

**Human Development and Family Studies
HDFS 390 Youth Mentoring
Fall 2008**

INSTRUCTOR: Pat Fling
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OFFICE HOURS: by appointment only
Email address: pfling@bbbsnn.org
Syllabus also available on the UNR HDFS website on the left hand side:
<http://www.unr.edu/hcs/hdfs/index.htm>

Students are expected to contact Big Brothers Big Sisters 352-3202 immediately after registering for the class to begin the enrollment process to become a mentor. This includes a fingerprint check and an interview. All students are expected to do the mentoring part of this class for an entire 12 months.

A FBI background check, child abuse registry check, names and phone numbers of 3 personal references and an interview will be required of all students. Big Brothers Big Sisters of Northern Nevada reserves the right to accept or reject any candidate

If you have a disability for which you will need to request accommodations, please contact me or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

COURSE DESCRIPTION:

Students will examine issues related to mentoring through a combination of readings, reading discussion, writing papers, and field experience in a one-to-one mentoring relationship.

Students who successfully complete this class with an A or B grade and meet the University requirements are eligible to apply to do an internship at Big Brothers Big Sisters. Contact Pat Fling for more information.

COURSE EXPECTATIONS:

1. Students are expected to complete all readings, write all papers and email them on schedule. All papers must be emailed as a **word document attachment** to pfling@bbbsnn.org
2. Students are expected to engage in appropriate activities with their mentees, "Littles," for at least 12 months.

COURSE TEXTS REQUIRED:

1. Building Relationships: A Guide for New Mentors by Linda Jucovy (April 2001, 43 pages) Available online to read or download at the website: www.ppv.org
2. Making a Difference: An Impact Study of Big Brothers/ Big Sisters by Joseph P. Tierney and Jean Baldwin Grossman, with Nancy Resch. (September 2000, 58 pages) Available online to read or download at the website: www.ppv.org

3. Stand By Me: The Risks and Rewards of Mentoring Today's Youth by Jean Rhodes, 2002. Harvard University Press, Cambridge Massachusetts. Available at the UNR bookstore.
4. A Fragile Foundation: The State of Developmental Assets Among American Youth; 1999. A Search Institute Report. Peter L. Benson, Peter C. Scales, Nancy Leffert, and Eugene C. Roehlkepartain. Describes the scientific research behind the 40 developmental assets. Available at the UNR bookstore.

Other Suggested Readings (Useful in writing the papers also.)

1. Contemporary Issues in Mentoring, Jean Baldwin Grossman, editor. (June 1999, 100 pages.) .) Available online to read or download at the website: www.ppv.org
2. Same Race and Cross Race Matching by Linda Jucovy (May 2002, 36 pages) Available online to read or download at the website: www.ppv.org
3. Amachi: Mentoring Children of Prisoners in Philadelphia by Linda Jucovy (June 2003, 48 pages) www.ppv.org
4. Mentoring Sexual Minority Youth by Linda Jucovy (September 2000, 100 pages) www.ppv.org

COURSE OBJECTIVES:

1. Students will undergo an interview, screening, and training process to ensure the safety of the youths participating in the program and will agree to continue relationships with their Littles for a minimum of twelve months. Students will be encouraged to do the School Based Program. Students must complete their interview and screening in a timely way in order to be matched in time to meet the course requirements. During the semester, students will spend at least a total of (15 contact hours – School Based Program) (30 hours – Community Based Program) with their Littles. Students must have contact with a Match Support Specialist from Big Brothers Big Sisters at least once a month.
2. Students will identify methods of working with at-risk children and families and will apply these techniques in a mentoring relationship with a youth between 6 & 19 years of age.
3. Students will synthesize current research and will conduct a psychosocial assessment of an individual discussing their findings in a 12 page paper.
4. Throughout the mentoring relationship, students will reflect on the 40 developmental assets and evaluate their effectiveness in implementing a strengths based approach with the youth.
5. Students will analyze data on assets and interpret it in the context of positive youth development.
6. Students will examine mentoring from the agency's perspective, including the importance of screening, training, and support of matches.

