

# CAMPUS CORPS

HDFS497 - 3 credits

Gifford 145

FALL 2011

## INSTRUCTOR & TA CONTACT INFORMATION

*(Email to schedule appointment)*

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### Instructor (Online)

Jen Krafchick, Ph.D.

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E-mail: [jen.krafchick@colostate.edu](mailto:jen.krafchick@colostate.edu)

### Instructor (Case Mgr all labs)

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### Lab Instructor (MONDAY)

Maggie VanDenberg

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### Mentor Coach Lead (MONDAY)

Chelsea Borgmann

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Email: [chelybor@rams.colostate.edu](mailto:chelybor@rams.colostate.edu)

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### Lab Instructor (TUESDAY)

Amy Quinn

Office: BSB 420 (temporary)

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### Mentor Coach Lead (TUESDAY)

Caroline Knapp

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### Lab Instructor (WEDNESDAY)

Andrew Rigdon

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### Mentor Coach Lead (WEDNESDAY)

Tessa Mandala

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Email: [Tessa.Mandala@rams.colostate.edu](mailto:Tessa.Mandala@rams.colostate.edu)

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### Lab Instructor (THURSDAY)

JR McGrath

Office: BSB 455

Phone: 970-402-5923

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### Mentor Coach Lead (THURSDAY)

Anna Leslie

Office: Gifford 14

Email: [Anna.Leslie@colostate.edu](mailto:Anna.Leslie@colostate.edu)

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## ONLINE TEACHING ASSISTANTS

<b>Mon</b>	Natalie Ortler	<a href="mailto:natalieann@live.com">natalieann@live.com</a>
<b>Tues</b>	Holly McLemore	<a href="mailto:mclemore.holly@gmail.com">mclemore.holly@gmail.com</a>
<b>Wed</b>	Ann Sullivan	<a href="mailto:asullivan@bouldercounty.org">asullivan@bouldercounty.org</a>
<b>Thurs</b>	Natalie Ortler	<a href="mailto:natalieann@live.com">natalieann@live.com</a>

## Campus Corps Course Description

This service-learning course will engage students as mentors with local at-risk youth. The course will combine lab sessions working directly with youth with lectures, academic readings, online discussions, and assignments that are both reflective and applied. As part of the course, students are required to spend one evening per week as a mentor with youth who have been referred to Campus Corps by the juvenile justice system. The goal of this program is to reduce juvenile delinquency, increase academic performance and access to college, and to encourage pro-social and healthy behaviors for the youth and to facilitate an enriched learning experience for the CSU students.

## Course Objectives:

In this course, students will:

- Use critical thinking skills to examine issues concerning youth.
- Analyze models of power, privilege and oppression, diversity and social justice. Apply those models to their own life experiences and to the experiences of local youth.
- Consider the themes of identity and adolescent development in the lives of youth and consider how the youth they work with understand and express these themes.
- Apply theories of mentoring presented in readings and course discussion.
- Develop professional skills including motivational interviewing, group facilitation, case record keeping, one-on-one mentoring, written and oral communication, & experience with youth.
- Learn best practices in mentoring and apply knowledge in lab with youth.
- Reflect on the benefits of community service activities.
- Respond to a community defined need by providing local youth with responsible mentors who can learn to identify youth's needs and strengths.
- Reflect of their own youth experiences to provide much of the class content and context.
- Integrate health and wellness programming into work with youth.

