



VCU

Health Sciences Academy

Title: PSYC 492 / HPEX 491, Effective Mentoring Practice
Credit Hours: 02
Semester: Spring 2022
Prerequisite: Orientation to Mentoring & Application to the VCU Health Sciences . Academy Mentoring Program.
Instructors: **Seth Leibowitz**, Ed.D. Executive Director, Health Sciences Programs and Advising
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CLASS & COMMUNITY MEETING TIMES

All class meetings will be synchronized with partnering high schools or VCU School of Dentistry with mentees on the specific Mondays, Wednesdays and Thursdays listed on pg 2.

Students enrolled in **sec 117** will be serving mentees at **John Marshall High School**. Students enrolled in **sec 114** will be serving mentees at **Richmond Community High School**. **Sec 901** will be serving mentees participating in the dental scholars programs at VCU School of Dentistry.

Section (114), Tuesdays 12:30-2:30pm Richmond Community High School	Section (117) Thursdays 12-1:50pm John Marshall High School	Section (901) Wednesdays 4:30-6:00pm Dental Scholars
January 17th, MLK ALL MENTOR TRAINING 9am to noon, Location , TBA)		
January 18th - Syllabus Overview (Alumni Board Room, Commons, Mentors Only 12:30-1:30)	January 20th - Syllabus Overview (Alumni Board Room, Commons Mentors Only 12-1pm)	January 12th: Mentee Introductions / Team Building

January 25th - Team Projects (Alumni Board Room, CommonsMentors Only 12:30-1:30)	January 27th - Team Projects (Alumni Board Room, Commons Mentors Only 12-1pm)	January 19th Syllabus Overview (Mentors Only 4:30-5:30)
February 1st: Mentors: Evaluating Written Work	February 3rd: Mentors Evaluating Written Work	January 26th Virginia Mentoring Partnership
February 8th: Communication	February 10th: Team Building	February 2nd Team Projects (Mentors Only 4:30-5:30)
February 15th: Team Building	February 17th: Communication	February 9th: Self Directed Search
February 22nd: Self Directed Search	February 24th: Self Directed Search	February 23rd: Pre Dental Program
March 1st: Financing College	March 3rd: Financing College	March 16th: Financing Dental School
March 15th: Living & Dying in Brick City	March 17th: Living and Dying in Brick City	March 30th Presentation on Presentations
March 22nd: Getting Involved on Campus	March 24th, Getting Involved on Campus	April 6th (Final Papers) Mentors only 4:30-5:30pm)
March 29th: Managing Stress Mindfulness	March 31st Presentation on Presentations	April 13th Presentation Workshop 1
April 5th (Final Paper) Mentors Only 12:30-1:30	April 7th (Final Papers) Mentors Only 12:30-1:30	April 27th Closing Reception and Graduation Ceremony.
April 12th Presentation on Presentations	April 14th Managing Stress	
April 19th Presentation Workshop 2	April 21st Presentation Workshop 3	
April 26th Presentation Workshop 3	April 28th Presentation Workshop 3	
May 4th: Closing Reception and Graduation Ceremony Location and Time TBA		

COURSE DESCRIPTION

This section of PSYC 492/HPEX 491 will focus on mentoring high school students towards college and career readiness. High School students are enrolled in Dental Scholars, Richmond Community and John Marshall High Schools and have been selected to participate in Dental Scholars / Health Sciences Academy, Career Exploration program. Mentoring activities will be focused on helping high school students develop the skills necessary to decide on careers and successfully navigate the college environment. Mentors will work individually with mentees to give them feedback on their writing and organizational skills. Mentors will also work in teams to plan workshops for high school students focused around building college success skills.

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;

COVID 19 In Person /Hybrid Flex 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](#). Section 114 and 117 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. Section 901 is listed as hybrid flex, meaning some mentoring activities will take place virtually and some will take place in person. Students will be updated by Canvas on the modality of upcoming scheduled activities. All students must follow university wide and Richmond Public Schools masking mandates.

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.

