

Creativity and Perseverance: Creating Programs in Appalachia

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About Me

- IBCLC in 2017; trained at UNC-CH
- PhD in 2018; studied at NCSU
- RD in 2020; trained through OSU
- FARE Certified in Pediatric Allergies in 2022



About Me, Personally

- Cis-white female who benefits from white privilege
- My pronouns are she/her
- I have a middle-class occupation that affords me economic privilege
- I live and work on land that belongs to the Catawba, Waxhaw, and Sugaree nations



By the end of this presentation, you should be able to:

Describe the process of program planning

Produce SMART goals and objectives

List the challenges of program planning in academia



Criteria for LEAARC Approval

Completed
application form

Curriculum map

References used
for course
development

Faculty
qualifications/job
descriptions

Course
evaluation
methods



Preparing For Your Course



Step 1: Conduct a Needs Assessment

Define community, purpose, goals, and objectives

Identify areas of need or gaps in knowledge

- This applies not just to program planning, but to research in general



How do you do a needs assessment?

Survey or
questionnaire

Focus groups

Literature or
data review

Keep it simple. Ask your
target audience what they
need.



Questions You Can Ask

- Who has a problem that is not being addressed?
- Who has a question that is not being answered?
- What other programs or resources exist to address the problem/answer the question?
- Why are existing programs and resources failing?
- What could be done to improve existing resources or programs?



Use a SWOT Analysis



Step 2: Define Program Goals and SMART Objectives

- Goal: general, overall focus
 - Example: Prepare IBCLCs to create a CERP offering
- Objectives: specific, measurable, attainable, realistic, and time-bound (SMART)
 - Example: 100% of participants will be able to identify where to submit a CERP proposal on the IBLCE website by the end of the 1 hour lesson.



Types of Objectives

Outcome objective

- Knowledge, behavior, or clinical information that has been gained

Process objective

- Activities included in the program that help participants meet their goal

Structure objective

- Measurable components related to process objectives (cost, materials, budget, staffing, etc.)



