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Morgridge College of Education

Child, Family, and School Psychology Program

CFSP 4349 Mentorship

Mentorship Manual

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Introduction

Mentorship Description

Mentorship is designed to expose students to a variety of home-, community- and school-based agencies that serve families and children who have developmental and special needs or that conduct related research in this area. The goal is to enhance students' preparedness for subsequent Clinic, Field Practicum, and Internship practice requirements and to prepare doctoral students to become effective researchers. During Mentorship students acting as *Critical Observers* engage in activities that provide them with the opportunity to increase their knowledge base by linking theory and empirically based concepts through observational activities. These activities challenge the students to integrate information while critiquing current practices. Students in all three degree programs take at least one quarter of a supervised site- or research-based Mentorship during the first year, depending upon degree expectations. M.A.,

Ph.D., and Ed.S. General track students enroll in one quarter of Mentorship during the fall quarter of their first year. Ed.S. students in the Early Childhood Certification degree program are required to take three quarters of Mentorship during their first year and are assigned to a minimum of two different early childhood placement sites. Ph.D. students take a minimum of one quarter of research Mentorship. Students are assigned a Mentorship site and Supervisor each quarter by the instructor on record. Students are expected to make arrangements to complete required Mentorship activities on a timely and professional basis.

During Mentorship, students fulfill a series of observational activities, complete a weekly reflective journal, and attend weekly class seminars. Each week for up to four hours, students are expected to shadow a selected Mentorship Supervisor and to attend, observe, and participate in a range of site-specific team meetings and services. Mentorship placement options across rural and urban sites are plentiful and the types of activities offered at each site are dependent upon the site needs and also on individual degree requirements. Mentorship is not meant to replace Practicum or Internship experiences, but rather to enhance the relevancy of coursework and to broaden students' awareness of the diverse service systems and settings in which School Psychology and Child and Family professionals work.

Mentorship Objectives

By the end of Mentorship, students should be able to:

- Describe different service delivery systems available for children with disabilities and their families.
- Understand the various roles that professionals assume on school and community based teams.
- Understand different methods of working with children and their families across urban and rural settings.
- Engage in conversations with families who have children with special needs.
- Understand the IEP and IFSP process within the state of Colorado.
- Reflect on family-centered practices
- Apply coursework and theory to observed practices.
- Share information with peers, faculty and professionals in a way that is clear and easily understood.

Mentorship Expectations

All CFSP students are required to complete a minimum 30-clock hour mentorship experience over one quarter and InSPECT trainees are expected to complete an additional 60 hours of mentorship (to total 90-clock hours over three quarters). Students will be assigned a field site by the professor by the end of the third week of class. All mentorship students also must attend a weekly 90 minute group seminar to discuss and share on-going experiences. Students should come to mentorship seminar on time and prepared to discuss personal reflections, reactions, and opinions about ongoing field activities and observations.

Once a student begins mentorship, it is the student's responsibility to contact the site supervisor to arrange for all experiences and meetings. Professional behavior, attire and on-time attendance to all prearranged site activities is expected. If a site appointment must be missed, it is the student's responsibility to contact the field supervisor to cancel as soon as possible, preferably

one or more days in advance. Missing or coming late to more than one site activity is unacceptable and will result in a grade deduction or failure in the class.

Mentorship Requirements

Students complete the following designated experiences and required activities during the fall quarter (all students) or for InSPECT trainees during all three quarters.

General Mentorship Activities Total up to 30 hours (enroll 1 quarter)	Additional EC Activities An additional 60 hours - Total up to 90 hours (enroll 3 quarters)
1. Attend at least one IFSP/IEP team meeting .	1. Attend two additional IFSP/IEP team meetings .
2. Spend three hours observing pre-referral or special education multidisciplinary assessment, evaluation, or progress monitoring activities.	2. Spend an additional seven hours observing EC assessment, evaluation, or progress monitoring activities.
3. Spend three hours observing intervention / prevention activities . Try to observe at least two different approaches (i.e., classroom, group, family, individual).	3. Spend an additional seven hours primarily observing EC intervention /prevention activities . Try to observe at least two different approaches (i.e., classroom, group, family, individual).
4. Spend five hours observing classrooms or other groups .	4. Spend an additional ten hours observing EC classrooms or other EC groups .
5. Interview one professional outside of your field about their roles on school/community teams and their philosophy of school-based service delivery (e.g., school/clinical psychologists, physical therapists, occupational therapists, speech therapists, reading specialists, nutritionists, nurses, physicians, service coordinators). See Appendix	5. Interview two additional professionals about their role on early childhood teams and their philosophy of family-centered practice and early intervention service delivery (i.e., school/clinical psychologists, physical therapists, occupational therapists, speech therapists, reading specialists, nutritionists, nurses, physicians, service coordinators).
6. Have a conversation with one family about having a child with delays/disabilities and their experiences in the Part C/Part B system.	6. Have a conversation with two additional families about having a young child with delays/disabilities and experiences in the Part C/Part B system..
7. Meet with site supervisor at least twice during the quarter to discuss an observed activity. The discussion should be held as soon as possible following the observed activity. During the discussion with your supervisor, be prepared to comment on your observations and ask questions about the purpose of the activity and the process and people involved. Be sure to assess the supervisor's ideas about how well the meeting or activity went and any other issues that stood out about this activity.	7. Continue to meet with site supervisor from each placement site at least twice during each quarter to discuss an observed activity.

