

EEIN Mentorship Program

Course Description: Advanced Special Topics in Early Childhood Development/Special Needs (1 credit)

This course is individually designed to allow the student to receive credit for an intensive investigation of a specific topic. It consists of 13 hours of direct one-on-one experience with a professional who is skilled and experienced in the identified topic. It is accompanied by additional opportunities for continued learning, analysis, and discussion of topic through readings, meetings with families, staff and supervisor, workshops, and oral presentations.

Course Goal:

Students will increase their ability to work effectively with and on behalf of children having developmental disabilities and their families.

Course Objectives:

Student will:

- Observe, read, and demonstrate an understanding of the basic principles of the identified topic as it relates to young children with disabilities and their families.
- Demonstrate a sensitivity to family and cultural issues.
- Use ethical practices regarding confidentiality, observation, and assessment of children.
- Practice new skills and obtain feedback.
- Explain what they are learning and how they are administering their job differently.

Course Requirements:

Each student will:

- Actively participate in the Individual Mentoring Plan for their identified topic
- Meet with the coordinator, mentor, and families as scheduled
- Read or view information provided by the mentor as necessary to prepare for meetings
- Contribute to the journal of events for this course
- Meet or exceed the goals as written in their plan
- Provide an oral and/or written presentation to peers on their identified topic
- Provide detailed feedback on the course experience

Course Outline:

- Course meets within a fiscal year (July 1-June 30) at a schedule that is mutually agreeable to student and mentor.
- The Individual Mentoring Plan is developed at the first meeting with the program coordinator, the student and the mentor. This plan will detail the goals for the course, the timeframes, and the specific activities to meet the goals. It is signed by all parties to be a formal agreement.

- Orientation to the topic of mentorship and potential resources are shared by the program coordinator at the first meeting. She is available for ongoing support and input if issues arise. A notebook of information is given to both student and mentor during this process. This first meeting takes one hour to complete the plan and orientation.
- A schedule of meetings is determined to complete the goals and minimally accounts for 12 hours of one-on-one time with the student and mentor.
- Additional readings, travel, and meeting preparation is required outside of the 13 hours of contact.
- Depending on the identified topic, the following methods may be utilized:
 - reading and viewing of appropriate materials,
 - observation of professionals, children and families,
 - assessment,
 - development of materials,
 - case presentations,
 - report writing,
 - workshop attendance,
 - indepth discussion, or
 - other appropriate activities to enhance learning.
- After the course is completed, a written evaluation must be completed as well as a written presentation of what was learned. Some students will be encouraged or required to do an oral presentation of what was learned to peers.
- Some students will continue to work on the topic after the course is completed and will be able to demonstrate this additional work.