



College of Arts & Letters, Department of Psychology
PSY 3940-159 / Externship in Psychology
The Star Mentee Program
1 - 3 Credit Hours* -- CRN: 10792
Spring Semester 2018
(16th Year of the Program)
Syllabus

"Education is not just about going to school and getting a degree. It's about widening your knowledge and absorbing the truth about life." Shakuntala Devi

"You understand what it means to have an attitude of gratitude, and you'll teach those who are younger, or those who are for some reason less aware of their blessings, how to show and feel appreciation." ~ Mathis Holiday

"The important thing is not so much that every child should be taught, as that every child should be given the wish to learn." ~ John Lubbock

Professor:

Dr. M. Tiamiyu

Department of Psychology, UH 1063, Telephone: 419-530-2853; Fax: 419-530-8479; Email: mojisola.tiamiyu@utoledo.edu

Ψ Blackboard course homepage (for syllabus, attendance vouchers, grades and other course-related information) through Blackboard 9.1 Login <http://utoledo.edu/dl>

Ψ My Personal Web site (for my CV, research interests, useful psychology-related links, etc.): <http://homepages.utoledo.edu/mtiamiy/>

P.S. You can leave notes or messages for the course professor (me) at my office (UH1063); slide them under my office door if you do not meet me.

Office Hours:

The course professor's office hours are Mondays and Wednesdays, 9:30 AM - 12:00 PM and by appointment. Please visit me in my office, if you have any questions.

Course Description:

The purpose of this course is to participate in implementing an academic mentoring and tutoring program for students at St. Pius X School in Toledo, Ohio. This will involve you working with one of the Department of Psychology's community partners (i.e. the elementary school). You will be working with children that need academic mentoring and tutoring in the areas of Language Arts, including vocabulary, grammar, reading and writing, Math, Physical Education, Music, other subjects of interest, and the after-school program. As this is a service-learning course, you

will be engaged in a process of experiential education. Service learning is a model for educational volunteers and some of its educational values include facilitating moral development, expanding students' cultural awareness, providing a testing ground for classroom instruction, and contributing to career planning.

Student learning objectives are: 1) to gain program implementation skills, which are specific to the academic mentoring and tutoring of the target population; 2) to acquire knowledge of theories and empirical studies about youth mentoring and tutoring; and 3) to learn how to engage in university-community collaboration. Your service objectives are: to provide tutoring in Reading, Writing, Math, etc., and to provide academic mentoring and tutoring. Your service-learning objective is to work with Dr. Tiamiyu and our community partner (St. Pius X School) to learn how to implement a successful academic mentoring and tutoring program for children in an elementary school.

You will receive individual and group supervision from the teacher of the students you will be mentoring and tutoring at St. Pius X School. You will keep a journal in which you describe your reactions to and processing of your training experiences throughout the semester. You will identify reading materials related to youth mentoring and tutoring, and integrate new knowledge acquired from these readings as well as materials from your journal into your **end-of-semester structured reflection paper**. You will engage in group discussions about course/mentoring related issues. Through these experiences, you will continue to build on your knowledge of youth mentoring and tutoring, your academic mentoring and tutoring skills, and experience of participating in university-community collaboration. Furthermore, you will complete the following forms: a student intro-form [information provided therein (e.g., your career goals) may help me to better meet your academic needs]; mentors' expectations and goals pre-post forms and a Catholic Diocese online form that will permit you to work with St. Pius elementary school children. Finally, you will complete the following evaluation forms: an end of program feedback form and **an online course evaluation form for the department. The latter will be available for completion on our Blackboard course Website from 12:00 AM on Monday, April 23 to 11:59 PM on Friday, April 27, 2018.**

Prerequisite:

Completion of PSY 1010 or equivalent

My Teaching Philosophy:

I am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university 33 years ago (this is my 21st. year at UT), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take responsibility for their learning by engaging in outside the classroom reading related to the course, submitting assignments when they are due, and always attending mentoring and tutoring sessions, eager to participate in discussions and activities. These are indications of a positive attitude, which is a

key ingredient to realizing our goals in this course. The mentoring and tutoring experience should be interactive and cooperative in nature. It should also be an "AHA!" experience (i.e., insightful). In summary, my teaching philosophy guides my expectations of students.

P.S. You can also read my "Professor Intro." on our Bb course Web site.

Electronics:

Please, as a matter of courtesy, always remember to silence cell phones and other gadgets that may ring / beep when at St. Pius X School and at other sessions, too. Also no texting ... thanks!

Course Calendar:

Orientation Session at UT

Dates: Tuesday, **January 16**

Time: 12:45 - 2:05 PM

Place: UH 3023

Mentoring Sessions (hours must be spread relatively evenly throughout the semester and as arranged with the teacher/staff partners: **1 credit hour = 40 mentoring hours; 2 credit hours = 50 mentoring hours; and 3 credit hours = 60 mentoring hours.***

Dates: Friday, **January 19** – Wednesday, **April 25****

Time: As arranged with teacher partners

Place: St. Pius X School, 2950 Ilger Avenue, Toledo, OH. 43606 [Directions: Drive west on Bancroft St. West to Middlesex Street, go north (turn right) past Central Street, get to a dead-end, go east (turn right) less than a block, school is to your right]

* Course credit hours are flexible so that mentors can participate in the course/Program without exceeding the maximum hours for their respective majors and / or elective / related course requirements. Students **MUST** meet the minimum mentoring hours required for the course credit hours they registered for at the beginning of the semester. Registered credit hours **CANNOT** be changed during the semester. So please plan accordingly.