## Mentoring Lab Daily Schedule:

- 3pm-4 pm: Pre-Lab - Plan for the evening, discuss concerns, propose activity ideas
- 3:50-4 pm: Check-In – Youth arrive
- 4pm -4:30 pm: Walk & Talk (W&T) - Set of 13 30 minute walks on campus
- 4:30-5:30 pm: Supporting School Success(SSS) – 1:1 academic/career mentoring<sup>1</sup>
- 5:30-6:00 pm: Dinner - Provided by Foodbank for Larimer County<sup>2</sup>
- 6pm-7pm/7pm-8pm: Pro-Social Activity - Youth choose a mentor led activity
- 7:30pm-8:00pm: Parents/guardians are invited to come to Campus Corps, meet with instructor, observe, etc. Youth depart at 8 pm.
- 8pm-8:30pm: Post-Lab
- 8:30-9pm: Computer Lab to complete weekly reflection journal

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<sup>1</sup> During Monday lab sessions the Larimer County Workforce Center will be conducting a youth job readiness course to be held from 4:30-5:30. If your youth mentee elects to enroll in this 12 week curriculum, you will attend with your mentee.

<sup>2</sup> Cafeteria style hot dinners are delivered each night to Campus Corps by Foodbank for Larimer County. Mentor families share in a family style dinner. Cost for student is approximately \$3.50/week. To participate in dinners students must pay **\$43 by check to the Foodbank of Larimer County. Checks are due to your instructor by wk 2.** Campus Corps will deliver payment to Foodbank. Students are encouraged to participate in the dinners, but are not required to. If not participating, please bring a healthy dinner for yourself each week.

## Expectations:

- Active and engaged mentoring with youth.
- Mandatory attendance (unless ill or university sanctioned absence).
- Email instructor as soon as possible if you are ill in order to arrange for a mentor substitute.
- Be on time and stay entire lab session.

- Open and respectful attitude toward diverse viewpoints, perspectives, and experiences.
- Complete all reading assignments prior to lab.
- Follow mentoring expectations in Campus Corps Mentoring Manual.
- Integrate best practices for mentoring into work with youth.
- Ask for help from mentor coach or instructor if any problems or concerns.
- If mentee is absent, ask instructor what else you can do during lab.

### **Campus Corps Costs**

Textbooks for most courses run on average between \$100-\$200 per class. There is no text required for the course as we have put all of the required readings for Campus Corps on ramCT. There are some costs associated with Campus Corps participation. You can use HES sports equipment for no cost or under take an activity that requires supplies (arts / crafts, etc.). You and your activity co-leader will be expected to acquire the supplies for your activities by paying for it yourselves or soliciting donations (see the file on ramCT). This cost is determined by you and your co-leader, not by the instructors. In addition, students are encouraged (but not required) to purchase dinner through the Foodbank (\$43/semester). This is a very affordable cost for a meal (approximately \$3.50/meal). Most students spend much less on Campus Corps than they would for texts for other courses.

### **Prerequisites**

Complete application process, attend informational meeting, pass background check, and be accepted.

### **Library & Research Help**

The [CSU Libraries Help Desk](#) provides both research (Ph. 970-491-1841) and technical (Ph. 970-491-7276) support. In addition, Merinda McLure is the librarian supporting this course. Contact her for assistance at [merinda.mclure@colostate.edu](mailto:merinda.mclure@colostate.edu) / Ph. 970-491-7175.

### **Accommodations**

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities.

### **Department of Human Development & Family Studies Academic (and Professional) Honesty Policy**

It is expected that students will use their own knowledge and skill for assignments and tests unless directed to do otherwise. Incidents of cheating, plagiarism or knowingly providing false or incorrect information are considered serious and will be treated seriously. Consequences of these incidents are at the discretion of the faculty member involved and may consist of confiscation of assignments/tests, an F grade, removal from the Professional Curriculum (or withdrawal of the right to apply for the Professional Curriculum). It is expected that students will demonstrate concern for others, respect the confidentiality of information about, the property of and the decisions made by others.

### **Honor Code**

This course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog {Page 7} and the Student Conduct Code. Service learners enrolled in Campus Corps are held to high standards of integrity as you are serving as a role model for your mentee. Academic integrity is expected within all assignments for this course, and professional integrity is expected in all mentee interactions. Students will be required to make an honor pledge at the beginning of Campus Corps. This will be done during the first lab session. For more information about academic integrity, please visit: <http://learning.colostate.edu/integrity/>.