COURSE OBJECTIVES

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

1. Learn effective mentoring practice
2. Practice and apply theoretical concepts from How Children Succeed to positively impact youth development
3. Design and deliver curriculum to help high school students learn college success skills;
4. Adapt leadership style to address challenges;
5. Develop sustainable partnerships;
6. Work in teams;

7. Practice community engagement reflection

Mentor / Mentee Communication

High School students will be assigned to work with a VCU student mentor. Each VCU mentor will have a high school mentee from Dental Scholars Mentoring Program or Richmond Public Schools . The mentoring relationship will be built exclusively so the mentor can play a significant part in advising the mentee about the college level, pre-health experience and factors that contribute to making decisions about health 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. Mentors 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 are discouraged from using texting or social networking as a form of outside of class communication as it can be counterproductive to building successful relationships. Mentors and mentees are encouraged to communicate outside of class on a regular basis via email. Communication between mentors and mentees must be professional in nature.

During the duration of the spring semester, mentors and mentees are prohibited from transporting each other in personal vehicles. Outside of class meetings can only take place at the VCU Cabell Library.

ASSIGNMENTS AND GRADING

Planning and execution of college success workshops – (15 points) Mentors will work in teams to plan and execute workshops to help mentees develop college success skills. See HSA Guidelines for Group Presentations for details and expectations. Mentors will evaluate team members on their engagement in the program and group efforts through a canvas evaluation.

Class participation – (30 points) Midterm and final participation points will be issued. Mentors are expected to attend all scheduled high school visits and engage mentees in all activities taking place. Students will lose 2-4 points off their final grades for missing any pre-scheduled activity. Mentor are also expected to submit written comments to all high school student assignments posted on canvas 48 hours after each high school assignment is posted.

Screenshots of your comments from Journal 1 & 2 are due in canvas by dates specified below. Screenshots of comments from winter reading assignments and Journal 3 are due by dates specified below.

Extra Credit Opportunities - Extra credit points are awarded for helping to recruit RPS mentors for the 2022/2023 school year and volunteering to serve as escorts during the high school student visits to campus. Those interested in serving as escorts should e-mail the high school pipeline programs project coordinator at least 3 business days prior to the scheduled activity. Additional extra credit opportunities throughout the semester

Midterm Blog 1 - (15 points). Blog posting responding to the following prompt. How have you used or tried to use non cognitive learning strategies in your mentoring relationship? Is it working for your mentee or not? Why?, How will you improve your approach through the remainder of the course either by changing strategies or refining the one you are using? Students must respond to at least one blog entry from a classmate. See grading rubric in canvas for further details

Final Blog # 2 (20 points) Blog # 2 will be a personal assessment of your efforts at integrating non-cognitive learning strategies into working with your mentee.

During this reflection you will be required to look at strategies you choose in the fall to help your mentees be successful and evaluate the outcomes of using this approach. Specifically, the written and oral reflection should provide responses to the 4 part prompt listed below:

- Identify the non cognitive learning strategy you proposed to implement during the fall semester
- Did you implement the strategy as originally planned in the fall semester? If not, why?
- Using knowledge of non-cognitive learning strategies, describe the dynamics that made your approach successful OR if you felt your approach was not successful describe how and why an alternative strategy would have been more effective.
- Would you choose to use the same strategies in working with youth in the future? Why or Why Not

Respond to at least 1 classmate’s blog. See grading rubric in canvas for more detail.

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.

Course Assignments & Point Values:

Assignment	Point Value	Due Dates
Final Blog # 2	20	Due May 4th
Midterm Blog # 1	15	3/11
Team Evaluation: College success skill workshops	15	Posted by 5/10
Midterm mentee evaluation	10	3/11
Final mentee evaluation	10	Posted May 10th
Class Participation (attendance and commenting) Screen shots from journal 1 and 2 posted to canvas by 3/11 . Winter reading	30	Midterm posted by 3/18 and Final posted by May 10th

and journal # 3 comments posted to canvas by 5/4		
TOTAL	100	

Grading Scale:

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

