

**HUMS 391 - Syllabus**  
**INTRODUCTION TO THE UNIVERSITY, Special Service Learning**  
**Section for Those Interested in the Health Professions**

**Meeting time at VCU:** Wednesday  
**Class Time:** 11:30pm -12:30pm  
**Location:** Hibbs Basement Room B16  
**Dates:** Jan. 27<sup>th</sup>, Feb. 3<sup>rd</sup>, Feb. 17<sup>th</sup>,  
Mar. 3<sup>rd</sup>, Mar. 31<sup>st</sup>, Apr. 7<sup>th</sup>, Apr. 21<sup>st</sup>

**Meeting time at Cosby:** Wednesdays  
**AM Class:** 9:30am-12:30pm  
**PM Class:** 11:30am-2:00pm  
**Dates:** Jan. 20<sup>th</sup>, Feb. 10<sup>th</sup>, Feb 24<sup>th</sup>,  
Mar. 10<sup>th</sup>, Mar. 24<sup>th</sup>, Apr. 14<sup>th</sup>,  
1 visit between April 28<sup>th</sup> – May 12<sup>th</sup>

Instructors:

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Service Learning Teaching Assistants: Rm. 124 Hibbs

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The class will be team taught and led primarily by Dr. Leibowitz and the service learning teaching assistants. The service learning teaching assistants are a resource to coordinate mentor lectures, coordinate mentor administrative tasks and lab attendance, monitor mentor/mentee relationships, assist with grading mentors, assign mentor to presentations topics and serve as a resource to help mentors develop presentations and grade mentees. SLTAS will also monitor mentors to make sure they input mid term grades into blackboard by march 13<sup>th</sup> and final grades into blackboard by April 30<sup>th</sup>.

This is a service-learning course. VCU students will earn college credit based on the service they provide, helping students at Cosby High School develop college success skills and their interests in pursuing pre-health curriculum in the college setting.

You were selected to participate in this course because of your academic abilities, creativity, and expressed interest in serving as a mentor. You will serve as a role model to the high school students interested in the health sciences at Cosby High School.

Your responsibility in the class is to:

- Design lectures and conduct classroom activities to help high school students develop college success skills
- Serve as a mentor and role model to the high school students who will be exploring health professions throughout the semester. You will be providing service to the community through this effort because you will be working closely with students to decide on their career pathway
- Coordinate administrative aspects of the project or provide escorts to mentees during designated labs meetings.

This is a 3-hour course that will fulfill the urban environment requirement in the college of humanities and sciences for students who entered VCU Fall 2007 or earlier. All participating mentors can use this course towards the minimum 45 hours of upper level course credit required for graduation.

Specifically this role includes the following tasks

- Attending mentor/ mentee training
- Attend planning sessions on the Monroe Park Campus and class meetings at Cosby
- Read and grade reflective journals, community service plan, and interview assignment written by your mentee
- Work with your mentee to prepare their final projects, a classroom presentation focusing on their career development.
- Work with other mentors to design a 90-minute classroom presentation for the students at Cosby focusing on college success skills.

### Mentors and Mentees

High School students will be assigned to work with a VCU student mentor. Each VCU mentor will have four Cosby students to work with. This relationship will be built exclusively so the mentor can play a significant part in advising the mentee about the college level, pre-health experience and factors that contribute to making decisions about health careers. The mentor is available to guide students through exercises in the class as well as to be a source of information. Students are encouraged to ask questions about the college experience and the course work necessary for the pre-health curriculum. Students are advised to avoid inappropriate topics that might make high school students or other classmates uncomfortable.

### GRADES

You will be graded on your *participation* in the course and a *reflection paper* based on your experiences working with your mentee.

Specifically the criteria to earn grade points include:

- Paper on how the background material presented in class relates to your experiences in the course.
- Reflection journals on experiences with Cosby mentees
- Quality of the presentation given in class by your high school mentee
- Quality of any presentations that you organize and give to the class
- Quality of administrative tasks you execute or service during designated Friday labs.
- Mentees' evaluation of your participation in the course will also impact your grade.

Mentor Reflection Paper (100 points) A series of training sessions will take place in class to prepare you for your service and help you interact with your mentees. Topics to be covered include mentorship, reflective listening skills, student development, and career development theory. You are required to submit a 5 page paper on one of the following topics. It is recommended you submit a proposal for your paper to the course instructor by the middle of the semester. Final papers are due by April 30<sup>th</sup>.