8. Maintain a weekly activity log submitted to instructor.	8. Maintain a weekly activity log submitted to instructor.
9. Maintain a journal with at least one entry about each of the activities listed in 1-7 above and three others entries of choice (total 10 entries in a quarter).	9. Maintain a journal with at least ten entries each quarter regarding the activities listed in 1-7 above and split between placements.

Rubric For Evaluation of In-Class Contributions

- 3 Raises or facilitates discussion with peers; engages in integrative or higher order thinking in relation to the readings (e.g., integrates two or more pieces of information in the readings, integrates experience with research discussion, poses hypotheticals for the group based on findings); questions findings or relates to other research
- 2 Respectful attention to others' contributions; shares comments on at least one topic discussed in readings, and demonstrates understanding and relevance to group discussion.
- 1 Present in class and attends and responds to others' contributions at personal level of experience, but shows no evidence of having read or thought about the topic.
- 0 Makes no contribution to discussion; unresponsive to or argumentative with others; not present in class

Appendices

Appendix A Mentorship Requirements Checklist - Ed.S. Generalist Track

Appendix B Mentorship Requirements Checklist – EdS Early Childhood Track

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Appendix I Mentorship Requirements for PhD students

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Appendix A

Mentorship Activity Log and Checklist - Ed.S. Generalist Track

Name of Student: _____

Date: _____

- Attend 1 **IFSP/IEP meeting**: Date(s) attended: _____
- Spend 3 hours observing **assessments/evaluations or progress monitoring**:

Date	Hours Observed	Cumulative Hours	Date	Hours Observed	Cumulative Hours

- Spend 3 hours observing **intervention/prevention** sessions:

Date	Intervention Observed	Hours Observed	Cumulative Hours	Date	Intervention Observed	Hours Observed	Cumulative Hours

- Spend 5 hours observing in **classrooms or other group settings**:

Date	Hours Observed	Cumulative Hours	Date	Hours Observed	Cumulative Hours

- **Interview 1 professional** about their roles on teams and their philosophy.

Date(s): _____

- **Interview 1 family** about their experiences having a child with disabilities or delays and their experiences in the special education system:

Date(s): _____

- Maintain a **journal** with at least 10 entries.

- Maintain **weekly log** of activities:

Week	Check When Completed	Week	Check When Completed
1		6	
2		7	
3		8	
4		9	
5		10	

- Spend 15 hours observing in **classrooms or other group** settings, 10 should be w/birth to 5:

Date	Hours Observed	Cumulative Hours	Date	Hours Observed	Cumulative Hours

- **Interview 3 different professionals** about their roles – two should be able to discuss early childhood teams and their philosophy of early childhood service delivery.

Date # 1: _____ Date # 2 _____ Date # 3 _____

- **Interview 3 families** – two should be about experiences having a young child with disabilities or delays and their experiences in the 619/Part C system.

Date # 1: _____ Date # 2 _____ Date # 3 _____

- Maintain a **journal** with at least 10 entries per quarter

Week	Check When Completed	Week	Check When Completed
1		6	
2		7	
3		8	
4		9	
5		10	

Appendix C

Prior Experience and Mentorship Preference Form

This form provides the instructor with information that will help in matching a student with an appropriate mentorship site. Please fill out the forms and include as much information as possible. Realize that your preferences will be considered but can not be guaranteed.