## Academic Requirements

Assignments	Points	Earned
Mentor Profile (10 pts) <b>** COMPLETED SP/SU 2010**</b>	10	
<b>Observation of juvenile court cases by September 1st.</b> You may attend before the semester starts. Reflect in Wk 2 journal.		<i>Included in reflection journal score for weekly journal addressing observation.</i>
<b>Complete online pre-test survey &amp; online Honor Pledge.</b> Must be completed at the beginning of your first lab session during week 1.	15	
Reflection: Weekly reflection journals submitted online (ramCT during weeks 2-14) (13 weeks x 20 points )	260	
Mentoring Introduction Letter: Draft submitted online, hard copy brought to first lab session (30 pts).	30	
Reading discussion contributions (during pre-lab sessions)	20	
Activity Proposal (Meet with consultant with your first draft and then submit a hard copy of final draft to instructor by due date. See course outline for dates. Sign up during training. )	50	
Three week activity delivery with co-leader	125	
Mentoring: Active, positive, & engaged with youth. Regular attendance & participation in weekly lab sessions	275	
SSS – Grades documented each week (12 weeks x 2 points/week)	24	
SSS – Completed Academic Intake	26	
Participation in post-test survey	15	
Participation in Finals Week Focus Group	20	
Final Mentoring integration paper	100	
Concluding Letter: Draft submitted online hard copy brought to last lab session (30 pts)	30	
<b>TOTAL</b>	<b>1000</b>	

### Grade Distribution

A	B	C	D	E
90-100%	80-89%	70-79%	60-69%	59 and below

### Assignment Descriptions

#### **Mentoring/ Attendance (275 points)**

Due to the nature of this experiential course it is expected that all students will have 100% attendance unless there are extenuating circumstances (such as illness or approved university activities). **If you are unable to attend lab it is your responsibility to contact your instructor by email and calling the Campus Corps office at 492-4004 as soon as you know you will be absent.** If you are scheduled to co-facilitate an activity, you must also contact your co-facilitator to make necessary arrangements. Repeated absences will significantly affect your mentoring grade and compromise your ability to make a meaningful connection with your mentee.

**Mentor Profile (10 points)** - Already completed Spring 2011

**Participation in Program Evaluation** Completion of all questionnaires and participation in program evaluation for Campus Corps is voluntary. However, if you choose to opt out of the research, please contact Lindsey Weiler for an alternative assignment in order to earn the class points. If you fail to participate in research or contact Lindsey for an alternative assignment, you will receive zero points for this section.

### **Online Pre-test and Post-test Survey Participation (15 points each)**

Instructors will not be involved in the process until grades have been submitted. Students receive full credit for participation in this survey. Student IDs will be required to receive credit.

### **Focus Group Participation (20 points)**

This portion of the assignment will be graded purely based on your participation in the focus groups held during finals week. Given that this is a grant funded project, we would like to spend time hearing from you about your experiences! Focus groups will be conducted during finals week, and to ensure your honest feedback, your instructors will NOT be involved in this process. Interviewers will simply inform instructors whether or not you attend. Please come prepared to share your successes and to also offer us constructive feedback for improvements in the future.

### **Readings / Reading Discussion Contributions (20 points)**

Please complete all the assigned readings prior to the week's lab. You should begin reading the first week of the semester – even prior to our first class meeting. Some weeks there will be more reading than others. Be sure to look at the reading prior to the night before it is due. Students will engage in facilitated small discussions during pre-lab. Be prepared and engaged in discussions.

### **Weekly Reflection Journals for weeks 2 -14 (13 weeks x 20 points = 260 points)**

Reflection journals provide an opportunity to process your thoughts and react to the course content in a written format. The purpose of this assignments is to help you integrate the mentoring experience with the readings, discussions (pre-lab, post-lab, and online), and content from your related academic experiences. We expect that each reflection will stimulate growth in your professional skills.

