

ED 145 – Introduction to Mentoring Fall 2018

Course Number: EDUC 145, Sect. 1
Course Credit: 3
Classroom Number: ALB 018B
Class Time: M/W 2:00-2:50

Name: Trisha Lamers
E-mail: tlamers@uwsp.edu
Office: 018H ALB
Telephone: 715-346-2150

Course Goals and Description: This is an introductory course for students who will be serving in their first semester as a student mentor. This course is designed to provide a foundation of the history, nature, and skills associated with one-on-one mentoring. This will be accomplished through readings, discussions, and activities. Mentors will also be introduced to information about varying forms of identity, goal-setting, personal development (dependence to independence to interdependence), appreciative inquiry, the university structure, active learning, and the diverse needs of undergraduate students. Attendance, class participation, purposeful integration of information, and self-reflective writings are essential for success in this course.

Prerequisites:

Mentors will have completed the application and selection process and acquired a mentoring position in the Learning Enrichment and Achievement Program (LEAP).

Learning Objectives:

This course is intended to help mentors:

- Understand their role, responsibility, and contribution to the campus community.
- Understand traits, functions, and activities associated with mentoring.
- Know how to access campus resources to support student success at UWSP.
- Apply appreciative inquiry, active listening skills and communication principles when working one-on-one with students and their mentoring program.
- Explore aspects of identity and develop an understanding of how these aspects of identity contribute to our lived experiences.
- Develop awareness of the diversity of our student populations and identify and apply skills to help promote a safe, supportive, and positive university learning experience for all students.
- Know how to keep themselves and their students motivated and renewed for learning.

Course Format:

This course will consist of face-to-face class meetings and some coursework (readings, reflections, and exercises) outside of the classroom. There will also be a major outside of class mentoring service component. Because of the limited class meetings, there will be a heavy emphasis on attendance and active participation. It is imperative that students attend all of the required class meetings and check D2L and email frequently for assignment changes or updates.

Assignments and Expectations:

Attendance and Participation: Active participation will be required during each class meeting in order to be successful. Students will have the opportunity to participate in both large and small group activities and discussions which will be highly interactive and reflective. As such,

attendance at all class meetings is required. Class topics will be based on assigned readings from textbooks and other in-class materials.

Team builder: Students will be paired/grouped to facilitate a team builder for class with mentors/mentees. Students will need to present a "planning form" to their instructor at least one week prior to their assigned date, detailing what they plan to do, why they chose that activity/ what they hope to accomplish, and what questions they will ask to process following the activity. The planning form will be discussed and feedback will be provided during the EDUC 145 class period (one week prior to team builder activity). All group members must be present and involved in the team builder and in the pre-activity discussion in order to receive full points.

Personal Mentoring Philosophy Statement: Students are required to write a personal mentoring philosophy statement early in the semester. At the end of the semester, this statement will be revised to reflect the mentor's deepened understanding of the mentoring experience.

Mentoring Planning Forms: Students are required to create a mentoring planning form that they will share with the instructor. This mentoring planning form will include details of the days/times/frequency/format (individual/group) of meetings and other mentoring program structure details. This form will guide that mentor's experience with their mentees.

Reflection Papers: Students are required to participate in many hands on activities. In order to get the most out of these experiences, students will be required to reflect on those experiences in reflection writings. Reflection writings will not be graded for grammar. The main focus of these writings will be depth of thought; however, a visit to the TLC Writing Lab to discuss and deepen content will be considered in grading. In addition, mentors will be asked to complete some reflection assignments with their mentees.

