



VCU

Health Sciences Academy

PSYC 492 / HPEX 491, Orientation to Mentoring (1 credit) Fall 2022 Course Syllabus

INSTRUCTORS AND PROGRAM SUPPORT

Seth Leibowitz, Ed.D. Executive Director, Health Sciences Programs and Advising
Executive Director, Health Sciences Programs and Advising.
Founders Hall, 827 West Franklin Street, Rm. 123G, 828-1761,
In Person or Zoom / Student Office Hours: Friday 1-1:50
(Students are encouraged to attend office hours after class or alternatively request
in-person or zoom appointments)

Emergency Cell Phone, 514-4634, Availability by Appointment, sleibowitz@vcu.edu

Autumn Jones, School Counseling Graduate Assistant, Richmond Community High School
jonesaj6@vcu.edu

Kwasi Owusu-Agyemang School Counseling Graduate Assistant, John Marshall High School
owsusuagyemkb@vcu.edu

Jazmin Brown, High School Program Coordinator, brownja24@vcu.edu, 804-827-0982

COURSE DESCRIPTION

Orientation to Youth Mentoring; Semester Course; 1 lecture hour; 1 credit (Service-Learning Experiences at Richmond Community (RCHS). John Marshall High School (JM), and Dental Scholars (DS) Program; Promotes skill development to foster positive youth development by formulating approaches to build grit, curiosity, and character in youth. Curriculum will include best practices for ensuring youth safety, community partner orientation, and engaging youth through activities based learning. Service activities are recruitment, mentoring, and selection of students from Richmond Public Schools into VCU Health Sciences Academy, Career Exploration Program. Prerequisite PSYC 101.

Students enrolled in this section of PSYC 492 / HPEX 491 will take a 2 credit mentoring practice course in the spring 2022 semester. Three sections will be offered and will align with meeting times chosen for Dental Scholars and partnering high schools. Students mentoring Dental Scholars will be identified in October and mentoring activities will take place starting in November. Class meeting times in the spring will be announced in early November. Students will be able to request mentoring sites and class times. Spring class sections will be assigned based on high school student enrollment.

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;

CLASS & COMMUNITY MEETING TIMES

See course meeting schedule and activities for specific details. Class will meet on designated Fridays during the fall semester. Classes will take place from 11am-12:50pm, Rm. 1102 MCALC. Students are required to attend class in person

COMMUNICATION

Students are responsible for checking the schedule on a regular basis. Weekly Canvas announcements will serve as reminders of upcoming activities, due dates, ect.

REQUIRED TEXTBOOK & SELECTED READINGS (WILL BE PROVIDED BY INSTRUCTOR)

Tough, P. (2012). How Children Succeed: Grit, Curiosity, and the Hidden Power of Character, New York, New York: Houghton Mifflin Harcourt Publishing Company

Tough P. (2016). Helping Students Succeed: What Works and Why, New York, New York: Houghton Mifflin Harcourt Publishing Company.

Duckworth, A. (2016). Grit: The Power of Passion and Perseverance, New York, New York: Scribner/Simon & Schuster.

Duhig, C. (2012). The Power of Habit, What We do in Life and Business, New York, New York: Random House

Oettingen, G. (2014) Rethinking Positive Thinking: Inside the New Science of Motivation, New York, New York: Penguin Publishing.

Paul, A.M (2012, August 23) School of Hard Knocks. New York Times.

<https://www.nytimes.com/2012/08/26/books/review/how-children-succeed-by-paul-tough.html>

Pink, D. (2011). Drive: The Surprising Truth about What Motivates Us, New York, New York: Riverhead Books

Singhal. M (2014). Is Optimism Really What it's Cracked Up to be? A Book Review. Psychological Studies (July–September 2015) 60(3):368–370

ATTENDANCE AND CLASS PARTICIPATION

Students are required to attend all class meetings in person. Students must dress and act professionally when interacting with high school students, families, and community partners. Students who cannot attend class or participate in community engagement activities due to a medical illness or extenuating circumstance are advised to e-mail Dr. Leibowitz prior to class activities. Active class attendance and participation is worth 20 points towards the final grade in the course. A midterm and final class participation grade will be issued. **2-4 points (2 points for lecture; 4 for service activities) will be deducted from participation grades for each absence. Students who miss multiple activities can fail the course and will not be invited back to participate in the spring.**

CANVAS TECHNOLOGY REQUIREMENTS

Canvas will be used as the primary means of communication in this course. Students are required to turn in all assignments via canvas and check announcements weekly for important communications throughout the semester. Students are encouraged to adjust Canvas settings so they can receive notifications of new announcements.

