



PSYC 492 / HPEX 491

Effective Mentoring Practice

Spring 2022 Syllabus

Meeting: Seminar Wednesdays
Class Time: 12:50pm -1:50pm
Location: Student Commons, TBA

Meeting: Mentoring: Wednesdays
AM Class: 11:00am-1:50pm **OR**
PM Class: 12:30pm-3:15pm

Dates: 1/17 (9am-12pm- training through
 zoon)

1/26, 2/2, 2/16, 3/2, 3/16, 3/30, 4/20

1/19, 2/9, 2/23, 3/23, 4/6, 4/13, 4/27,

Instructors:

Dr. Seth Leibowitz, Executive Director, Health Sciences Programs and Advising
 Founders Hall, 827 West Franklin, Rm. 123G
sleibowitz@vcu.edu, Office Phone 828-1761: Emergency cell 804-514-4634
 Availability by prescheduled appointment or weekly office hours.

Hallie Lappin Graduate Student Intern, Cosby High School
lappinhj@vcu.edu

COVID 19 In Person Learning Format

Due to the COVID 19 pandemic, students are mandated to follow all health and safety protocols listed on the [VCU COVID 19 website](#). This section of psyc 492 is listed as 'in person', meaning students must attend class and the school visits in person. A virtual version of this class cannot be offered unless emergency measures are taken to suspend all in person classes. All students must follow university wide and Chesterfield County masking mandates.

VCU Statement of Service-Learning

VCU Statement of Service-Learning: Service-learning at Virginia Commonwealth University is a course-based, credit-bearing educational experience in which students participate in organized service activities that meet community-identified needs. Service activities vary based on the individual course, but may: be direct (e.g.,

mentoring youth, volunteering with patients, working in community gardens) or indirect (e.g., creating research reports, designing online or print materials); be individual or group-based; occur either on- or off-campus; be scheduled at varying times of the week/day; be focused in different parts of the city or state; and involve a single community partner or a variety of community organizations. While individual service-learning classes do not offer all of these options, there may be some flexibility within the service partnerships and/or activities to be completed by individual students. Students are expected to familiarize themselves with the service activity options that are available in this class and, with their faculty member, to select from available options. Students in all VCU service-learning classes participate in reflection activities that are designed to increase students' understanding and application of course content and to enhance their sense of civic responsibility.

Inclusivity Statement

ALL STUDENTS BELONG in this class! Everyone enrolled in this class is able to master this material! Enrollment into VCU and completing the prerequisite courses guarantees that you have what it takes! Everyone can be successful no matter social background, sex, race, sexual identity, culture, experiences, worldviews, transfer status, first-generation college student, neurotypical/non neurotypical;

Mentors and Mentees

High School students will be assigned to work with a VCU student mentor. Each VCU mentor will have 1-2 Cosby student mentees. The mentoring relationship will be built exclusively so the mentor can play a significant part in advising the mentee about the college experience and factors that contribute to making decisions about careers. The mentor is available to guide students through exercises in the class as well as to be a source of information. Students are encouraged to ask questions about the college experience and the coursework necessary for the pre-health curriculum. Students are advised to avoid inappropriate topics that can make high school students or other classmates uncomfortable.

Mentors and mentees are required to communicate outside of class. Mentors have the responsibilities of initiating and scheduling outside of class communication with their mentees. Mentors and mentees are encouraged to communicate outside of class on a regular basis via phone or video conferencing. E-mail communication between mentors and mentees must be professional in nature. Unless otherwise specified mentors and mentees are prohibited from meeting outside of class, in person as this poses health and safety risks.

Mentor Responsibilities:

- Design lectures and conduct virtual classroom activities to help high school students develop college success skills
- Serve as a mentor and role model to the high school students who will be exploring health professions throughout the semester. Mentors will be providing service to the community through these effort because they will be working closely with students to decide on their career pathway

Specifically, all mentors are expected to:

- Attend Mentor Training Workshop on Monday, January 18th from 9am – Noon
- Attend designated virtual class meetings at Cosby High School. (See specific dates above)
- Attend non-Cosby mentoring seminars from 12:45-1:45 on Tuesdays (See specific dates above)
- Read and peer review reflective journals, blogs, winter reading assignment, community service plan, and interview assignment written by mentees
- Work with mentee to prepare their final projects, a classroom presentation focusing on their career development.

- Work with other mentors to design a 90-minute workshop for the students at Cosby focusing on college success skills.
- Video conference or call each mentee minimum twice (2) during the semester to review final presentations, discuss the course, and develop an individual rapport with mentees.
- Meet in presentation groups at least twice (2) during the semester to work on group presentations.

Behavioral Expectations

Mentors are expected to behave in a professional manner when; in the virtual classroom space and while engaging in other activities with mentees. This includes arriving to the high school virtual meetings on-time, appropriate dress, and engaging mentees in activities being led. Mentors are representing not only themselves, but also VCU and VCU Health Sciences Academy.

Grades

Mentors will be graded on *participation* in the course, a *reflection paper*, and *blogs* written about experiences working with mentees.

Assignments turned in 24 hours after the deadlines will be worth ½ credit. Assignments turned in more than one day late will be worth 0 points. Participation points will be deducted if mentors fail to evaluate mentee's work 48 hours after work is submitted.

Specifically the criteria to earn grade points include:

- Attendance at mentoring training workshop, designated classes at Cosby High School and attendance to VCU classes on non-Cosby Thursdays. Participation involves entering comments for mentees into canvas by deadlines given on pg. 7.
- Paper on how psychology theories applies to experiences working with mentees.
- Two blog entries on experiences with Cosby mentees
- Level of engagement in team college success skills presentations at Cosby
- Mentees' evaluation of mentor's abilities to assist them throughout the course.