Orientation Session at St. Pius X School

Dates: Thursday, **January 18**

Time: 12:45 - 2:05 PM

Place: St. Pius School

First week of mentoring at St. Pius X School **is the week of January 22.**

Mid-Semester Meeting

Date: Tuesday, **March 13**

Time: 12:45 - 2:05 PM

Place: UH 3023

Your last day of mentoring at St. Pius X School is **April 25**. Please plan accordingly (i.e., give your teacher partners and mentees at least one week heads-up).

P.S. Your final grade will be adversely affected (lowered by at least one grade) for not mentoring weekly and/or through to the last day of mentoring at St. Pius School.

Wrap-up Session

Dates: Thursday, April 26

Time: 12:45 - 2:05 PM

Place: St. Pius X School

Attendance and Participation:

You should plan to attend all orientation, mentoring and wrap-up sessions. I will greatly appreciate promptness and active participation at these sessions. Absences do have a bearing on your grade (will lower your grade). You **must** complete the sign in and sign out log for parents and volunteers at St. Pius X School. Also, you **must** complete an attendance voucher for the Star Mentee Program and obtain your teacher's signature *every time* you are at a mentoring session. (I have provided you with a copy of the voucher on our Blackboard course Web site, and will collect all completed vouchers at the end of the semester wrap-up session, so as to include in your attendance score computation.) Students will lose four points for days/times that the *provided* attendance vouchers are not used. If you will be missing a mentoring session, you need to inform St. Pius X School general office staff at (419)535-7688 or the teacher of your mentees as soon as possible, and arrange your make-up mentoring hours. Program begins promptly at 12:45 PM *or* as arranged with your teacher partner(s) – please be at St. Pius X School / other sessions on time. Thanks.

P.S. As mentors, please take control of your mentoring experience. People can be useful in almost all environments. Be outgoing and assertive with how you want your semester at St Pius to go. Doing this is important and will be very beneficial to you.

****Holidays:**

When St. Pius X School has a holiday, you will not have a mentoring session. Also, your teacher ought to let you know ahead of time about other days that you would not come for a mentoring session because of a conflicting school event or other reasons. Kindly, inform your teacher about a forthcoming UT holiday ahead of time, if it falls on a day you were scheduled to be at the school and you will not be coming for the session.

Dress Code:

There is a dress code for all mentors participating in the Star Mentee Program. Please dress professionally when going to St. Pius X School. Do **NOT** wear out-fits that expose chest, stomach, back, etc. Also, do not be overly dressed (as if you are going to a party). Wear comfortable shoes. Kindly cover-up tattoos, if possible and please avoid using nose/tongue/lip rings when going to St. Pius. Thanks for being a good role model to your mentees and representing UT in the best light that you can.

ACADEMIC POLICIES:

As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read Undergraduate Academic Policies: <http://www.utoledo.edu/policies/academic/undergraduate/>

Academic Dishonesty: The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog for how academic dishonesty is described.

Students involved in academic dishonesty should expect to receive a “0” on the specific assignment or an F for the course, depending on the severity of the violation.

P.S. All assignments in this course must be individually completed.

Evaluation:

There is no formal exam. Grading will be done by Dr. Tiamiyu, based on your structured reflection paper, attendance and input from St. Pius X School staff as to whether student has attained the learning and service learning objectives at the completion of externship, and mandatory weekly group discussions online. Students must meet all course requirements in order not to earn an IN (incomplete) as a final grade.

P.S.: Attendance and input from the principal and teacher-/staff-partners: **300 Points**; End-of-semester structured reflection paper: **100 Points**; Total **Points: 400**.

Grading: The final course grade will be determined in accordance with the grading system below, which lists category floors (**letter grade and applicable points; there will be no rounding off of points/percentages**):

	A 95% = 380	A- 90% = 360
B+ 85% = 340	B 80% = 320	B- 75% = 300
C+ 70% = 280	C 65% = 260	C- 60% = 2400
D+ 55% = 220	D 50% = 200	D- 45% = 180
F 00% = 0		

P.S.: I reserve the right to discretionary grade adjustments.

P.P.S.: Joining the class after the term has officially started and some course requirements have been met is not an acceptable excuse for making up missed course requirements.