- A plan to establish a mentor program in a health care organization.
- Choose a career or student development theory and apply the theory to your experiences working with your mentees
- A critique of the career/course plan your mentees developed. Using theories outlined in class, why or why not do you think your mentee's chosen plan will be viable.
- Using your experiences this semester and the training you gained from class, how would you construct a series of classes to help students identify their career interests.

Mentor Reflection Journal (100 points: 5 journals / 20 points per journal) Pick any 5 visits you made to Cosby this semester. You are to write a reflection journal about your experiences meeting with your mentees or presenting during these experiences. The write-up should include: pre-service reflection, reflection during service, and post-service reflection. The pre-service reflection should include your expectations or predictions of the upcoming Cosby class and what you have done to prepare for meeting with your mentees. The reflection during service should only consist of your observations while with your mentees. The post-service reflection should include how the class related to you and your mentees and how the class connected with the service-learning goals of this class. Two reflections must be posted on blackboard by March 11<sup>th</sup> and the remaining 3 must be posted by April 28<sup>th</sup>.

Mentees' presentation (100 points) You are to work with your mentees to prepare a presentation that will take place at the end of the semester. The presentation is to include what your mentees learned about different health professions and/or about attending college. The presentation is to also include information about the activities you and your mentees accomplished during your time together.

Mentoring Class Presentation and Preparation (100 points) Using active learning, reflective listening, or other modes of presentation the mentors will be required to design and conduct a class period in each unit of the Cosby class. Mentors will work in teams to design specific class sessions. Presentation topics will be assigned by SLTAs. All workshops must use the entire 90 minute instruction period and engage every Cosby student and mentor participating in the program. Class presentations will cover relevant college success skills. Each class meeting should also give mentor and mentee groups an opportunity to review of journals, plan final presentations, and have students reflect on topics in the relevant unit.

Participation in this part of the class involves VCU students commuting to Cosby High School in Chesterfield, VA. The commute is approximately 30 minutes from the Monroe park campus and costs round trip, \$4.50 in tolls. Carpooling arrangements will be made to assist students who do not have their own vehicles on campus. Directions to Cosby will be provided and are available on the Cosby High School website. Time is allotted in the class schedule for you to commute to the high school.

[http://chesterfield.k12.va.us/Schools/Cosby\\_HS/index.html](http://chesterfield.k12.va.us/Schools/Cosby_HS/index.html))

Students are encouraged to allot at least 45 minutes to commute to and from the high school. Pg. 148 of the undergraduate bulletin states VCU is not responsible for accidents occurring to students in connection with class.

Administrative task completion and execution (100 points) Some mentors will be assigned to complete a task that will help with the administrative aspect of the class. If you do not have classes on Friday afternoons, instead of being assigned an administrative task, we will need your help in escorting Cosby students during designated lab times. You will be evaluated based on your attention to detail, level of professionalism, and inclusion of others who will be effected in completing your assigned task.

Attendance at meetings, labs, and class participation (100 points) You are required to participate in mentorship training at Cosby High School, all mentor presentation sessions and labs designated on the syllabus, and the class sessions at Cosby High School when your mentees present to the class.

Mentors are responsible for grading cosby student's journal entries, service learning plan, project proposals, and interview assignments. Mentees first three journal grades (60 points), project proposal (20 points), mentee evaluations (50 points), and service learning plan grades (100 points) must be inputted into cosby blackboard by March 13<sup>th</sup>. Final grades consisting of the fourth and fifth journal entries (40 points), final mentee evaluation (50 points), and interview assignment (100 points) must be inputted in cosby blackboard by April 30<sup>th</sup>. Mentors who fail to input grades for their mentees by these deadlines will have between 30 and 70 class participation points deducted from their final grade.

Evaluation and feedback on mentees' journals (100 points) Using the blackboard program, your mentees will be keeping reflective journals of their experiences taking the course throughout the semester. You are required to provide constructive feedback to your mentees about their journals and help evaluate the quality of journal entries they provide.

Mentee Evaluation (100 points) At the middle and end of the semester your mentee will be asked to evaluate your performance as a mentor. Evaluation criteria are listed in the mentor evaluation form below.