Mentoring Component Grade (40% of final grade): The course instructor will evaluate student mentoring performance at midterm and at the end of the semester. Mentors' performance will be assessed using a rubric, and will incorporate feedback from mentees. This evaluation will factor into the final grade. **NOTE: The final course grade may determine student eligibility to mentor in future semesters.**

Grade Calculations

Icebreaker/Class Warm up	3 points
Attendance/Participation (1pt./class)	
<ul style="list-style-type: none"> • Class Attendance • Class Participation 	26 points
Personal Mentoring Statement	
<ul style="list-style-type: none"> • Initial – 3 pts. (due 9/12) • Final – 3 pts. (due 12/12) (Separate assignment – students should focus on growth or change in the philosophy as a result of the mentoring experience) 	6 points
Mentoring Planning Form– mentors complete w/o mentees	3 points
Mentoring Symposium Presentation [possible alternate assignment]	13 points
Assignments (2 pts. each)	16 points

<ul style="list-style-type: none"> • Mentoring Partnership Agreement [with Mentees] (due: _____) (done at T Week) • Mentoring Work Plans – Goal Setting (due: _____) • Time Line Reflection (due: _____) • Campus Resource Visit Reflection (due: _____) • Mentoring Partnership Reflection [with Mentees] (DUE: _____) • Mentee Culture Learning Reflection (due: _____) • In Their Shoes Reflection (due: _____) • Mentoring End of Semester Reflections [with Mentees] (due: _____) 	
Final Learning Reflection	5 points
<i>Mentoring Component Grade (Rubric)</i>	<i>30 points</i>
Total Points	100 points

Grading Scale

Grading will be according to the following scale:

- A:** A (100%-94%) / A- (93%-90%)
B: B+ (89%-87%) / B (86%-84%) / B- (83%-80%)
C: C+ (79%-77%) / C (76%-74%) / C- (73%-70%)
D: D+ (69%-67%) / D (66%-64%) / D- (63%-60%)
F: 59% and lower

This is a credit-bearing course. Among the criteria to determine continuation in the mentoring program, the grade in this course is a strong component.

Course Policies:

Special Needs: If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center (DATC) at the beginning of the course and then contact us. We are happy to help in any way that we can. The DATC office is located in Albertson Hall, ALB609. Students can also call the office at 715-346-3365. For more information, visit <http://www.uwsp.edu/disability/Pages/default.aspx>.

Community Rights and Responsibilities: UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations has been developed for all students and instructors. This set of expectations is known as the *Community Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Academic Integrity: Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the "Student Academic Standards and Disciplinary Procedures" section of the *Community Rights and Responsibilities* document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf - page=11>.

Administrative Withdrawal: A basic requirement of this course is that students participate in class and conscientiously complete writing and reading assignments. Students should keep in touch with the instructors if unable to attend class or complete an assignment on time. If a student misses more than half the class meetings within the first four weeks of the semester without contacting the instructor, that student will be administratively withdrawn from this course. Our class meets 30 times; thus if a student misses more than four classes in the first four weeks, the student may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if a student is administratively withdrawn from the course that student will not be eligible for a tuition refund. In the event that a student is administratively withdrawn, that student's scholarship and mentor positions may be directly affected. The student will need to meet with the mentoring coordinator to discuss the specific situation. If a student has questions about the administrative withdrawal policy at any point during the semester, that student should contact the instructor.

Student Resources:

Family Educational Rights & Privacy Act (FERPA): Family Educational Rights & Privacy Act (FERPA): The Family Education Rights and Privacy Act of 1974 provides rules regarding educational records. As a student employee, you may have access to education records for the sole purpose of performing your jobs professionally and responsibly. You have a responsibility to protect the confidentiality of education records in your possession. You will sign a Statement of FERPA Understanding acknowledging that you understand that the intentional disclosure of information to any unauthorized person is a violation of both FERPA and UWSP policy. Disclosure of information could constitute just cause for disciplinary action including termination of employment.

Counseling and Psychological Services (Counseling Center). During the semester, if a student finds that life stressors are interfering with academic or personal success, that student is encouraged to consider contacting the UWSP Counseling Center. All UWSP students are eligible for free individual counseling services. The UWSP Counseling Center can be reached by phone at 715-346-3553 or by email at counsel@uwsp.edu.

Course Ground Rules [written by Lynn Weber Cannon, Memphis State University, 1986]:

1. Acknowledge that oppression (i.e., racism, classism, sexism, etc.) exists.
2. Acknowledge that one of the mechanisms of oppression (racism, classism, sexism, etc.) is that we have been systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Agree not to blame victims for their oppression.
5. Assume that people (both the groups we study and the members of the class) are always doing the best they can.
6. Actively pursue information about our own groups and that of others.
7. Share information about our groups and our experiences with other members of the class and never demean, devalue, or in any way "put down" people for their experiences.
8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

9. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks.