The End-of-Semester Structured Reflection Paper:

Directions for the End-of-Semester Structured Reflection Paper

- 1) Paper must be a *Microsoft Word typed* document, double-spaced, font style Times New Roman, font size 12, with 1" margins, include page numbers.
- 2) Have a separate title/cover page with your name, complete course code, complete course title, **creative** title for paper, relevant picture/image, semester including year, and professor’s name (Dr. M. Tiamiyu). **Do not include any page number on this page; your page numbering (i.e., page 1) should begin on the page following your title page (i.e., the main body of your paper -- for assistance, click on the “RP: Page Numbering” link on our Bb course Website** You earn maximum 10 points for your Title page.
- 3) **Briefly** (not more than ONE page), reflect upon program participants (i.e., interactions with mentees, mentors, school staff, etc.) and program process. Keeping a journal could be useful here.
- 4) In your paper if need be, refer to your mentee by **first name** only (for confidentiality do not include last name).
- 5) Integrate brief relevant information from your journal entries (if kept), **AND** more importantly, findings from your self-identified sources/readings (**empirically-based journal articles**) pertaining to **a chosen research topic related to your mentoring and tutoring experience**, in your reflection paper. Remember to include your references (use APA format: <http://apastyle.apa.org/>) in the body of your paper. You earn maximum 70 points for the main body of your paper.
- 6) Have one separate APA style reference page (with the title, “References”) to list your

sources/references (**include the page number, e.g., 6, if the body of your paper consists of 5 pages**). Again use APA format: <http://apastyle.apa.org/>; if you also wish, for your APA-style references refer to the reference section of a 2017 psychology-related journal article or psychology textbook. You earn maximum 20 points for your Reference page.

7) Your final submission will be minimum seven pages (i.e., a title page, minimum five-page main body of submission, and a reference page). Note that the main body of submission can be more than five pages, depending on your topic.

8) Your reflection paper will be graded on content (what you write, organization, logic, clarity, etc.) and creativity. (**Do not** just describe what you did with your mentees and your topic; look at the big picture -- interpret your experience, **apply knowledge gained from the sources you read** and your experience).

9) Your submission is due **by 11:59 PM on Friday, April 20, 2018** via our Blackboard course Web site (**Assignment tool; as a Microsoft Word attachment**). You can submit your paper as from **12:00 AM on Friday, April 6, 2018**. Emailed papers OR hardcopies of papers will NOT be accepted.

P.S.: You lose **4 points for each day** you make your submission after the due date with no acceptable reason, e.g., illness or death in the family (documentation such as a doctor's note must cover **April 6** to the day before you make your submission; **documentation** must be scanned and emailed to me as a Microsoft Word / JPEG / PDF **ATTACHMENT** as soon as possible. **If submitting a doctor's note, please REMOVE the health condition stated therein.**

Attendance Vouchers:

Submit **hardcopies of your attendance vouchers** (which should be stapled together with a stapler at the top left-hand corner) *at* the beginning of the wrap-up session. The wrap-up session will be at St. Pius X School on **Thursday, April 26 (12:45 – 2:05 PM)**.

P.S.: Without acceptable excuse documentation (e.g., **doctor's note, obituary announcement of death in the family, etc.**), you lose **10 points** for each day that you do not submit your attendance vouchers at the due time and place.

Recommended Group Discussions: I strongly encourage all mentors to engage in regular group discussions about course/mentoring related issues among one another during the semester via social media, for example. I trust that one of you will take the lead in organizing such a group. Please share only what you feel comfortable sharing; you can also generalize your response rather than particularizing it to you.

Netiquette:

It is important to be courteous and civil when communicating with others. Mentors are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette: <http://www.albion.com/netiquette>

Course News / Announcements:

Email:

Students are expected to check our Blackboard Course Website frequently for important course information. When I post *course news* / announcements on Blackboard, students will also receive these via their UT email account OR might be prompted to log in to our Blackboard course Web

site, **so also check your UT email account at least once a day.** This class is being taught for you, so if you are having trouble, please email me via my UT email account (mojisola.tiamiyu@utoledo.edu). I am here to help YOU SUCCEED, and will do my best to respond to you within 24 hours. **Please, if emailing me about ANY course-related matter, always include “Star Mentee Program: [INSERT SUBJECT MATTER HERE]” in the subject line as I would not want your email to get lost among the hundreds I receive via my UT email account.**

P.S. Please read the additional expectations regarding correspondence by e-mail on our Blackboard course Web site by clicking on the link, “Email Correspondence.”

Flexibility Clause:

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read [The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.](#))

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the [Student Disability Services Office.](#)

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, and/or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419.530.2497 during regular business hours and 419.530.3431 for 24 hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419.241.7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call

419.530.3152 to file a complaint or visit the following website for more information and resources: <http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at: <http://www.utoledo.edu/title-ix/policies.html>.

FINALLY, I will be sending students' final grades to the Registrar's office latest **by 5 PM on Friday, May 4, 2018**.

P.S.: A student who does not complete all the course requirements (e.g., have satisfactory attendance at St. Pius School by Wednesday, **April 25 2018**; have adequately completed attendance vouchers; and have an end-of-semester structured reflection paper submitted before I send final grades to the Registrar's office, *may* earn an IN (incomplete) as a final grade. An IN will be converted to another grade after all course requirements have been met (this may be at the end of the following semester, for instance, if the incomplete course requirement has to do with attendance).

WELCOME!
To a Productive Semester! :-)