POLICY ON LATE SUBMISSION OF WORK

Assignments submitted 24 hours or less after the deadline will be evaluated for ½ credit. Assignments submitted more than 24 hours after the deadline will receive 0 credit.

UNIVERSITY GUIDELINES

Students should visit <http://go.vcu.edu/syllabus> and review all syllabus statement information. The full university syllabus statement includes information on safety, registration, the VCU Honor Code, student conduct, withdrawal and more.

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.. 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.

COURSE OBJECTIVES

As a result of completing this course, the student will be able to:

1. Develop effective approaches to mentoring youth
2. Develop sustainable partnerships with Richmond Public Schools;
3. Apply theoretical concepts from How and Helping Children Succeed to formulate effective strategies for motivating youth.
4. Practice community engagement reflection; and
5. Work effectively in teams.

COURSE CONTENT

1. Knowledge and skills specific to the discipline of study in a program theme area (youth mentorship). Reading and reflections on the book, How and Helping Children Succeed by Paul Tough.
2. Sustainable Partnerships with Richmond Public Schools/Dental Scholars - The consistent presence of VCU student mentors at John Marshall, Richmond Community High School, and Dental Scholars Program strengthens our partnerships because it reinforces our commitment to helping the school achieve its goals of preparing high school students for college and careers.
3. Community Partner Orientation - Orientation to partnering sites by networking with administrators and learning how students in that environment are motivated to succeed.

4. Needs Assessment- Planning, executing, and evaluating recruitment, selection and orientation activities to engage high school students in a health careers exploration class.
5. Community Engagement Action Planning- Using fall semester community engagement experiences and strategies from How & Helping Children Succeed to plan mentoring strategies to be implemented with high schools during the spring 2022 semester.

CORE ASSIGNMENTS

1. Structured Reflection Blogs. Structured reflections enhance learning that results from community-based service. The process of reflection is a necessary component of service-learning courses. Structured opportunities that allow for critical reflection upon the service experience enables learners to examine and form their beliefs, values, opinions, assumptions, judgments and practices related to actions or experiences, gain a deeper understanding of them and construct their own meaning and significance for future actions. Reflections will be represented by the *What? So What? & Now What?* format.

Two reflections (worth 60 points total) will be required throughout the semester. Reflections are to be submitted under assignments in canvas by the due dates specified below.

The first reflection blog is due October 21st will be a reflection on something you were exposed to during the first ½ of the course, what you learned about yourself from the exposure, and planned accomplishments during the 2nd part of the course as a result of what you learned about yourself. In addition to writing at least one blog entry, you must offer at least 1 response to a classmate's blog. (See prompt and grading rubric on canvas)

The 2nd blog, Due December 13th will ask you to choose a strategy from the class readings or lectures, describe how the strategy builds grit, resilience, curiosity, ect in youth. Describe how you plan to incorporate this strategy to have an impact on your mentees in the spring course you will take. If you are not planning on taking the 2 credit class in the spring, describe how the strategy will impact youth you plan on working with in the future. In addition to writing at least one blog entry, you must offer at least 1 response to a classmate's blog. (See prompt and grading rubric on canvas)
(See prompt and grading rubric on canvas).

2. Group Work. The seminar promotes community engagement initiatives that rely on team-building skills and practices. Service-learning courses require both a faculty and community partner, thus group work is reflected in those engaging in service as well as with a service provider.

Students will be placed into groups to organize team building activities for preview day and other activities throughout the semester. Team evaluations are to be submitted via **canvas survey** by December 3d. Guidelines and expectations for team assignments are posted on canvas.