Blackboard will be used to update you on your progress and points will be awarded as follows

#### GRADING SCALE

Activity	Points	Grading Scale
Mentor Reflection Paper	100	A=720-800
Mentor Reflection Journals	100	B=640-719
Mentee Presentation	100	C=560-639
Administrative Task Completion and Execution	100	D=480-559
Attendance	100	
Journal Feedback to Mentees	100	
Mentee Evaluation	100	F=Below 479
Mentoring Class Presentation/Preparation	100	

The curriculum for the mentor class is designed to help mentors gain the skills necessary to execute their roles in the class and plan activities for the class. On the days the mentors will not be meeting at the high school, and days the labs are not taking place the course will meet from 11:30pm-12:30pm in B16. Attendance will be monitored during these class meetings and more than 2 absences will result in points being deducted from your class participation grade.

Some labs and student presentations are scheduled outside of classroom meeting times. Mentors should attend labs with their mentees and attend their mentee's final presentation as their academic schedule permits.

While some class meetings will have targeted topics during every class there will be updates given from those in charge of key administrative functions and those in charge of planning upcoming mentor lectures. The class is a good time to evaluate how things are going and to recommend improvements.

### **Spring 2010: Cosby Syllabus Class Overview and Important Dates**

Class Meetings at Cosby High School: Class session 1: 9:30 AM-12:30 PM  
Class session 2: 11:30 AM-2:00 PM

#### **January 20<sup>th</sup> – Mentor/Mentee Introduction (AT COSBY)**

January 27 – Lecture B16 Hibbs from 11:30-12:30 – Topics: VMP and Discover

February 3<sup>rd</sup> – Lecture B16 Hibbs from 11:30-12:30 – Topics: Active Learning Dr. Zach Goodall

*February 8<sup>th</sup> - Mentees first journal due*

#### **February 10<sup>th</sup> – Mentor/Mentee Ice Breakers (AT COSBY)**

February 12<sup>th</sup> – VCU Field Trip (Monroe Park Campus), Mentors needed 11-4pm

February 17<sup>th</sup> – Lecture B16 Hibbs from 11:30-12:30 – Topic: Professionalism, Donna Jackson

*February 22<sup>nd</sup> – Mentee's second journal due*

#### **February 24<sup>th</sup> – Mentor Presentation # 1 (AT COSBY) – Proposed Topic: Study Skills**

February 26<sup>th</sup> – VCU Field Trip (MCV Campus), Mentors needed 11-4pm

March 3<sup>rd</sup> – Lecture B16 Hibbs from 11:30-12:30 – Topic: Dr. Beverly Warren School of Education

*March 8<sup>th</sup> – Mentee's third journal due*

#### **March 10<sup>th</sup> – Mentor Presentation Part 2 (AT COSBY) – Topic: Getting involved on campus**

*March 11<sup>th</sup> – Mentee's Midterm Project Due*

**March 11<sup>th</sup> - Mentors need to submit 2 reflection journals to blackboard**

*March 13<sup>th</sup> - Midterm grades must be posted*

March 31<sup>st</sup> – Lecture B16 Hibbs from 11:30-12:30 – Topic: Student Development Theory, Dr. Leibowitz

*March 22<sup>nd</sup> – Mentee's fourth Journal Due*

#### **March 24<sup>th</sup> – Mentor Presentation Part 3 (AT COSBY) – Proposed Topic: Interviewing Skills**

April 7<sup>th</sup> – Lecture B16 Hibbs from 11:30-12:30 – Topic: TBA

*April 12<sup>th</sup> – Mentee's fifth journal due*

#### **April 14<sup>th</sup> – Mentor Presentation Part 4 (AT COSBY) – Proposed Topic: Presentation Skills**

April 16<sup>th</sup> – VCU Field Trip (Monroe Park Campus), Mentors needed 11-4pm

April 21<sup>st</sup> – Lecture B16 Hibbs from 11:30-12:30 – Topic: TBA

**April 28<sup>th</sup>, May 4<sup>th</sup>, May 6<sup>th</sup>, May 10<sup>th</sup>, & May 12<sup>th</sup> \*\*\*Mentors should attend their mentees final presentations if their academic schedule permits\*\*\***