Fall 2018 Schedule - TENTATIVE

Week	Class	Date	Topic	Assignments/Readings
Spring	-1	April	<ul style="list-style-type: none"> Welcome and Introductions Logistics Broad Program Overview Previous Years' Take-Aways Learning-Centered Mentoring Paradigm Activity 	Mentor Coaching Advice Letters to New Mentors Getting Ready: Initial Conversation (Table 4.1)/Strategies and Considerations for Initial Conversations (Exhibit 4.2) Complete Mentor Competency Assessment
Trans.	0	Pre-semester	<ul style="list-style-type: none"> Transition Week (including Treehaven) 	
1	1	W: Sept. 5	<ul style="list-style-type: none"> Introductions/Icebreaker/Team builder + Discussion of what is expected in student-led team builders (planning form submitted 1-week in advance and discussed in class with other mentors – should be purposeful and intentional, may relate to a recent topic of concern (i.e. mentees are not responding to my emails/texts/calls)) Team-builder sign-ups (9/19, 10/1, 10/17) Discussion of summer mentoring and Transition Week Syllabus and expectations (including FERPA, Ethical Conduct) National Mentoring Symposium – Save the Date (11/9-11/10) Meeting Sign-up (every other week) Assign Mentoring Planning Form (Due: 9/10) Housekeeping: Logs/Log of Week - TutorTrac 	<ul style="list-style-type: none"> Team builder Sign Ups Personal Journey Timeline : Due 9/10
2	2	M: Sept. 10	<ul style="list-style-type: none"> National Mentoring Symposium – Initial Planning Discussion Discussion of/ Reflections on initial meetings What is mentoring? Mentoring w/ True Colors Assign Personal Mentoring Statements (Due 9/12) Learner-Centered Mentoring - OSKAR 	<ul style="list-style-type: none"> DUE: Mentoring Planning Form DUE: Personal Journey Timeline Reading: <i>Formal Mentoring Programs in Education and Other Professions: A Review of the Literature</i>

			<ul style="list-style-type: none"> Personal Journey Timeline Discussion (Ex. 1.1) (Jake – 100 blocks a day) + In-Class Mentee Timelines (discuss with mentees this week) 	
2	3	W: Sept. 12	<ul style="list-style-type: none"> Pages 25-31 Facilitating Learning Phases of Mentoring Main Themes (Including NMS Theme of transitioning out of dependency + communication + relationships + Predictable Highs and Lows) SMART Goals Introduction Assign Initial Meeting Reflections (Due 9/17) In-Class: Mentee Time Line (Ex. 1.3) 	<ul style="list-style-type: none"> DUE: Personal mentoring statement Reading: SMART Goals
3	4	M: Sept. 17	<p style="text-align: center;">COMBINED CLASS</p> <ul style="list-style-type: none"> Preparing Phase: Initial Conversations and Goal Setting SMART goals Evaluating Goals (SMART – Exercise 5.1) Hand out Mentoring Planning Forms (due Oct. 5) Assign Mentoring Partnership Agreement 5.3 (Due: 9/24) 	<ul style="list-style-type: none"> DUE: Reflection on initial meetings (Exhibit 4.2 and Exercise 4.X)
3	5	W: Sept. 19	<ul style="list-style-type: none"> Teambuilder Presentation 1 Lessons from Personal Journey Timelines Discussion UWSP Campus Resources Discussion Discuss referrals Mentoring Role-Plays Assign Time-Line Reflections (Due 9/24) Assign Resource Visits and Reflections (Due 10/2) 	<ul style="list-style-type: none"> Jigsaw reading: <i>Transformative Power of Appreciative Language</i>
4	6	M: Sept. 24	<p style="text-align: center;">½ COMBINED CLASS</p> <ul style="list-style-type: none"> Negotiating Phase: Planting Seeds Discussion on Partnership Agreement Experience (Revisit) Appreciative language The art of asking good/positive questions: Clothespin activity Campus Resources Discussion 	<ul style="list-style-type: none"> DUE: Reflecting on Personal Timelines DUE: Mentoring Partnership Agreement (Exercise 1.2) Reading: <i>Fostering Cognitive Development in College Students—The Perry and Toulmin models</i>
4	7	W: Sept. 26	<ul style="list-style-type: none"> Understanding and navigating group development 	

