

UALR MENTORING JUVENILES Fall 2009 and Spring 2010

Instructor:

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Course Description

This service-learning course examines mentoring as a form of juvenile aftercare. Emphasis will be on facilitating the successful transition of at-risk or delinquent youth back to the community. As part of the course, students are expected to spend at least 4 hours per week (including direct contact with and advocacy on behalf of the youth) as a mentor with youth who have been or will soon be released from the Division of Youth Services facilities. Please remember that you are required to have a minimum of two contact hours per week with your youth.

Readings

Students are required to read the books *FistStickKnifeGun* by Geoffrey Canada, *Framework for Understanding Poverty* by Ruby Payne, *America* by E. R. Frank, and other selected readings which will be made available via our Blackboard website. Please note that we have acquired the three required texts for you, but it is your responsibility to read them. All readings are required. The course schedule details the order of the readings. You are required to adhere to the course schedule.

Course Requirements

Students in this course are responsible for completing weekly log sheets and progress reports on the youths to whom they are assigned. These sheets involve documentation of the amount and nature of the contacts with the youths as well as information on the progress of the youths.

Students will also complete six reflection essays which center on events they have experienced in the UALR Mentoring program. Each student is responsible for completing a life plan for themselves and a reentry plan for their assigned mentee in the program. Completion of 60 **direct** contact hours by the end of the academic year will also count towards your final grade. **Please note that if you do not complete the required number of contact hours, then you will receive a 0 for this course.** Students will also be required to participate in the weekly discussions with the instructor, project coordinator, and their team leaders via our class Blackboard website.

In the past, there have been situations where mentors have created counterproductive environments for the mentees and the other mentors. Because of this, the professor has the discretion at any point in the semester to assign individual students to task other than mentoring in support of the program. This will only be done in extreme circumstances, after all other avenues of dealing with the situation have been exhausted.

Student Evaluation

Students will be evaluated based on grades earned on their weekly log sheets/progress reports, reflection essays, student life plan, mentee re-entry plan, the completion of their contact hours and weekly discussions.

The grading for the course is as follows:

Grading Scale:

The specific grading scale for this course is as follows:

A-Excellent	90%-100%
B-Good	80%-89%
C-Average	70%-79%
D-Poor	60%-69%
F-Unacceptable	59% and below

ASSIGNMENTS

Weekly Assignments

Each week, students are responsible for submitting a completed **log sheet** and **progress report**. Copies of blank forms are available on the course Blackboard website. Information on the amount of time spent is important for evaluation purposes and is also one of the ways students are evaluated for this course.

Reflection Essays

Students will be required to submit six reflection essays throughout the semester. The first and last reflection essays will address a specific set of questions. The second through fifth reflection essays will address a separate set of questions.

First Reflection Essay

In this essay you should answer the following questions:

1. What do you expect to learn by participating in this experiential learning course?
2. What ideas do you already have about the kids with whom you will be working?
What ideas do you already have about the juvenile justice system?
3. From whom do you expect to learn the most in this class (i.e. mentees, other students in the class, project coordinator, professor, etc.)? Why do you think you will learn the most from this individual?

4. From what experiences do you expect to learn the most? For instance, do you think you will learn the most from the training, from the mentees, etc.? Why do you think you will learn the most from these experiences?
5. How do you expect this learning experience will be different than those you have experienced in the traditional classroom? Do you think it will be better or worse? Why?

Second through Fifth Reflection Essays

In these essays you should do the following:

1. Select an incident that has occurred to you as part of your mentoring experience. Describe what happened. Include descriptions of your behaviors and the behaviors of others (include verbal and nonverbal behaviors). Give details and be specific.
2. Describe your thoughts and feelings about the incident. How do you think the others that were involved thought and felt about the incident? How did this event affect individuals associated with the situation (i.e., at the facility, in the youth's family, etc.)?
3. What themes from the readings and materials presented in class help you to explain and understand the situation and/or the dynamics you experienced? Where might your assumptions at the time or afterward have been short sighted or faulty?
4. Evaluate how you handled this situation. What did you do well? If given the opportunity, what would you have done differently?