*April 28<sup>th</sup> – Mentee's final projects due*

*April 30<sup>th</sup> – Mentees Final Grades to be posted on blackboard*

**April 30<sup>th</sup> - Mentors must submit final papers and 3 journal submissions to blackboard.**

## Administrative Tasks

Divide Students into groups for labs \_\_\_\_\_

Course Evaluations \_\_\_\_\_

Schedule Final Presentations (AM) \_\_\_\_\_

(PM) \_\_\_\_\_

Manage and Create Blackboard Site (AM) \_\_\_\_\_

(PM) \_\_\_\_\_

VCU Lab Escort (1) \_\_\_\_\_ (9) \_\_\_\_\_

**February 12<sup>th</sup>** (2) \_\_\_\_\_ (10) \_\_\_\_\_

(3) \_\_\_\_\_ (11) \_\_\_\_\_

(4) \_\_\_\_\_ (12) \_\_\_\_\_

(5) \_\_\_\_\_ (13) \_\_\_\_\_

(6) \_\_\_\_\_ (14) \_\_\_\_\_

(7) \_\_\_\_\_ (15) \_\_\_\_\_

(8) \_\_\_\_\_

VCU Lab Escort (1) \_\_\_\_\_ (9) \_\_\_\_\_

**February 26<sup>th</sup>** (2) \_\_\_\_\_ (10) \_\_\_\_\_

(3) \_\_\_\_\_ (11) \_\_\_\_\_

(4) \_\_\_\_\_ (12) \_\_\_\_\_

(5) \_\_\_\_\_ (13) \_\_\_\_\_

(6) \_\_\_\_\_ (14) \_\_\_\_\_

(7) \_\_\_\_\_ (15) \_\_\_\_\_

(8) \_\_\_\_\_

VCU Lab Escort	(1) _____	(9) _____
<b>April 16<sup>th</sup></b>	(2) _____	(10) _____
	(3) _____	(11) _____
	(4) _____	(12) _____
	(5) _____	(13) _____
	(6) _____	(14) _____
	(7) _____	(15) _____
	(8) _____	

Send E-mail Reminders and announcements through blackboard \_\_\_\_\_

Arranging Transport of Mentors to Cosby	(AM) _____
	(PM) _____

Administer and Collect Mentor and Mentee Evaluations	(AM) _____
	(PM) _____

Email Reminders to guest speakers/presenters \_\_\_\_\_

Arrange/Coordinate visit from Cosby students on April 1<sup>st</sup>

\_\_\_\_\_

\_\_\_\_\_

Lead campus tour on Friday, February 12 <sup>th</sup>	(3) _____
_(1) _____	(4) _____
_(2) _____	(5) _____

Plan Class Party on May 6<sup>th</sup> \_\_\_\_\_  
\_\_\_\_\_

Emergency Contact Student (MCV or MPC campus)  
(1 student needed per lab)

Feb. 12<sup>th</sup> (MPC)\_\_\_\_\_

Feb. 26<sup>th</sup> (MCV)\_\_\_\_\_

March 12<sup>th</sup> (MCV)\_\_\_\_\_

March 26<sup>th</sup> (MCV)\_\_\_\_\_

April 16<sup>th</sup> (MPC)\_\_\_\_\_

April 30<sup>th</sup> (MVC)\_\_\_\_\_

**VCU COSBY HIGH SCHOOL MENTOR EVALUATION**  
**Mentor Survey (To be filled out by the Mentee)**

**Due Date:**

**Mentor Name** \_\_\_\_\_ **Mentee Name** \_\_\_\_\_

Your responses to the following questions will be part of an ongoing evaluation of the Cosby High School Mentorship Program. Your evaluation of your mentor or mentee will contribute to 100 points of your final grade in the course. A midterm evaluation worth 50 points is to be handed into Dr. Leibowitz by March 14<sup>th</sup> and a final evaluation worth 50 points is to be handed into Dr. Leibowitz by May 6<sup>th</sup>. You are encouraged to review your feedback with your mentee.

1. On a scale of 1 to 10, with 10 being the highest, how would you rate your experience with your mentor?

Lowest      1      2      3      4      5      6      7      8      9      10      Highest

Comments:

2. On a scale of 1 to 10, with 10 being the highest, rate the quality of the feedback you have received from your mentor on your journal entries thus far.

Lowest      1      2      3      4      5      6      7      8      9      10      Highest

Comments:

3. On a scale of 1 to 10, with 10 being the highest, rate the level to which your mentor has engaged you in classroom activities.

Lowest      1      2      3      4      5      6      7      8      9      10      Highest

Comments:

4. On a scale of 1 to 10, with 10 being the highest, rate the quality of the communication style your mentor is using in helping you prepare a plan of coursework and extra curricular activities to enter programs in the health professions.

Lowest      1      2      3      4      5      6      7      8      9      10      Highest

Comments:

5. On a scale of 1 to 10, with 10 being the highest, how would you rate the level of help your mentor has given you in preparing your final presentation?

Lowest      1      2      3      4      5      6      7      8      9      10      Highest

Comments: