Course name: Special Topics: Mentorship and Leadership: Practical Applications
Course Code: Kinesiology 9066Y
Fall-Winter 2016-17

Course Managers:
Ray Takahashi
Jim Dickey

Resource Coordinators:
Bonnie Cooper (Athlete Services Coordinator Athletics Department)
Coleen Dalton (Learning Skills Counsellor, Student Development Centre)

Course Description:
This is an interactive learning course in which the students learn and apply practical aspects of mentorship and leadership. Interactive classroom sessions will review fundamental topics such as professional ethics and communication, student learning, and effective leadership. This course involves a practical element in which the students will be mentors to varsity student-athletes in a real-life practical setting called Study Hall. Typically this mentorship will focus on issues such as school/sport balance, study skills, resiliency skills, and social support. The mentors will not take the role of a tutor, as their focus is on assisting the mentees to obtain their academic goals, regardless of their academic level. The course is a full-year half-credit course supported by the SDC (Student Development Centre) and SRS (Sport and Recreation Services) under the Academic Success Program.

Learning Outcomes:
• To acquire the training and skills to facilitate and engage in a mentor-mentee relationship
• To develop mentorship skills, including, but not limited to, leadership, coaching, communication, and mentorship.
• To develop self-awareness and confidence through one's own personal reflection, and to recognize one’s strengths and weaknesses.
• To assess and provide solutions and strategies to various practical situations
• To acquire practical experience in real-life mentor-mentee settings

Course Format:
The course involves interactive classroom sessions focused on ethics of mentor-mentee relationships, effective communication skills, and mental health first aid. The practical application of the course will occur in Study Hall which provides the mentor opportunity to apply leadership and mentorship skills to student-athletes. Three Study Hall sessions will be scheduled per week and each mentor will coordinate with their peers to attend a minimum one-weekly Study Hall session. Mentors will meet with the SDC coordinator monthly to update and discuss their observations and to obtain additional strategies based upon the needs of the mentees. Mentors will also attend four Student Seminars (targeted to the mentees by the SDC) that allow further opportunity to re-inforce learning strategies.

It should be noted that a minimum of 50 total hours of contact time during Study Hall is a required minimum and in some cases be exceeded based upon the total number of sessions offered over 20 weeks. Mentors must track their hours (through log book documentation).
Course Components:

- Education based sessions (4). Approximately 2 hours in length each. Mentors will attend four Education based sessions. Exact dates/time to be arranged in September.

- Student Seminars (4). The four Student Seminars are targeted for the mentees and are typically scheduled in the fall term, September and October with exact dates TBD.
  - Time management – Wed. Sept. 7th at 2-3pm in 3M Centre, Room 3250 OR Thurs. Sept. 22nd at 7:30-8:30 p.m. in HSB, Room 240
  - Learning from Lectures – Tues. Sept. 13th at 7:30-8:30 p.m. in HSB, Room 240
  - Learning from Textbooks – Tues. Sept. 27th at 7:30-8:30 p.m. in HSB, Room 240
  - Multiple Choice – Prep & Writing – Sun. Oct. 2nd at 7:30-9:00 p.m. in 3M Centre, Room 3250

- If you cannot make these sessions then you can make arrangements to attend them via the Student Development Centre presentation series (https://studentservices.uwo.ca/secure/workshops/learningWorkshops.cfm). If you attend the Student Development Centre presentation series then you will need to let the presenter know your name at the end of the session so that your attendance is communicated back to the course managers.

- Class Meetings with the Coordinator. Mentors will meet with SDC Coordinator (exact dates TBA) for reviewing mentorship experiences and providing additional training. These meeting will be approximately 1.5 hours each, and will occur in the months of October, November, January, February and March.

- Study Hall occurs 3-times per week between September and April, approximately 20 weeks starting Tuesday September 20th. These sessions occur in Thames Hall 3101 and 3102 and are scheduled on Sundays, Tuesdays and Thursdays from 7:30-11:00 pm. Students are expected to be present for one Study Hall session per week, with a minimum obligation of 50 hours over the year.

