techniques, and/or approaches they found helpful may be a discussion item. Another scenario is for students to share their writing with others for critical comments. These are
just a few of the myriad ways you can engage each other during peer week. This week is student-facilitated—keeping in mind that this aligns with adult learning.

- **Week 3: Research appraisal associated with leading change.** The same two one-hour duplicate sessions (on consecutive days) as in week 1 will be engaged here. Everything else is the same as the process for week 1, including students choosing which one-hour session to attend, based on their own schedules.

- **Week 4: Group reflection week.** In their dialogue groups, students will have an opportunity to reflect on the readings and the previous Zoom sessions associated with weeks 2 and 3. All group members are expected to contribute by sharing their reflections from two perspectives:
  - **Challenges** associated with the practices and research discussed during weeks 1 and 3—and some of the ways their group might have discussed how to meet these challenges;
  - **Alignment** associated with how their group reinforced some of the perspectives discussed.

**Assignments.** For this first trimester, here are the assignments that we have aligned with each of the monthly themes.

- **August:** Assessing needs in terms of problems and / or opportunities
    **Assignment:** Please refer to this link. [https://coast.noaa.gov/needsassessment/#/](https://coast.noaa.gov/needsassessment/#/). Then click on the various tabs for some quick, concrete, and insightful information. Please reflect on might you engage some of these needs assessment methods in your own leadership arenas?

  - **Reading for Development of Research Appraisal Skills:**
    **Assignment:** Please read the article and come prepared to develop new insights regarding change management.

- **September:** Change management.
    **Assignment:** Please read the article and come prepared to develop new insights regarding change management.

  - **Reading for Development of Research Appraisal Skills:**


**Assignment:**
Please read both of these articles as one is the original report of the research study findings and the second is a discussion of the “behind the scenes” decisions around the choice and execution of CIT method.

- **October:** Evaluating change initiatives
  - **Assignment:** Please read pages 223-250. Even though the focus is nonprofit organizations, the content may be easily applied to any organization. Please reflect on what might be applicable here to your own social systems.

- **October:** Reading for Development of Research Appraisal Skills:

  **Assignment:** See PowerPoint in research methods https://docs.google.com/presentation/d/1eqX05k8xS4Y2FpQfSNegpmd21DL77J8dERY32O6mhtA/edit#slide=id.p3

- **November:** Large-scale and team-based change
  - **Assignment:** This is Mitch’s gift to you! This reading has also been assigned for the large-scale change seminar in November. Thank you, Mitch! 😊 LOL!! Come prepared to discuss:
    - What does “real-time” change mean?
    - Why is the term “planning-to-plan” used? What does it really mean in this context?
    - What kinds of large-scale, real-time change have you been engaged in? What worked? What didn’t’?

  - **Reading for Development of Research Appraisal Skills:**
Assignment: PowerPoint in research methods
https://docs.google.com/presentation/d/1ScrJABy6xffoacUd_Su2fL8xG0qAhlHH-p60YeUOz8Y/edit

Guidelines and Expectations. As with any effective group process, guidelines and expectations help set the stage for the most effective learning. Specifically, we have identified the following as criteria for success:

- Students are expected to attend all Zoom sessions unless they have a valid and significant reason for not attending. Approval of non-attendance must be obtained from one of the facilitators.
- The required participation is 75% live attendance. This means that you may miss only 25% of each of the four weeks during each trimester. So, for example, in August you may miss week 1; September, week 2; October, week 3; and November, week 4. Again, this is just a “for instance.” Further, your 25% “misses” must be spread out over all four weeks. So, for example, you may not miss two week 1’s, etc. If any more than the 25% is missed, you must receive prior approval from one of the facilitators.
- Each dialogue group will submit a reflection paper at the end of every month of NO MORE than two double-spaced pages. They will post this reflection paper in the “master google group” section of Prosem II, as well as email a copy to the facilitators. Please note that this is NOT a telling us what content you learned. For example:
  o How did you / might you apply some of the content?
  o What are some obstacles to content application?
  o What are you still confused about?
  o What might you do to better understand the content?
- At the end of this trimester, each student submits NO MORE THAN A ONE-PARAGRAPH summary of their engagement during the trimester.
- Failure to participate satisfactorily in Prosem II could result in failure to earn credits, which could jeopardize a student’s status in the Program (see Satisfactory Academic Progress in the Program Handbook).

Provisions for Confidentiality. While sometimes we all have the best of intentions regarding confidentiality, it’s important to identify these expectations so misinterpretations are kept to a minimum. We suggest the following.

1. Adherence to principles of respect and confidentiality of dialogue group discussions is to be kept within the group.
2. Access to Prosem II portal areas is based on the following principles
   - Dialogue group discussions are limited to members of the dialogue group and Prosem facilitators.
   - Open Forum, Documents, and Images are open to all members of the cohort, guest faculty/ and Prosem facilitators.
   - Announcements and News is open to all members of the cohort and access restricted to Prosem facilitators.
   - Cohort calendar is open to all members of the cohort and the Proseminar Facilitators.
3. The Program Director will have access to the site and all areas of the Program’s online learner’s center for administrative oversight.