Step 3: Determine your Intervention Level

Level 1: Awareness

Level 2: Lifestyle Changes

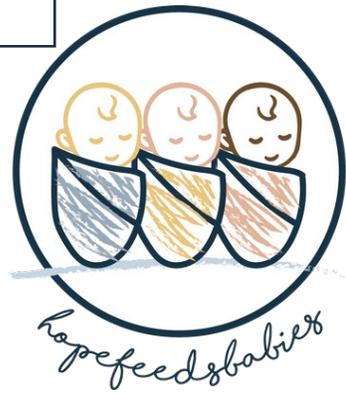
Level 3: Environment



Step 4: Identify Funding

This step may or
may not be relevant
to you

Consider grants,
partnering with
larger organizations,
or sponsorships



Step 5:
Create a curriculum map
aligned with the IBLCE
competencies



Step 6: Compile your References

Yep, we're evidence-based here –
so you're gonna have to do some
research 😊



Step 7: Fill out the LEAARC Application

office@LEAARC.org

<https://www.leaarc.org/>



LEAARC applications can take
6-12 months to approve,
depending on completeness



Planning Your Course





Develop a Mind Map



Create Your Materials

Lesson
Plans

Visual Aids

Handouts

Evaluation
Materials

Technology



Develop a Marketing Strategy

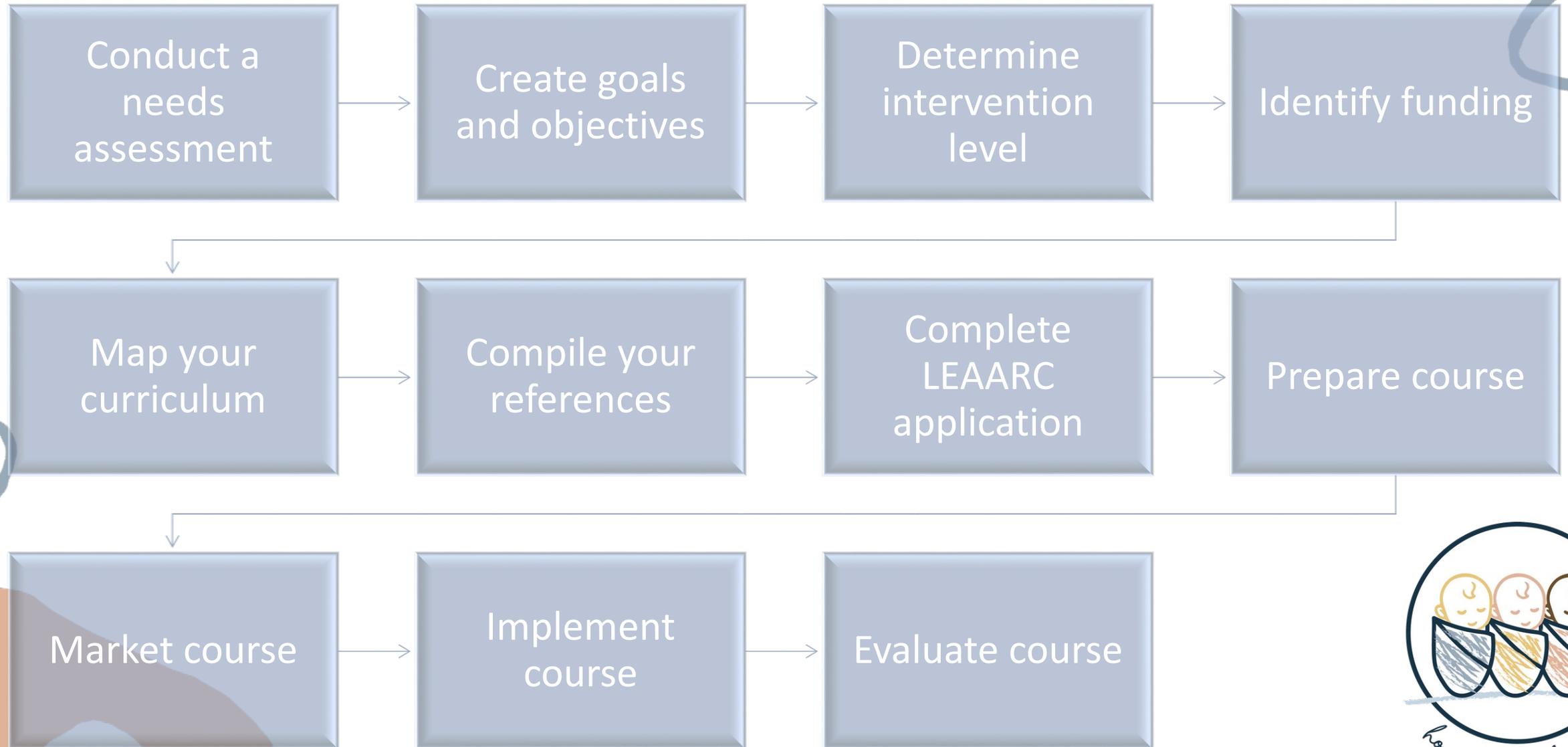
- Marketing is the key to success with any program
- Things to think about:
 - How will you market the program?
 - Who are the necessary partners to make this program successful?
 - When is the best time to offer this program?
 - How far in advance should I market?
 - What options do I have if enrollment is low?



Now you go and implement
your LEAARC approved course!



Summary



Applying this in Academia



Why don't more of these programs exist?

Administrator buy in

Expenses associated with maintaining approval

Low student enrollment compared with other, traditional majors

Lack of awareness surrounding the credential



Challenges in Academia

Red tape

Student completion

Employability



Challenges in Appalachia

Employability in a traditional workplace

Need for additional credentials

Population density impacting earning potential

Cost to access all of the training



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