			<ul style="list-style-type: none"> Understanding student development (e.g. cognitive development): Article Discussion 	
5	8	M: Oct. 1	<ul style="list-style-type: none"> Team-Builder Presentation 2 Discussion of Campus Resources Visits Engaging the Mentee worksheet Valuing Experience – “Observing a Fish” Dependent – Independent – Interdependent (Discussion + Idiom Activity) Assign Understanding Others Activity (Due 10/10) 	<ul style="list-style-type: none"> DUE: Reflection on Campus Resources with Mentee activity DUE: “Mentoring Partnership Agreement” with Mentees (Ex. 5.3)
5	9	W: Oct. 3	<p style="text-align: center;">Trisha OUT</p> <ul style="list-style-type: none"> Mentoring Symposium Discussion / Practice Alternatives: <ul style="list-style-type: none"> *Safe-Zone Training (if no presentation) *Discussion of Mentoring Planning Forms *catch-up from other topics *True Colors Activity as a Group 	<ul style="list-style-type: none"> Reading: <i>Understanding Others</i> – Jigsaw Assignments – be ready to present and lead a discussion (Due 10/10)
6	10	M: Oct. 8	<ul style="list-style-type: none"> Symposium discussion continued Diversity & cultural proficiency Inclusivity Training (SGA) 	<ul style="list-style-type: none"> Reading: <i>The Context of Difference</i> (Chp. 2)
6	11	W: Oct. 10	<ul style="list-style-type: none"> Understanding Others – Mentor-Led Discussion Microaggressions: Play Cards Against Microaggressions Discuss turning microaggressions into opportunities Application to Mentoring: Process <i>The Context of Difference</i> reading Assign mentee culture learning reflection (DUE: 10/17) 	<ul style="list-style-type: none"> * Mentees should be filling out Mentor Midterm Feedback Evaluation forms DUE: Understanding Others Activity
7	12	M: Oct. 15	<p>COMBINED CLASS</p> <ul style="list-style-type: none"> Jason Siewert – Counseling Center Presentation Assign – In Their Shoes Experience (Week 8) and Reflection (DUE 10/31) 	<ul style="list-style-type: none"> Reading: <i>Enabling Growth, Part One</i> (Chp. 6) Read "Self-Renewal" in <i>Exploring Leadership</i> (p. 303-305)
7	X	T: Oct. 16	<p style="text-align: center;">COMBINED ACTIVITY</p> <ul style="list-style-type: none"> Evening at Chancellor Patterson’s House – 5:30pm – 7pm 	
7	13	W: Oct. 17	<ul style="list-style-type: none"> Team-Builder Presentation 3 Discuss Mentee Culture Reflection Keeping Perspective – Read <i>Exploring Leadership – Self-Renewal</i> together – Discuss 	<ul style="list-style-type: none"> DUE: Mentee Culture Learning Reflection Start working on partnership reflection