COURSE REQUIREMENTS:

1. Students will be assigned a youth to mentor through Big Brothers Big Sisters. Students **MUST** meet with the youth consistently and no less than (15 contact hours – School Based Program) (30 hours – Community Based Program). Students must attend all scheduled meetings with their youth unless an *emergency* arises and the youth is notified as soon as possible of the need to reschedule
2. Students must read all required readings.
3. Students must submit four 5 page papers. Papers must be typed, size 12 font, one inch margins and address the topic given. All papers must cite at least 3 scholarly references that include the text’s title, author’s name and publication date on a works-cited page. These papers will be graded on the student’s ability to process research and to write in a clear, concise, logical, and grammatically correct manner.
4. Students are graded on their participation in the reading discussion sessions on the assigned readings that meet once a month.
5. Students must submit a 12 (not including the citation page) page psychosocial assessment paper. Instructions will be given in class on how to conduct this assignment. **Each paper must have 5 scholarly references including The Fragile Foundation cited in the text and a works-cited page.**

GRADING:

UNDERGRADUATE POINT DISTRUBUTION

4 Papers (5 full pages each) 43 points each*	172 points
Psychosocial Assessment Outline*	33 points
Psychosocial Assessment Paper (12 pages)*	125 points
Assigned readings and discussion group (15 each)	60 points
<u>15 consistent, verified, contact hours with youth</u>	<u>60 points</u>

TOTAL 450 points

*For each day a paper is late, 10 points will be deducted from the grade.

Extra Credit: **15 points maximum**

UNDERGRADUATE POINTS: GRADE:

405 – 450	A
360 – 404	B
315 – 359	C
270 – 314	D
0 – 269	F

COURSE SCHEDULE:

Wed 8/27 **First Day of Class – Sarah Fleishman Bldg. Conference Room 204 A**– review
4:00 -5:30 pm of the syllabus, class expectations, finding credible references, mentoring
experience, The Writing Center.

9/10 **Class** to discuss the reading: Building Relationships: A Guide
4:00 -5:30 pm for New Mentors. Be prepared to discuss.

9/15/08 **Assignment Due: Paper #1; Topic: Building Relationships** – how to develop a
relationship with your mentee. Use information from the reading and your own
experience. **Use at least 3 professional references with a citation page, after**
the required 5 pages. (due by email to: pfling@bbbsnn.org by 12:00 noon)

10/8, 4:00 -5:30 pm **Class** to discuss the reading: Making a Difference: An Impact Study of
Big Brothers/ Big Sisters. Come prepared to discuss. Discussion of the outline
and final paper. **Mentoring hours log due**

10/13/08 **Assignment Due: Paper #2; Topic: The Impact on Children of Growing Up**
(choose one): In Foster Care; Being Raised by Grandparents; In a Single Parent
Family; When a Parent is Incarcerated. **Research one topic. Use at least 3**
professional references with a citation page, after the required 5 pages. (due
by email to: pfling@bbbsnn.org by 12:00 noon)

10/27/08 **Assignment Due: Paper #3; Topic: Issues with (choose one) Cross-Racial**
Matching; or Cross-Gender Matching; or Mentoring and Matching Children
Living in Poverty. Use at least 3 professional references with a citation page,
after the required 5 pages. (due by email to: pfling@bbbsnn.org by 12:00
noon)

11/5/07, 2:00-3:30 pm Class to discuss the reading: Stand By Me

11/24/07 **Assignment Due: Paper #4; Topic: Current Trends in Research on (choose one):**
Impact of Problem Gambling on Children; or Attention Deficit Disorder in
Children; or the Needs of Girls in Mentoring; or the Needs of Boys in Mentoring;
Youth Suicide; Use at least 3 professional references with a citation page,
after the required 5 pages. (due by email to: pfling@bbbsnn.org by 12:00
noon)