Course Materials:

- Readings and Supplementary Information will be posted on OWL

Evaluation:

Study Hall:
The students will oversee weekly sessions starting Tuesday September 20th in Thames Hall 3101 & 3102. The mentor will coordinate a schedule with their peers and the course coordinator, so that fulfillment of responsibility is met in terms of coverage for each of the Study Hall sessions (two mentors per session), and hours are met (minimum 50 hours per mentor over the year). The mentor will be evaluated on attendance, punctuality, and engagement in Study Hall sessions.

Log Book and Reporting:
The mentor will keep a log book of ongoing activities to verify and record relevant information of their responsibilities. The mentor will submit a Study Hall Report after each attended Study Hall to summarize and report on its activities (within 48 hours of the last session). The report must be
submitted via OWL on the Weekly Study Hall Report Form. The mentor will retain a copy for their record.

**Education-Based sessions:**
Mentors will attend 4 sessions in September before Study Hall begins (September 20\(^{th}\) for the 2016/2017 year), covering various topics such as professional ethics and communication, student learning, and effective leadership. Mentors will be assigned readings and are expected to have completed them prior to the class sessions so that they can meaningfully participate in classroom discussion and role playing exercises. Mentors will independently prepare a 250-300 word report for each session on how the readings can be applied to one’s personal strategies. These reports will be submitted through OWL and are due within one week of the classroom sessions.

**Peer evaluation:**
Mentors have the opportunity to work with each other, often times in small groups where interaction and cooperation occurs both in and out of Study Hall sessions. Students are expected to provide candid feedback regarding their performance and the performance of their peers. Peer- and self-evaluation feedback will be sought and received throughout course by the course coordinators and course managers. The students will learn crucial elements of providing and receiving constructive and appropriate feedback through this process.

**Group Workshop Presentation:**
The students will assemble in to groups for assembling and presenting group workshops. Each group will give a presentation on a selected topic to mentees during a Study Hall session. The mentor’s group (3-4 peers) will work together to create a presentation that is relevant, informative and interactive for the Study Hall participants. Scheduled topics include:
- Academic Check-up (scheduled in October)
- Preparing for exams (scheduled in November)
- Academic Booster (scheduled in January)
- End of Season (scheduled in March)

Additional topics may be added based on course enrollment. Evaluation will be based upon grading by the course managers and peer feedback. One overall grade will be given for the group, and each student in the group will receive this grade.

**Coordinator meetings:**
Mentors will meet with the SDC coordinator monthly to update them of any issues and observations from Study Hall sessions. Prior to each of these meetings, each mentor will identify and research an academic article that is relevant to one of their observations/topics from Study Hall. They must be prepared to discuss their issues, observations and the academic article during the meeting. Reviewing and compiling these academic articles should be a helpful exercise for writing the Final Report. The coordinator meetings will be graded based on attendance and participation. As well, mentors should be prepared to meet with the coordinator throughout the school year upon request. These meetings may involve updating about course and Study Hall experiences and reviewing their log book.

**Final Report:** 30%
Each student must prepare a final report that summarizes their individual mentorship experience, including reflection, and recommendations for future application. This paper is due on the last day of classes for the Winter 2017 term. The paper must contain appropriate references to the mentoring,
academic performance, and inter university athletics literature. The paper must synthesize the student’s mentorship experiences within the established literature frameworks. This paper should be approximately 25 pages double-spaced, and should be in APA format. The grade will be based on the completeness of the report including capturing salient issues of the experience, insightful personal reflections, insight into the strengths and limitations of the experience from the mentor and also the mentee perspective, and appropriate recommendations.