3. Background Checks - Tier 3 training and criminal background checks must be done by August 31.

4. Extra-Credit Opportunity - During the fall semester, HSA will be launching a campaign to recruit VCU students to mentor high school students at Cosby. Additional mentors might also be needed for the RPS program in the spring. RPS Mentors can earn 1 point of extra credit for every student referred to apply. Referrals must be documented through the mentor application process. Mentors can also gain extra credit for engaging in the parent/family orientation program.

STUDENT ASSESSMENT AND GRADING

Assignment	Point Value
Class Attendance and Participation	Midterm Participation Posted by 10/14 10 Final Participation Posted by 12/13 10
Community Engagement Reflections/Blog	Blog # 1 (Due 10/14) 20 Blog # 2 (Due 12/13) 40
Feedback from group members (Due 12/9)	15
Tier 3 Training and Criminal Background Check (Completion of Forms Due 8/26)	5
TOTAL	100

Grade Distribution:

A	90-100	points
B	80-89	points
C	70-79	points
D	60-69	points
F	≤ 59	points

COURSE MEETING SCHEDULE AND ACTIVITIES (This Schedule is Subject to Change)

DATE	TIME	MEETING LOCATION	ACTIVITY
August 26th	11:00 – 11:50 AM	MCALC 1102	Course Overview
September 2nd Learned Optimism / Mindset	11:00 - 11:50 AM	MCALC 1102	How Children Succeed (Overview, Article How Children Really Succeed & Learned Optimism)

September 9th GRIT	11:00-11:50 AM	MCALC 1102	Angela Duckworth: Grit
September 16th Growth Mindset 1	11-11:50 AM	MCALC 1102	How Children Succeed: Chapter 3 Growth Mindset Module
September 23rd Growth Mindset 2	11:00-12:50 AM	MCALC 1102	How Children Succeed: Mental Contrasting Gabriel Oettingen: Rethinking Positive Thinking
September 30th Focus on applying non cognitive skills to time and organizational management	11-12:50	MCALC 1102	Guest Speaker Ms. Benita Regusters Academic Coaching, Campus Learning Center
October 7th Mental Contrasting Rethinking Positive Thinking	11:00-11:50	MCALC 1102	Mental Contrasting Gabriel Oettingen: Rethinking Positive Thinking
October 14th Cognitive Flexibility/ Reflection	11:00-11:50	MCALC 1102	Readings from Power of Habit Blog # 1 DUE
October 21st* (midterm grades posted)	NO	CLASS	READING DAY

*October 28th High School Visit # 1	11:00-12:50	Meet Shuttles in front of Cabell Library Angels, Dramatics, and Four Eyes	Time and Organizational Management 1:
November 4th +- Reinforcement Preview Day Prep	11:00-12:15	MCALC 1102	Helping Children Succeed, Supplemental Readings, Positive and Negative Reinforcement Daniel Pink: Drive
November 11th	11-12:50	Preview Day	Locations on Campus
November 18th	Final Paper Review	MCAL 1002	Syllabus Blog # 2 Assignment
November 25th	FALL BREAK	NO CLASS	NO CLASS
December 2nd Time Management 2	11-11:50	Meet @ Cabell Library Grittier than you Supermentors Team Tea	Time and Organizational Management 2
*December 9th High School Visit # 3	11-11:50pm	MCALC	Final Paper

***Note School Visit Dates Subject to Change**

IMPORTANT DATES, FALL 2021 SEMESTER

Tuesday, August 23	Classes Begin
Tuesday – Monday, August 23-29	Late Registration and Add/Drop Period
Monday, September 5	Labor Day – University Closed
Friday, October 21	University Reading Day – NO CLASSES
Friday, October 28th	Last Day to Withdraw with a mark of W or Declare Classes P/F
Monday – Sunday, November 21 – Nov 25	Fall Break – NO CLASSES
Friday, December 12	Last Day of Classes
Tues – Tues, December 13-20	Final Exams
Monday – Friday, December 22 – January 2	University Closed for the Winter Holiday

VCU COURSE POLICIES

Students should visit <http://go.vcu.edu/syllabus> and review all syllabus statement information. The full university syllabus statement includes information on safety, registration, the VCU Honor Code, student conduct, withdrawal and more. These policies along with policy updates are posted to the course canvas site.