Journals will be submitted online on ramCT weekly beginning week 2 and running through week 14 (totaling 13 journal entries). Weekly Due Dates for Reflection Journals vary depending on your lab night:

Mon/Tues lab's journals are due on Fridays at 5 pm.

Wednesday lab's journals are due on Sundays at 5 pm.

Thursday lab's journals are due on Mondays at 5 pm.

*\*Please note: On ramCT the due date is always listed as Monday (for the latest due date), but students are required to submit journals according to these due dates in order to earn full points (not lose any for lateness).*

Weekly journals should be 400-500 words (approximately 1-2 pages in length). Journals are not posted to the class, but read by instructors, TAs, and Mentor Coaches. You are required to submit your journals by the date listed above. Points will be deducted for all late submissions.

Please include the date of the lab session and integrate your readings into these journal entries as appropriate. Use the following format for your journals and include the 5 headings below:

- *Describe:* What went well this week? What was challenging this week?
- *React:* How did you feel during lab? Confident? Nervous? Excited? Uncomfortable? How did you feel about how lab went? Proud? Disappointed?
- *Mentor Objectives* for next week: Think about yourself as a mentor. What would you like to improve on next week and how will you accomplish this?
- *SSS Objectives* for next week: What are your goals for SSS next week and how will you and your mentee accomplish this?
- *Reflection of Self:* (This response will change each week. Please check the RamCT assignment box for the specific topic of reflection).

- *Journal Week 2* – How did the courtroom experience affect you as a person? What thoughts, feelings, or reactions did you have to what you observed?
- *Journal Week 3* – How do you feel about being a mentor? What are your expectations for the mentor-mentee relationship? What hopes and dreams do you have for your mentee?
- *Journal Week 4* – What did you learn about yourself this week? How did you learn this? In what ways has your mentee affected you, if at all?
- *Journal Week 5 through 14* – Please check RAMCT assignment box for questions.

If you are absent during a lab session (which should only happen if you are legitimately ill or have a university approved absence), you are still responsible for submitting a journal. Expand on the sections you have more to say about (describe why you missed Campus Corps, how you felt about missing, objectives for next week, etc.)

**JUVENILE COURT OBSERVATIONS – Must be completed by Thursday September 1<sup>st</sup> at 5 pm.**

In order to better understand the Larimer County juvenile justice system, students must attend Juvenile Court for Larimer County Court and observe Magistrate Kent Spangler hear juvenile cases by before August 27th. Cases are heard every week on Wednesdays at 1:30 and Fridays at 10:30 and you are required to stay for at least one hour (you will probably want to stay longer, so plan accordingly). It is a very interesting and sobering experience to see so many youth who are already very involved with the system. Depending on your schedule, you may want to try to get to court before classes begin. You are invited to attend anytime between now and August 27th. You will incorporate your experiences into your reflection journal (during week 2), so please bring a note book to take notes on what kind of cases you see and your thoughts on the experience.

***Larimer County Magistrate Kent Spangler  
Courtroom 4B, 201 La Porte Avenue, Fort Collins CO 80521***

**MONDAY 8:15 AM TO NOON**

**WEDNESDAY & THURSDAY 1:00 PM TO 5:00 PM**

***(Students must observe for a minimum of one hour. Please note new times/days)***

**NOTE ABOUT APPROPRIATE COURTROOM ETIQUETTE:** It is essential that all students demonstrate appropriate behaviors while in the courtroom. Please quietly enter the courtroom and sit towards the back. Turn off your cell phone. Do not talk or even whisper while court is in session. You are not to be disruptive in any way. Just silently observe and take notes on what you watch. FYI - all visitors to the courthouse go through a metal detector upon entering the courtroom.

**Introduction Letter to youth and their family (30 points)**

This letter is to allow your youth mentee and their family to know more about you both professionally (as a mentor/student) and personally (interests, family, etc.). A draft of your letter is to be submitted online as indicated on the course outline. Please incorporate feedback into your final draft and bring two hard copies during the first lab with youth (week 4).