Name of Student: _____

Address: _____

Phone #s: : _____

e-mail: _____

Prior experiences in schools:

Prior Experiences in Community Agencies serving children and families

Prior personal Experiences related to serving children and families:

What I would most like to learn or accomplish during Mentorship:

Transportation or other restrictions:

Appendix D

Mentorship Site Placement Form

This form provides students with contact information and other information specific to an assigned site. The Site Supervisors will have been contacted prior to the students' receiving this form. It is then the students' responsibility to contact the supervisor and arrange all other required meetings and observation times.

Name of Student: _____

University: _____

Placement Site #1:

Placement Address: _____

Contact Person: _____

Phone: _____ Fax: _____

Requirements: _____

Initiation Date: _____ Completion Date: _____

Site Supervisor Name: _____

Site Supervisor Phone: _____ Fax: _____

Site Supervisor E-mail: _____

Placement Site #2:

Placement Address: _____

Contact Person: _____

Phone: _____ Fax: _____

Requirements: _____

Initiation Date: _____ Completion Date: _____

Site Supervisor Name: _____

Site Supervisor Phone: _____ Fax: _____

Site Supervisor E-mail: _____

Appendix E

Mentorship Guide for Parent Conversation

The purpose of this conversation is to help you gain important insights and sensitivity to family issues related to receiving services for young children within our community. The site supervisor is responsible for providing you with the contact information for the parents that you may meet with. Please do not approach the parents on your own. You are responsible for setting up the conversation once you have received the permission and contact information from your supervisor.

Begin the conversation by introducing yourself and describing why you would like to talk with them. Do not attempt to answer questions that you are unsure about, simply remind the parents that you are a student and that you are there to observe the program and redirect them to your supervisor.

Please use the following questions to guide your conversation. Record your observation and ideas and then summarize and review your impressions of what was learned from this conversation in your journal.

1. Ask the parents to tell you the story of their family.
2. Ask the parents to tell you how they found their way to this agency, school, and/or program.
3. Ask the parents what they feel is working well for their family in regard to this program.
4. Ask the parents what advice they would give to other parents.
5. Ask the parents what has worked best for you and your family in working with professionals.
6. Ask the parents what more you could learn about in order to improve your ability to collaborate and work with parents in the future.

Appendix F

Mentorship Practitioner Interview Suggested Questions

Introduction to Position and Professional Preparation

- How long have you been in your field and what drew you to the field?
- Describe your preservice training and the emphasis of your training?

Employment Context, Professional Roles

- Describe your district/agency and the service delivery model employed
- Describe your current roles and functions
- In a typical week, what percentage of time do you spend (each should equal 100%):
 - with regular versus special education (typical vs. atypical development)
 - with individual students/groups of students; individual teachers-classrooms/groups of teachers; administrators/other staff; parents/community members
 - on assessment; direct service; indirect service (consultation, teams/staffings, case coordination or management); or prevention?
- What do you wish you did less of and more of?

Collaboration, Consultation, and Teaming

- What teams are you a part of and what is your primary role on each team?
- How are you involved in IFSPs, IEPs, behavior, learning, 504, or transition plans?
- What impacts your effectiveness as a consultation or collaborator?
- How do you work with and involve families?

Educational Reforms and Prevention Initiatives

- Which educational policies/reforms impact your position at the present time?
- What building or system prevention efforts are you or your peers involved in?
- What are your greatest satisfactions and frustrations?

Total Self-Reflection Journal Score: _____ / **Total Possible 60**

Appendix I

Mentorship Activity Guide for PhD Students

Doctoral students are required to participate in a research mentorship. This is designed to expose students to research practices and to provide them with a forum for participating in an existing research project or to initiate a new project. Each student will be assigned a research site or a research project. The student will then create an outline of the activities necessary to complete the project. Students will then be responsible for documenting their weekly activities in addition to their journal entries. The outline should include the following:

- the goal of the project
- the type of research
- steps required to meet the goal
- projected time line of activities
- categories of activities including but not limited to literature review, research protocol development, data collection, data entry, data analysis

Appendix J

Mentorship Activity Guide for MA Students

Masters students are required to participate in a one credit mentorship. As the Masters program is very individualized the mentorship requirements are as well. Each student will be placed in a community organization that addresses his/her professional goals. Individuals who are interested in a career in a school or intervention setting will be placed in this type of setting and will use **Appendix A** to document their activities. Individuals who are interested in agency or policy work will be placed in this type of setting and will develop an outline of their activities by the third week of the quarter. The outline should include the following:

- the type of project
- specific activities necessary to complete the project including but not limited to research, program development and evaluation, materials development, meetings