			<ul style="list-style-type: none"> Resiliency Receive mentee midterm feedback evaluations Assign – Mentoring Partnership Reflection (DUE 11/5) 	(Ex. 6.3) with mentees (DUE: 10/31)
8	14	M: Oct. 22	<ul style="list-style-type: none"> In Their Shoes Experience 1 – NO CLASS 	<ul style="list-style-type: none"> Attend Class with Mentee 1
8	15	W: Oct. 24	<ul style="list-style-type: none"> In Their Shoes Experience 2 – NO CLASS 	<ul style="list-style-type: none"> Attend Class with Mentee 2
9	16	M: Oct. 29	<ul style="list-style-type: none"> Enabling Phase (Exhibit 6.1)/Ex. 6.7: Nurturing Growth Understanding appreciative inquiry (from deficit-based change to positive change) Growth Mindset National Mentoring Symposium Practice 	
9	17	W: Oct. 31	<ul style="list-style-type: none"> Discussion: In Their Shoes Experience Discussion: Partnership Reflections Write issues impacting mentoring experience (to be used for scenario activity) Discuss Semester 2 Class – Plan and Timeline 	<ul style="list-style-type: none"> DUE: In Their Shoes Reflection Reading: <i>Interpersonal Communications Model</i> (Students Helping Students)
10	18	M: Nov. 5	<p style="text-align: center;">COMBINED CLASS</p> <ul style="list-style-type: none"> Icebreaker Presentation 4 Communication Tangram or Drawing Activity Discussion: <i>Interpersonal Communications Model</i> Reading 	<ul style="list-style-type: none"> DUE: Mentoring Partnership Reflection (Ex. 6.3)
10	19	W: Nov. 7	<ul style="list-style-type: none"> National Mentoring Symposium Practice 	<ul style="list-style-type: none"> Reading: <i>Enabling Growth, Part Two</i>
10	?	Nov. 10	<ul style="list-style-type: none"> National Mentoring Symposium 2018 – Indianapolis 	
11	20	M: Nov. 12	NO CLASS	
11	21	W: Nov. 14	<ul style="list-style-type: none"> Continuing Support Throughout the Enabling Phase Overcoming Obstacles Make It Stick Revisit: The OSKAR Coaching Framework Experience and discussion Habits 5 pieces of coaching advice 	<ul style="list-style-type: none"> Next Meeting: Discuss how you are implementing, and what the results are of implementing, OSKAR in your mentoring

12	22	M: Nov. 19	<ul style="list-style-type: none"> • Share a struggle and/or success personally as well as with your mentoring • In-Class Exercise: 6.6 – Reflection: How you use your mentoring time • In-Class Exercise: 6.4 – Monitoring the Quality of the Mentoring Interaction • Motivation and procrastination 	<ul style="list-style-type: none"> • Reading: <i>Meaningful Feedback</i> (p. 130-136)
12	23	W: Nov. 21	NO CLASS	
13	24	M: Nov. 26	<ul style="list-style-type: none"> • Meaningful Feedback • Think of time you've given/received feedback and it went well/poorly • Create "To do/Not to do" lists for feedback • Complete mentoring self-assessment • Complete "Facilitating Mentee Progress on Goals" worksheet 	
13	25	W: Nov. 28	<ul style="list-style-type: none"> • Building Self-Efficacy • Failure as Opportunity – How can a mentor facilitate this? • Assign – Mentoring End of Semester Reflections (DUE 12/5) 	<ul style="list-style-type: none"> • Reading: Closure
14	26	M: Dec. 3	<p style="text-align: center;">½ COMBINED CLASS</p> <ul style="list-style-type: none"> • Moving to the Closure Phase • Closure Preparations and Planning • Turning Closure into Learning • Importance of Celebration 	<ul style="list-style-type: none"> • Begin Closure forms with mentees •
14	27	W: Dec. 5	<ul style="list-style-type: none"> • Mentoring Timeline (complete and share with group) • Compare mentee assessments with self-assessment • Assign – Closure Forms and Reflection (DUE 12/10) • Assign – Revised Mentoring Statement, Final Reflection (DUE 12/12) 	<ul style="list-style-type: none"> • Exercise 7.2 - Reflection • Exercise 7.3 – Checklist • DUE: Mentoring End of Semester Reflections
15	28	M: Dec. 10	<ul style="list-style-type: none"> • Discussion of Closure Experiences • Discussion of Semester 2 Class Content • Complete Mentor Competency Assessment (on computers) • Writing Dear Future Mentor Letters (on computers) 	<ul style="list-style-type: none"> • DUE: Closure Plan and Reflection on Closure Experiences – D2L
15	29	W: Dec. 12	<ul style="list-style-type: none"> • Class and Program Feedback Surveys • Jeopardy Game-Review of Concepts • Distribute Dear Future Mentor Book Compilation • Small Ceremony 	<ul style="list-style-type: none"> • DUE: Revised Personal Mentoring Statement • DUE: Final Written Reflection