12/3/08, 2:00 to 3:30 Discussion Group Class to discuss the reading: A Fragile Foundation: The
State of Developmental Assets Among American Youth. Come prepared to
discuss. **Mentoring hours due**

- 12/8/08** **Assignment Due:** Psychosocial Assessment Outline (**due by email to: pfling@bbbsnn.org by 12:00 noon**) In 2 sentences describe who you will interview and how you know the person. Then list all interview questions that you will use. All questions must be in an open ended format. Cover all 40 assets.
- 12/15/07** **Assignment Due:** Psychosocial Assessment (due by email to: pfling@bbbsnn.org by 12:00 noon) **12 page paper with at least 5 scholarly references cited. The paper is your description and analysis of the interview subject's asset history. Include discussion of mentoring as it related to your subject.**

HDFS 390 ASSIGNMENT OVERVIEWS

1. 5 PAGE PAPERS

There will be four papers worth 43 points each. Papers must address the assigned topics. These papers must be 5 full pages (not including work cited page), cite 3 references, and include a separate works cited page. Papers will be graded on the student's ability to process research and to write in a clear, concise, logical, and grammatically correct manner. For each day a paper is late, it will lose 10 points.

2. PSYCHOSOCIAL ASSESSMENT OUTLINE

This outline is in preparation for the final paper, the psychosocial assessment. The outline will consist of the following:

1. Identification of who the interview subject will be and how you know the person, with name changed for privacy protection.
2. A list of the key open-ended questions to use in the interview, **with notation of the developmental asset for each section.**
3. Organized clearly with headings.

3. PSYCHOSOCIAL ASSESSMENT

This will be a 12 page paper. Students must cite 3-5 scholarly references and use a works-cited page. This paper is due by 12:00 noon by email as a word document attachment . This assignment will be explained further during discussion group.

4. DISCUSSION GROUPS

Once per month all students taking the course will participate in a one and a half hour discussion group on the assigned readings. It is important to actively participate in this discussion and to demonstrate that you have done the readings and understand them.

5. CONTACT HOURS WITH YOUTH

For the course of the semester, all contact hours with your Little must be documented. Tracking logs will be provided. You must have someone at the Little's school (school based program) or the Little's parent or guardian (community based program) sign your tracking sheet to receive points. You must have contact with your Match Support Specialist at least once per month.

6. EXTRA CREDIT – 15 POINTS – only one 15 point project is possible.

Choice: A. Write a 3 page paper with 2 references on one of the following topics: The Connection Between Mentoring and the Prevention of (**choose one**): Alcohol and Drug Use; Poor School Performance/ Attitude; Teen Pregnancy; Gang Affiliation. (due by email to: pfling@bbbsn.org)

Choice: B. Do a volunteer recruitment activity, after discussion with instructor that includes at least five hours for 15 points (3 points per hour.)

Statement about Assessment in HDFS Syllabi

Student Learning Outcomes:

The HDFS department is engaged in ongoing assessment of how effectively our undergraduate and graduate programs are preparing students for their professional careers. Mastery of five **student learning outcomes** (listed below) will be assessed when you graduate from the program.

HDFS 390 contributes to each of the student learning outcomes for the HDFS undergraduate program in the following ways:

1. **Demonstrate knowledge of the bio-psycho-social elements of the human lifespan, with in-depth expertise in at least one developmental stage.** Addressed in HDFS 390 through the readings and research papers and the final paper. Assessed through the papers.
2. **Demonstrate knowledge and application of the interplay of issues and processes in diverse family systems.** Addressed in class discussions and assessed in papers.
3. **Demonstrate the ability to clearly articulate knowledge, comprehension, application, analysis, and synthesis, and evaluation in oral and written communication.** Addressed in class discussions, research papers and assessed through both means.
4. **Demonstrate the ability to locate and critically evaluate prominent theories, research studies, and practices relevant to the field.** Addressed in class discussion and assessed in research papers.
5. **Demonstrate the ability to apply field-related knowledge, theory, and practices in a professional setting.** Addressed through mentoring experience and assessed through log, papers written and class discussion.

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