

Department of: Health and Leisure

Course No. RC 245

Title of Course: Mentoring Principles and Practices

New: X

I. Catalog Description and Credit Hours: Introduction to the community service field with emphasis on peer and youth mentoring programs. Focus on successful mentoring skills and exploration of mentoring programs. (3 credit hours)

II. Prerequisites: None

III. Course Objectives:

Upon completion of this course, the student will be able to:

- A. Discuss the history and development of community service and volunteerism in the United States.
- B. Describe the role of mentoring within the larger realm of community service.
- C. Identify the various models of community-based and school-based mentoring programs.
- D. Recognize the advantages and disadvantages of each model and analyze the appropriateness of each to various settings.
- E. Articulate the benefits of mentoring programs for mentors and mentees in successful mentoring programs.
- F. Identify the physical, mental, social and emotional stages of youth and student development and describe their importance to the mentoring process.
- G. Demonstrate the interpersonal skills necessary to foster a positive mentor/mentee relationship.
- H. Apply skills and information gained in class to the community setting in a mentoring relationship.
- I. Identify factors and processes critical to the successful design and administration of a mentoring program.

IV. Expectations of Students:

- A. Each student will participate actively in class discussions.
- B. Each student will complete course assignments and examinations.
- C. Each student will participate in a mentoring relationship with a youth from the local community.
- D. Each student will maintain a reflective journal throughout the semester as well as complete a reflective paper on the mentoring experience.

V. Course Content:

Hours

- A. Basic Concepts of Mentoring 7
 1. History of Community Service and Volunteerism in the United States
 2. Foundations of Mentoring Programs
 - a. Major U.S. Organizations Administering Programs
 - b. Program Models
 - c. Appropriateness for Various Settings

3.	American Youth	
	a. Social, Emotional, Physical, and Mental Aspects of Youth Development	
	b. Characteristics and Needs of Troubled, At-Risk, and Accelerated Youth	
	c. Internal and External Societal Pressures	
4.	Impact of Peers and Peer Groups	
5.	Impact of Mentoring Programs	
	a. Evaluation and Assessment Research	
	b. Benefits to Mentor/Mentee	
B.	Exploration and Development of Mentoring Skills	20
1.	Leadership Development	
	a. Leadership Theories and Styles	
	b. Leadership and Human Development	
	c. Leadership and College Student Development	
2.	Interpersonal Communication	
	a. Listening	
	b. Barriers to Communication	
	c. Intercultural and Intergender Communication	
3.	Facilitation and Processing of Activity	
	a. Presentation of Activity	
	b. Debriefing of Activity	
4.	Developing Supportive Mentoring Relationships	
	a. Being a Role Model	
	b. Motivation and Feedback	
	c. Self-Efficacy and Locus of Control	
C.	Administration of Mentoring Programs	14
1.	Management of Volunteers	
	a. Organizational Behavior of Unpaid Workers	
	b. Recruitment and Screening	
	c. Risk Management: Assessment and Control	
2.	Design and Administration of Training Program	
	a. Adapting Program to Setting and Model	
	b. Ongoing Training and Development	
3.	Motivation and Recognition Methods	
4.	Assessment and Evaluation of Program	
	a. Methods of Assessment	
	b. Outcomes and Benefits	
D.	Emerging Issues in Volunteerism and Mentoring	4
		Total: 45 Hours

VI. Textbook:

Ender, S.C. & Newton, F.B. (2000). *Students helping students: A guide for peer educators on college campuses*. San Francisco, CA: Jossey-Bass Inc.

VII. Basis for Student Evaluation:

A.	Class Participation	10%
B.	Volunteer Mentoring Project	25%
C.	Examinations	
	1. Midterm	15%
	2. Final	20%
D.	Journal	15%
E.	Reflection Paper	15%

VIII. Additional Resources:

- A. Zachary, L.J. (2000). *The mentor's guide: Facilitating effective learning relationships*. San Francisco, CA: Jossey-Bass Inc.
- B. Crockett, L. & Smink, J. (1991). *The mentoring guidebook: A practical manual for designing and managing a mentoring program*. National Dropout Prevention Center. Clemson, SC.