

Course Syllabus
Fall and Spring Semester 2011-12

FCHD 2200 Interdisciplinary Workshop - Mentoring Youth At-Risk (For High School Students) Section XT1, CRN = TBA

FCHD 5550 Interdisciplinary Workshop – Mentoring Youth At-Risk (for College Students) Section XT1, CRN = TBA

**Time and place are arranged by the County Site Coordinator.
The course is repeatable.**

Course Instructors: The County Extension Educator and the 4-H Youth and Families with Promise (4-H YFP) Site Coordinator will be the primary instructors who provide the orientation, supervision, and regular in-service training. The semester-end report paper will be evaluated and have a grade submitted by Craig Dart, 4-H Youth Development Specialist: Mentoring.

Background of the Course: This course is part of a state-wide mentoring program titled, 4-H Youth and Families with Promise (4-H YFP). The program is designed to provide structured, one-to-one, mentoring services to identified youth and their families. Each mentor, prior to starting the program, will be screened by a panel of professional staff and community volunteers as well as complete a criminal background check. All mentors accepted into the program will be matched with youth and his/her family. There will be regular in-service training sessions and staff meetings the mentor will be expected to attend. Mentors will be given professional supervision throughout the semester on a regular basis by the Site Coordinator.

Course Enrollment: Anyone wishing to enroll in this course needs to work with the local Site Coordinator and complete the course requirements before May. This implies the mentor has mentored or will have mentored for the entire school year and has completed the course requirements and assignments.

Students/mentors can receive up to two credits per year (one per semester even though registration will only take place in May).

There is no tuition cost, but a \$30.00 posting fee per credit. This fee must be paid by the student or by county funds.

Please contact the local Utah State University County Extension Office for further details regarding completion of:

- 1) VOLUNTEER: 4-H Youth Development Programs application, USU Extension
- 2) Mentor Training and In-service
- 3) Registration Procedures. Please use the Regional Campuses & Distance Education Registration Cards

[.https://extension.usu.edu/yfp/files/uploads/RCDE%20Digital%20Registration%20Form.pdf](https://extension.usu.edu/yfp/files/uploads/RCDE%20Digital%20Registration%20Form.pdf)

The Pass or Fail grade will be awarded upon completion of the 15-week course work and submission of the Final Interview paper. Please verify the course Syllabus is current for the semester in which you begin your 4-H YFP mentor project.

All registration forms and final papers should be submitted to: Utah State University, ATTN: Craig Dart, 2975 Old Main Hill, Logan, UT 84322-2705 before May 15th.

Required Reading: (given Mentor at the start of the program)

The USU Extension Mentor Manual (current year).

Mentor Resources: (available via Site Coordinator from USU Extension County office)

Benson, P. L., Galbraith, J., & Espeland, P. (1998). *What kids need to succeed*. Minn. MN: Free Spirit Publishing.

Platt, S., Pappas, J., Serfustini, E., & Riggs, K. *CONNECT! Learning Activities to Strengthen Assets*.

Weinberger, S. G., (2000). *My Mentor and Me*. Hartford, CN: Connecticut Mentor Partnership.

Suggested Readings:

Grossman, J. B., & Tierney, J. P. (1998). Does mentoring work? *Evaluation Review*, 22, 403-426.

McLearn, K. T., Colasanto, D., Schoen, C., & Shapiro, M. Y. (1998). Mentoring matters: A national study of adults mentoring young people. In J. B. Grossman (Ed.). Philadelphia, PA: *Contemporary Issues in Mentoring*, 66-83.

Power, M. & Maluccio, A. N. (1999). Intergenerational approaches to helping families at risk. *Generations*, 22, (4), 37-43.

Rhodes, J. (2004). *Stand by Me: The Risks and Rewards of Mentoring Today's Youth*, (The Family and Public Policy).

Course Requirements:

Most of the course requirements are documented by your Monthly Mentor Report submitted to your Site Coordinator.

1. Serve as a mentor for an identified youth involved in the 4-H Youth and Families with Promise program for at least 15 weeks (15 per credit- 30 for two credits). Have face-to-face contact with assigned youth at least weekly.
2. Complete the required mentor in-service training.
3. Maintain a minimum of monthly contacts with the 4-H YFP Site Coordinator; participate in mentor training and supervision meetings as scheduled.
4. Participate in individual and group mentor activities with assigned youth and his/her family.
5. On a monthly basis, complete and submit to your Site Coordinator the Monthly Mentor Log, as explained in the Mentor Manual.

An average of three (3) hours minimum should be planned for each of the fifteen weeks. Include travel time to meet with a mentee, as well as the actual planned activity itself; training meetings; Family Night Out, 4-H activities, etc. Appropriate outside readings should be shared with your Site Coordinator and research time and findings noted.

6. Asset Proficiency Plan. Using the Asset Priority Ranking results provided you by the Site Coordinator, identify at least two (2) of the Assets in which your assigned/matched youth is judged as being in the Weak or Medium category. Using suggestions found in the *CONNECT* curriculum, available from your Site Coordinator, implement a plan to address those weaknesses. Additional suggestions of things to do with your youth to strengthen asset development can be found in the book entitled, *What Kids Need to Succeed*. In two to three pages, write how you plan to use the *CONNECT!* curriculum to help your youth obtain greater proficiency in the assets where they were judged to be weak or medium. Submit the Asset Proficiency Plan to your Site Coordinator.

7. Semester-end Report Paper. At the end of the semester, please complete an in-depth interview with your (one) assigned youth in the program. Write up the interview, changing the names of the youth and his/her parents so they will not be identifiable. In a paper of approximately 8-10 pages, summarize the interview/s addressing the questions listed below.

Semester-end Report Paper:

1st Credit Paper Guidelines - YOUTH INTERVIEW

Sample questions for the interview with the participating youth:

What were the reasons you joined this Program?

What impact has the Youth and Families Program had on you? Please be specific.

What suggestions do you have that would have made the program better for you?

What are the parts of the program that you liked best?

What are the parts of the program that you think were least helpful?

What new goals have you set for your life?

Would you like to participate in this program again next school year?

Other questions that will help you understand the dynamics and changes in this youth and his/her family.

In the last part of the paper describe what the mentoring experience has meant to you as a mentor.

What did you find most challenging?

What was the most meaningful?

What was the least meaningful?

Suggestions for program improvement.

Please add any human interest story that could be used in describing the program.

When the paper is completed, give it to the County Extension Site **Supervisor** working

with this program. They will forward it on to Utah State University for Craig Dart, Instructor, to review so a grade can be posted on your transcript.

Note for those taking the course for more than one semester:

If taking the course the second semester, the time involvement with your assigned youth and the written assignments are similar, with the exception that the interview would be with the parent(s)/guardian, rather than the youth.

Semester-end Report Paper:

2nd Credit Paper Guidelines - PARENT(S) INTERVIEW

Sample questions for the parents involved in the 4-H YFP:

What impact has the Youth and Families Program had on your youth and your family? (Ask follow up questions to get at specifics)

What were some of your first reactions when you first heard about the program?

What are the parts of the program that helped your family the most?

What are the parts of the program that helped your family the least?

In what ways is your family different now than when you started the program?

What suggestions do you have that would have made the program better for you?

Do you want your youth and family to participate in the program this summer and next school year?

Again, in the last part of the paper, discuss what you gained from your experience as a mentor.

What did you find most challenging?

What was the most meaningful?

What was the least meaningful?

Suggestions for program improvement.

Please add any human interest story that could be used in describing the program.