



**OCEAN
DISCOVERY
INSTITUTE**
young lives transformed through science

CAMP-I PRE-SERVICE TRAINING

Isabel Herrera & Christina Contreras

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INTRODUCTIONS

TODAY'S GOAL

To understand the essential elements of a successful mentoring relationship, and gain tools and knowledge that will support Mentors in developing and sustaining a positive and productive relationship with their Mentees.

AGENDA

- I. Article Discussion “First Do No Harm”
- II. Mentoring Best Practices
- III. Being a CAMP Mentor
- IV. Wrap Up

MENTORING WITH OCEAN DISCOVERY

A collaborative learning relationship that proceeds but may do so over a **defined time period**.

Mentoring relationship goals for the mentee:

- Gain confidence, knowledge, and skills
- Better understand how to be a professional in their *desired field*.
- Create a safe environment to optimize the work you do together



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FIRST DO NO HARM: ETHICAL PRINCIPLES FOR YOUTH MENTORING RELATIONSHIPS

- I. Promote the Welfare and Safety of the Young Person
- II. Be Trustworthy and Responsible
- III. Act With Integrity
- IV. Promote Justice for Young People
- V. Respect the Young Person's Rights and Dignity

REFLECTION

What was your main takeaway (quotes) from each section of the article?

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TRUST COMES FIRST

TIPS FOR BUILDING TRUSTING RELATIONSHIPS

- Reach out and initiate conversations with students.
- Learn the names of the students with whom you interact.
- Follow through on commitments you make to students.
- Do not discuss the conversations you have had with one student or group of students with another student.
- Invite students to talk with you individually if they are not comfortable talking with you in a group setting.
- Listen without judging.
- Encourage questions of any type and tell the mentee that there is no such thing as a bad question.
- Take time to learn culturally appropriate ways of interacting with your mentee and help your mentee to interact appropriately with his/her peers.
- Ask students and staff for feedback on your mentoring and apply their constructive feedback to your approaches.

TIPS FOR FOSTERING A SENSE OF BELONGING

- Get to know the student's names (and the names they prefer to be called).
- Show examples of people who look like them in the career(s) they are interested in.
- Tell stories of your own college experiences, and relate it to what they are doing.
- Show images and talk about how a college degree impacts communities such as the ones they come from.
- You can eat meals with students or participate in activities planned outside of regular meetings.*

TIPS FOR ACTIVE LISTENING

- Pay attention to your body language.
- Avoid distractions (computer, phone).
- Pay attention to what the student is saying instead of crafting your response while he/she is still talking.
- Verbally reflect back what the student has shared using phrases such as “So it sounds like...” Or “What I hear you saying is...”
- Ask open-ended questions to draw out more information.
- If active listening is not possible, make time to follow-up later.

TRUST COMES FIRST

Based on these tips, what are some ways you'd like to build trust with your mentee?

BEING CULTURALLY RESPONSIVE

BEING CULTURALLY RESPONSIVE IN YOUR MENTORING RELATIONSHIPS

- Understand that you will not know everything about the Ocean Discovery Institute students with whom you engage – be open and curious.
- Recognize that your lived experience may differ from the students’.
- Validate the experiences of the students.
- Be mindful of your unconscious reactions and the subtle ways that your privilege, power, biases, and worldview may operate.
- Increase your risk-taking, expand your comfort zone, and be willing to be vulnerable.



SCENARIO

Your mentee has received their college decisions, and they were admitted to CSU Channel Islands but declined from SDSU. After speaking with their parents, your mentee tells you that their parents prefer that the mentee attend a local community college instead of leaving home to attend CSU Channel Islands. You know that students have a much higher chance of graduating when they start at a 4-year college than a 2-year college. How do you address this scenario?

SETTING BOUNDARIES

BOUNDARIES

Benefits of establishing and maintaining boundaries:

- Have a positive mentoring experience.
- Receive valuable life lessons.
- Protect self from burning out.
- Prevent from walking away prematurely from your mentoring commitment.

BOUNDARIES

What issues fall outside our scope as CAMP mentors? What role should you *not* take on in your mentee's life?

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MENTOR'S ROLE

- Attend weekly meetings with mentee and provide accountability for their college and career goals.
- Coach mentee through higher education decisions.
- Review college and financial aid application materials for corrections.
- Guide the development of personal statements and provide edits that support “admissions-ready” essays.
- Prepare mentee in their transition to post-secondary education.



FROM THE STUDENTS

What do you want future mentors to know is the best way they can support a mentee in this program?

- Keep providing additional resources that their mentee is interested in.
- Overall being available for the mentee, people are busy but as long as they are aware of the mentee and their needs.
- Check in on them periodically even if us (the mentee) is a little distant.
- Always keep in touch and push them
- Be consistent and positive
- Reach out a little more

RISK MANAGEMENT

YOUTH INTERACTION POLICY

Report anything of concern

- Ocean Discovery is a mandatory reporter. If you hear anything of concern, report to ODI staff (Isabel)
 - If in doubt, report it.
- Report any student conditions, medical or otherwise, directly to CAMP staff to refer to resources and appropriate experts.
- Maintain confidentiality and anonymity of student information, and do not share outside of CAMP staff.
- Call 9-1-1 for any immediate (medical) emergency; inform CAMP staff secondarily

SCENARIO

You notice that your mentee is struggling emotionally and physically by demonstrated facial expression and disengagement. You often find your mentee with his/her head down and/or sleeping.

YOUTH INTERACTION POLICY

Protect yourself and the student

- Coordinate all visits directly as a mentor-mentee pair, and include Isabel in electronic interactions as appropriate, including but not limited to: email, websites, chat rooms, video conferencing, instant/direct messaging, and phone/text.
- Interactions must take place within pre-determined timeframe, frequency, and duration (Wednesday at 4:45-5:45pm), and communications must always be professional and relevant to the current activity/need.
- Before connecting virtually, the platform being used to meet with students must be approved by Isabel. The use of social networking websites like - Facebook, Instagram, Snapchat, etc. - is prohibited.
- Do not take or store student photos on your personal devices.

SCENARIO

Your mentee expresses he/she would like to meet at a coffee shop instead of the Living Lab for convenience.

YOUTH INTERACTION POLICY

Create clear professional boundaries

- Do not give gifts over a nominal value (\$10).
- Maintain your primary role as a mentor focused on college and career.
- Trust your gut when something feels off, and consult with Isabel.

SCENARIO

Your mentor has asked you to accompany him/her to her college visit using a Southwest Voucher.

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TAKE AWAYS

NEXT STEPS

CAMP Kickoff Celebration

- Wednesday, 9/6, 2023 @ 5:30-7:00pm at the Living Lab
- LiveScans due!

Regular Meetings, Wednesdays @ 4:45-5:45pm

- Starts 9/20, every week at the Living Lab
- Recommended to have a laptop or tablet at every meeting

Workshop Dates

- 9/20 – College Fit Workshop
- 10/4 – Personal Statement Workshop
- 10/18 – UC Application Workshop
- 11/8 – CSU Application Workshop
- 12/6 – Financial Aid Workshop, Part 1
- 1/10 – Financial Aid Workshop, Part 2
- 2/7 – Financial Aid Workshop, Part 3
- 3/6 – Financial Aid Workshop, Part 4
- 4/10 – Community College Workshop
- 5/1 – College Transition Workshop



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THANK YOU.

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