Final Reflection Essay

In this essay you should answer the following questions:

1. What is the one thing you have learned the most by participating in this experiential learning course? It is the one thing you originally thought you would learn? Explain why.
2. Reflect back on the ideas that you had about the kids with whom and the system in which you will be working. Did those ideas change throughout your experiences in this course? How did they change? Why do you think they changed?
3. Reflect back on the individuals from whom you expected to learn the most in this class (i.e. mentees, other students in the class, project coordinator, professor, etc.). Did you in fact learn the most from this individual? If so, why? If not, from whom did you learn the most? Why do you think that was?
4. Reflect back on the experiences from which you expected to learn the most. Did you in fact learn the most from the experiences you originally thought? If so, why? If not, from what experiences did you learn the most? Why do you think that was?
5. Reflect back on how you expected this learning experience to be different than those you had experienced in the traditional classroom. Was this experience as you had expected? Was it better or worse than your experiences in the traditional classroom? Why do you think that is?

COURSE SCHEDULE FOR READINGS AND ASSIGNMENTS

Week One

- Mission and Goals of program; Handouts on Mentoring; Mentoring Handbook distribution
- UALR Mentoring Training Manual
- **Possible DYS Training**

Week Two

- **Possible Alexander Orientation/Mixer**
- **Mentor Training-Saturday, September 6th**
ATTENDANCE IS MANDATORY

Week Three

- *Aftercare Services* (Blackboard Reading)
- *Intensive Aftercare for High Risk Juveniles-An Overview* (Blackboard Reading)
- *Reintegration, Supervised Release, and Intensive Aftercare* (Blackboard Reading)

Week Four

- *National Portrait of SVORI* (Blackboard Reading)
- *SVORI Project Lessons Learned* (Blackboard Reading)
- *Overcoming Barriers to School Reentry* (Blackboard Reading)

Week Five

- *Employment and Training for Court Involved Youth* (Blackboard Reading)
- *Role of Juvenile Court in Reentry* (Blackboard Reading)

Week Six

- *How to Win Friends-Part One* (Blackboard Reading)
- *America* – pages 1-60

Week Seven

- **Reflection Essay Number One**

Week Eight

- *How to Win Friends-Part Two* (Blackboard Reading)
- *America* – pages 61-115

Week Nine

- *How to Win Friends-Part Three* (Blackboard Reading)
- *America* – pages 116-179

Week Ten

- *How to Win Friends-Part Four* (Blackboard Reading)

- *America* – pages 180-242

Week Eleven

- Cornelius (2001) “The Art of the Con: Avoiding Offender Manipulation”

Week Twelve

- **Reflection Essay Number Two**

Week Thirteen

- **BREAK-NO READINGS! CONTINUE TO MEET WITH YOUR MENTEE!**

Week Fourteen

- Chapters 1-3 from *Framework for Poverty* by Ruby Payne

Week Fifteen

- Chapters 4-6 from *Framework for Poverty* by Ruby Payne

Week Sixteen

- Chapters 7-9 from *Framework for Poverty* by Ruby Payne

Week Seventeen

- **Reflection Essay Number Three**

Week Eighteen

- *FistStickKnifeGun-Part 1* by Canada

Week Nineteen

- *FistStickKnifeGun-Part 2* by Canada

Week Twenty

- *FistStickKnifeGun-Part 3* by Canada

Week Twenty-One

- **Reflection Essay Number Four**

Week Twenty-Two

- Chapters 1-2 from *The Fellas: Overcoming Prison and Addiction* by Charles Terry (Blackboard Reading)

Week Twenty-Three

- Chapters 3-4 from *The Fellas: Overcoming Prison and Addiction* by Charles Terry (Blackboard Reading)

Week Twenty-Four

- Chapters 5-7 from *The Fellas: Overcoming Prison and Addiction* by Charles Terry (Blackboard Reading)

Week Twenty-Five

- **BREAK-NO READINGS! CONTINUE TO MEET WITH YOUR MENTEE!**

Week Twenty-Six

- **Reflection Essay Number Five**

Week Twenty-Seven

- Chapters 4-7 from *The Fellas: Overcoming Prison and Addiction* by Charles Terry (Blackboard Reading)

Week Twenty-Eight

- Chesney-Lind (2001) “What about Girls? Delinquency Programming as if Gender Mattered”? (Blackboard Reading)
- Robinson (1994) “Private Pain and Public Behaviors: Sexual Abuse and Delinquent Girls” (Blackboard Reading)

Week Twenty-Nine

- **BREAK-NO READINGS! CONTINUE TO MEET WITH YOUR MENTEE!**

Week Thirty

- **Final Reflection Essay Due**