Letters should be two to three pages in length and typed. Please sign your name in pen (the hard copies). Please include the following: your name, your home town, your major, information about your family, your career goals, your hobbies, if you have any pets, your interests, your hopes for Campus Corps, and why you decided to get involved with this program. Feel free to include any other appropriate information into your letter to help your mentee know you better. Keep in mind that this is how the youth's family will get to know you, so be sure to represent yourself as a good role model. Check with a Mentor Coach, TA, or instructor if you have any questions.

### **Supporting School Success (24 for weekly grades / 26 for completed academic intake)**

SSS is one of the most important elements of Campus Corps. Students must fill out the academic intake form with their mentee in a complete and detailed fashion (black pen ONLY). All information must be filled out. Students will earn points for checking grades each week. This is done in the youth academic file in Gifford 145. Grades should be checked even if the youth is absent that week.

### **Concluding Letter for Mentee (30 points)**

#### **Submitted online via ramCT for feedback; hard copy to be brought to end-of-semester celebration**

Similar to your "introductory letter," this assignment is designed to support communication between you and your mentee. This would be a great opportunity to thank your mentee for her/his involvement in the program and for you to express your appreciation of the relationship the two of you have developed. Consider highlighting strengths of your mentee, including any successes you have witnessed as you have gotten to know them. Sharing your hopes for your mentee for the future is also encouraged. You may use this letter to further outline your availability (or lack thereof) for continued communication. If you are unable to commit to a relationship outside of this program, that is more than acceptable. You can use this letter to express how this mentee still has impacted you and how you hope they have received something from the program as well.

### **Final Mentoring Integration Paper (100 points)**

#### **Submitted online via ramCT**

This assignment is designed to strengthen your ability to apply what you have learned through the Campus Corps readings and your other relevant courses to the mentoring experience. Use APA formatting throughout this 4-5 page paper. Cover page and reference page do not count towards page requirements. Assignment description will be posted on ramCT.

### **Youth Activity Proposal (50 points) & Three-week Activity (125 points):**

In order to develop leadership and facilitation skills working with adolescents, each student is expected to propose and co-lead a three week activity for the youth during sessions A, B, or C (as listed on the course outline). Students will sign up for a session with a partner during the first few weeks of class.

Activities should encourage positive social interactions and be of a recreational nature. While there are many psycho-educational programs that could benefit the youth, this activity should focus primarily on fun activities that could become lifelong hobbies or interests. Students may select their own partners for this project. Youth may attend both sessions or just one so the weekly sessions should build upon each other and make sense for someone just coming to one of the sessions. Students will pair up with another mentor and submit a proposal of your activity. Due dates for the proposal are listed on the course outline (several weeks prior to the beginning of your session). All pairs are required to meet to receive consultation from a Mentor Coach prior to submission of your proposal to your instructor.

**Hard copies must be submitted directly to your instructor by the due date listed on the syllabus.** This means you must complete your consultation prior to the due date. Instructors will ultimately approve or request revisions for all mentor led Activities. Use Activity Proposal Format on the next page. Be sure to include substantial details regarding how you will spend time, what supplies you will need, ect. Be sure to review the example proposals on RamCT. Build your proposal into this MS Word document on the next page of the syllabus and submit hard copy to your instructor.

**Activity Proposal Instructions:** *Using the outline below, propose your three week activity. This proposal should be completed collaboratively with your partner equally. Copy the format and paste it into a new word document and build your proposal into format. All proposals must be typed, thorough, detailed, and complete.*

*All proposals must be discussed with a consultant before submitted to your instructor. Mentor Coaches from your lab night can serve as your consultant. Instructors will approve or request changes on proposals.*

### Activity Proposal Form

Co-Leader: \_\_\_\_\_

Co-Leader: \_\_\_\_\_

<b>For Office use:</b> Proposal Status <input type="checkbox"/> Approved <input type="checkbox"/> Changes required (see notes)
Instructor Initials

**Activity Title** (descriptive & direct):

- A. Learning Objectives of the activity (pro-social, physical fitness, etc.):**
- B. Attach a detailed 300 word Activity Description for each of the THREE weeks (3 x 50 minute sessions).**
- C. Include suggestions for youth to continue with this activity session is over.**
- D. Materials & Costs (How/where will you get the supplies?).**
- E. Optimal number of participating youth? Why?**
- F. Desired role of additional mentors?**
- G. Space Requirements /preferred room (145, 144, 149, outside, a small therapy room)**
- H. Safety precautions taken (eg. helmets, rules for contact during sports, etc.)**
- I. Preferred Activity Session**
  - Session A activities (week of Sep 26, Oct 3, & 10)
  - Session B activities (week of Oct 17, 24, & 31)
  - Session C activities (week of Nov 7, 14, & 28)
- J. Consultation (Present draft proposal to consultant. Incorporate feedback. Consultant signs final draft. Submit to instructor by due date.)**
  - Every activity must have consultation with a Mentor Coach or Instructor

**I have reviewed this proposal and made recommendations that are included in this draft.**

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Consultant Signature CC Role Date

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Instructor Signature CC Role Date

## Campus Corps Course Outline - Fall 2011

Wk	Week of (Mon)	Group	Readings	Assignments Due
1	Aug 22	LAB/ TRAINING (No youth)	Mentoring Manual	<p style="font-size: small; margin: 0;">*Mon &amp; Tues lab's journals due Fri/Wed journals due Sun/Thurs journals due Mon</p> <p><b>During the first lab section</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Must complete pre-test survey</li> <li><input type="checkbox"/> Complete online Honor Pledge</li> </ul> <p><b>After the first lab section:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin reading. All readings in Assigned readings file on RamCT</li> </ul>
	Sat Aug 27	SATURDAY TRAINING Aug 27 9-5 BSB 131 (No youth)	SSS Resource Packet  Rhodes, J. (2004). <i>Stand by me: The risks and rewards of mentoring today</i> . Cambridge, MA: Harvard University Press. (pp 24-53, Ch 2. <i>How successful mentoring works.</i> )	<p><b>By September 1st</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Attend/Observe Juvenile Court for at least 1 hour Courtroom 4B, 201 La Porte Avenue, Fort Collins MONDAY 8:15 AM TO NOON WEDNESDAY &amp; THURSDAY 1:00 PM - 5:00 PM</b></li> </ul>
2	Aug 29	LAB/ TRAINING (No youth)	Chapin, D. A., Griffin, P. A. (2005). Juvenile Diversion. <i>Journal of Juvenile Delinquency</i> , 161-178.	<p><b>Due in your Lab session:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dinner payment (\$43 check to Foodbank of Larimer County) [optional]</li> </ul> <p><b>Due online:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Draft of intro letter submitted ramCT, (bring revised copy to lab week 4) - Due by Friday</u></li> <li><input type="checkbox"/> Weekly Reflection Journal Wk 2 (Court Observation)*</li> </ul>
3	Sep 5	** No Campus Corps Lab **	DeJong, P. & Berg, I.K. (2007). <i>Interviewing for Solutions</i> . Belmont, CA: Thomson Brooks/Cole (pp. 22-50, Formulating questions for interviews).  DeJong, P. & Berg, I.K. (2007). <i>Interviewing for Solutions</i> . Belmont, CA: Thomson Brooks/Cole (pp. 171-181, Interviewing clients in involuntary situations).	<p><b>Due online:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly Reflection Journal Wk 3 (Training to date)*</li> </ul>
4	Sep 12	Youth arrive  Mentor Coaches lead activity	Laser, J.A. & Nicotera, N. (2011). <i>Working with Adolescents: A guide for Practitioners</i> . NY, NY: Guilford Press (pp. 14-35, Ch. 2 - <i>The Push-Pull of Adolescent Development</i> )	<p><b>Hard copy due in lab:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mentor Introduction letter (<u>2 hard copies - one to youth, one for file</u>)</li> <li><input type="checkbox"/> <b>Activity Proposal Due -Session A</b></li> </ul> <p><b>Due online:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly Reflection Journal Wk 4*</li> </ul>