**Course Evaluation Summary:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study Hall</td>
<td>20%</td>
</tr>
<tr>
<td>2. Log Book and Reporting (20 x 0.5%)</td>
<td>10%</td>
</tr>
<tr>
<td>3. Education-Based Sessions (4 x 2.5%)</td>
<td>10%</td>
</tr>
<tr>
<td>4. Peer Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>5. Group Workshop Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>6. Coordinator Meetings (5 x 2%)</td>
<td>10%</td>
</tr>
<tr>
<td>7. Final Report</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Course/University Policies**

1. **Lateness/Absences:** Assignments are due at the beginning of class on the assigned due date and will not be accepted late, except under medical or other compassionate circumstances. Electronic submission of assignments will not be accepted (unless otherwise specified) under any circumstances. Submitting a late assignment without appropriate documentation will result in a zero (0) grade. Appropriate documentation for assignments worth less than 10% should be submitted to the Undergraduate office. A missed mid-term examination without appropriate documentation will result in a zero (0) grade. The course policy is not to allow make-ups for scheduled midterms, presentations or final exams, nor to assign a grade of Incomplete without acceptable and verifiable medical (or equivalent compassionate) reasons. Acceptable reasons might include hospital stays, serious illness, family emergencies (like serious accidents or illness, death) or similar circumstances.

2. **Written documentation:** Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. stating specific reasons and dates. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted directly, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty/School of registration not to the instructor, with a request for relief specifying the nature of the accommodation being requested. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. These documents will be retained in the student’s file, and will be held in confidence in accordance with the University’s Official Student Record Information Privacy Policy.

See [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm) for specific policy and forms relating to accommodation.

3. **Grades:** Where possible assignment objectives and rubrics will be posted on OWL. Should you have a concern regarding the grade you received for an assignment or feel that it is unfair in any way, you must wait 24 hours from the receipt of the assignment to approach the instructor or TA. In doing so,
please make an appointment and prepare in writing, with evidence, why you feel your grade is inappropriate. Please be aware that in requesting a grade reassessment, your grade could go up/down/or stay the same. Note that calculations errors (which do occur!) should be brought to my attention immediately.

4. **Scholastic offences**: They are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/academic_policies/index.html](http://www.uwo.ca/univsec/academic_policies/index.html)

   A) Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar). All required papers might be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).

   B) Computer marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. **Formatting**: example- APA style is the approved style of writing for all assignments produced for this course. Please refer to Western University Library webpage for information on citation style and format or consult the APA publication manual: Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

6. According to the **Examination Conflict policy**, “A student who is scheduled to write more than two examinations in any 24-hour period may request alternative arrangements through the office of their Academic Counsellor.” *This policy does NOT apply to mid-term examinations.* There will be no make-up for the mid-term exam. Students who miss this exam with a valid reason will have the final re-weighted accordingly.

7. **Classroom Behaviour**: Class will begin promptly at the time specified at the top of page one of this syllabus. In the event that you must arrive late, please enter the classroom with a minimal disturbance to the class. I reserve the right to lock the classroom door and deny entrance if lateness becomes a common occurrence. Excessive talking during class time is disruptive, disrespectful, and will not be tolerated. Students engaging in such behaviour may be asked to leave the room. Cellular phones, pagers, and text-messaging devices are disruptive when they ring in class. If you must bring these with you, please place them on silent mode or turn them off during class. Failure to do so may result in your being asked to leave.

8. Laptops for the **purpose of typing lecture notes** are permitted in class, but please be respectful to your fellow students and turn the sound off. If I receive complaints from other students regarding noise or other disruptive behaviour (e.g., watching videos on YouTube.com, updating your Facebook status, playing Solitaire), your classroom laptop privileges will be revoked.

9. Audio and/or videotaping of lectures is not permitted unless approval has been sought from the instructor in advance.
STUDENT CODE OF CONDUCT
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/academic_policies/index.html

ENGLISH PROFICIENCY FOR THE ASSIGNMENT OF GRADES
Visit the website: http://www.uwo.ca/univsec/academic_policies/examinations.html

SUPPORT SERVICES
There are various support services around campus and these include, but are not limited to:
1. Student Development Centre -- http://www.sdc.uwo.ca/ssd/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/