Application of Theories to Mentoring (150 points) Seminar sessions will take place to prepare mentors to serve their mentees. Topics to be covered include self directed search, mentorship, reflective writing and listening, and learning theories. Learning objectives for service learning courses include applying academic material to service experiences. Therefore papers must evaluate a classroom experience through the lenses of the topics covered in the training sessions. The paper must be formatted in the following manner:

- Describe the experience being analyzed
- Describe the theory being applied.
- Describe how the theory applies to the experience presented in the first part of the paper.

Paper proposal (**5 bonus points**): Students can elect to give a presentation of their proposed paper topic in class on April 27th. Any student who elects to do this will get feedback on their paper topic and 5 bonus points for bravery. The proposal presentation should include the following:

- A description of the theory the student has chosen to apply
- A brief description of the experience the student wishes to explore
- A brief explanation of the theory and its relevance to this course. Is the theory applicable to all adolescents/adults/etc?
- The steps taken to facilitate the completion of this paper
- Difficulties/struggles when writing

Reflective Blog Postings # 1 & 2(100 points) Pick any 2 visits made to Cosby this semester or any 2 significant interactions you had with your mentee outside of class. Write a reflective blog about interacting with your mentees and post to the designated blog site in canvas. The blog posting should include: pre-service reflection, reflection during service, and post-service reflection. The pre-service reflection should include expectations or predictions of upcoming Cosby classes or interactions and steps taken to prepare for meeting with mentees. The reflection during service should be reflections of time spent with mentees. The post-service reflection should include future actions you will take as a result of what you learned from your experience during the interactions. 1 original post and response to a classmate's blog must be made by dates specified below.

Mentoring Class Presentation and Preparation (100 points) Using mentor guidelines for presentations, mentors will work in teams to prepare and execute the curriculum for specific class sessions. Presentation topics will be pre-assigned. Presentation formats around topics have specific guidelines for use of technology, time allotted for specific activities. Failure to follow these guidelines will result in a deduction of points. See canvas for details. **Mentors must meet in groups at least twice before presenting.** Grades for group presentation will be based on ratings provided by each member of the group. Electronic surveys of group performance are posted to canvas and must be filled out by each group member 48 hours after each group presentation. Grades for group presentations will vary for each group member and will be based on the feedback given by each group members on surveys submitted.

Attendance and Class Participation (100 points) Mentors are required to attend all pre-scheduled class meetings with mentees at Cosby High School, class sessions on non-Cosby class days, and training sponsored by the Virginia Mentoring Partnership on Martin Luther King Holiday Day. **Students will lose between 5-7 points towards their class participation grades for every activity missed.**

Volunteers might be needed for the virtual lab activities taking place on the MPC and MCV campuses. Extra credit will be awarded to students who serve in this capacity. Students will be notified prior to each lab date about volunteer opportunities and expected commitment on lab days.

Some labs and student presentations are scheduled outside of classroom meeting times. Mentors can attend labs with their mentees and attend their mentee's final presentation as their academic schedule permits.

While all visits to Cosby will be structured, Mentors are encouraged to use class time to give mentees feedback on their written work and evaluate outside of class communication.

Mentors are responsible for providing mentees feedback on their journals, winter reading assignment, service learning plan, and project proposal. Feedback for mentees winter reading reflection (75 points); three reflection journal grades (75 points); final presentation proposal (20 points); and service learning plan (100 points) must be inputted into Cosby canvas by March 16th. Feedback on the mentee's fourth journal entry (25 points), final mentee evaluation (100 points), and interview assignment (100 points) must be inputted in Cosby canvas 48 hours after assignments are submitted by high school students. **Mentors who fail to input feedback for their mentees work will receive a deduction from their class participation grade.**

Mentee Evaluation (150 points) At the middle and end of the semester, mentees will be asked to evaluate their mentor's performance. Completion of Skype or phone session with mentees will be included as criteria in performance evaluations. Evaluation criteria are listed in the mentor evaluation form posted on canvas.

Points will be awarded as follows:

GRADING SCALE (REVISED FOR SPRING 2023)

Activity	Points	Grading Scale	Due Dates /
Mentor Reflection Paper	150	A=550-600	Due: May 4th.
Reflective Blog Postings and Responses	100	B=500-549	#1 Due March 16th # 2 Due May 4th
Mentor Work in Team Project	100	C=360-499 D=280-359	Points posted by May 5th
Attendance / Participation (In Person Attendance at Schools and Giving Mentees Feedback on Their Written Assignments and Performance)	100	F=Below 279	Midterm 50 points posted by withdrawal date Final 50 points posted by May 5th
Mentee Evaluation	150		Final 50 points posted by May 5th
Total Possible Points	600		

Letters of Recommendation from Dr. Leibowitz Service learning classes are an excellent way to get to know your instructors and acquire meaningful letters of recommendation. Dr. Leibowitz is happy to write letters of recommendation for students who complete effective mentoring practice and meet the following criteria. Students requesting letters of recommendation must have completed the course prior to requesting a letter of recommendation and earn an A in the course. Students requesting letters must meet or exceed the academic requirements for the programs they are applying to, provide resumes, personal statements, detailed instructions on letter transmission, and meet with Dr. Leibowitz no less than 15 business days prior to when the letter of recommendation is due.