5	Sep 19	<b>Mentor Coaches lead activity</b>	Gettinger, M., & Seibert, J. (2002). Contributions of Study Skills to Academic Competence. <i>School Psychology Review</i> , 31(3), 350.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 5*
6	Sep 26	<b>SESSION A ACTIVITIES</b>	Howell, J. (2010). Gang prevention: an overview of research and programs. <i>Juvenile Justice Bulletin</i> . US Department of Justice.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 6*
7	Oct 3		Rhodes, J., Spencer, R., Keller, T., Liang, B., and Noam, G. (2006). A model for the influence of mentoring relationships on youth development. <i>Journal of Community Psychology</i> , 34(6), 691-707.	<b>Due in your Lab session:</b> <input type="checkbox"/> <b>Activity Proposal Due -Session B</b>  <b>Due online by Friday:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 7*
8	Oct 10		Liang, B. & Grossman, J. (2007) Diversity and Youth Mentoring Relationships. In T.D. Allen & L.T. Eby (Eds.), <i>The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach</i> (pp. 239-259 – Ch. 15). Maldren, MA: Blackwell Publishing.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 8*
9	Oct 17	<b>SESSION B ACTIVITIES</b>	Larson, R. (2006). Positive youth development, willful adolescents and mentoring. <i>Journal of Community Psychology</i> , 34(6), 677-689.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 8*
10	Oct 24		Arrington, E.G., & Wilson, M.N. (2000). A re-examination of risk and resilience during adolescence: Incorporating culture and diversity. <i>Journal of Child and Family Studies</i> , 9, 221-230.  Smith, C. & Carlson, B. (1997). Stress, coping, and resilience in children and youth. <i>The Social Service Review</i> , 71(2), 231-256.	<b>Due in your Lab session:</b> <input type="checkbox"/> <b>Activity Proposal Due-Session C</b>  <b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 10*
11	Oct 31		Payne, R. (1996). <i>A framework for understanding poverty</i> . Highlands, TX: aha!Process, Inc.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 11*

12	Nov 7	<b>SESSION C ACTIVITIES</b>	Rhodes, J. E., Reddy, R., & Grossman, J. B. (2005). The Protective Influence of Mentoring on Adolescents' Substance Use: Direct and Indirect Pathways. <i>Applied Developmental Science</i> , 9(1), 31-47.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 12*
			Selekman, M.D. (2009). Helping self-harming students. <i>Educational Leadership</i> , 49-53.	
13	Nov 14		Mahaffy, K. (2003). Gender, race, class and the transition to adulthood: A critical review of the literature. <i>Sociological Studies of Children and Youth</i> , 9, 15-47.	<b>Due online:</b> <input type="checkbox"/> Weekly Reflection Journal Wk 13* <input type="checkbox"/> Draft of Concluding letter submitted on ramCT
			<i>Ending the Mentoring Relationship</i>	
14	Nov 28		Laser, J.A. & Nicotera, N. (2011). Working with Adolescents: A guide for Practioners. NY, NY: Guiford Press (pp. 219-235, Ch. 13 – <i>Sexual Behaviors, STDs, &amp; Pregnancy</i> ).	<b>Due online (final entry):</b> <input type="checkbox"/> Weekly Reflection Journal Wk 14*
15	Dec 5	<b>CELEBRATION Last night with mentees</b>		<b>Due in lab during celebration:</b> <input type="checkbox"/> Concluding letter ( <u>2 hard copies</u> )
16	Dec 12	<b>FINALS</b>	Sign up for a focus group during finals week.	<b>Due online by Wednesday</b> <input type="checkbox"/> Final paper DUE