



Department of Psychology
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Dear fellow teacher or child service professional:

Thank you so much for cooperating with us in the special volunteerism assignment option for PSYC 310: Child Psychology. I know, from previous terms, that this is a wonderful way to make the science of child development come alive for my students while also providing personal attention and tutoring assistance for your students.

Please read the attached handout ("Volunteer Assignment Option") that covers my expectations for my students. I expect them to put in 15 hours before November 19 (the first 5 hours before October 20); you will sign a timelog they turn in to me two times during the academic quarter to verify hours. Please let them know about school holidays, field trips, and other potential scheduling conflicts. Let them know exactly whom they should notify if they have trouble coming on a scheduled day.

My students should spend their time helping one to three of your students at a time; these may be students you believe need academic help or just some personal attention, and may be the same students throughout the term or a variety of students. It is very important that my students not be put in charge of large groups of children because they cannot do their assignment effectively for the course without having more focused interactions. If there is an assembly, PE, lunch, or "free time" when you don't need a tutor, my students can help out doing these activities or just observe the children. When a substitute conducts your class, my students can tutor or observe, whichever you or the substitute prefer. My students receive a general briefing in my class, but you will need to let them know about specific school and classroom routines and expectations (e.g., parking rules, dress codes, fire drills or "quiet" times).

My students keep a journal about their experiences with children, in which they attempt to relate what happens to the concepts presented in my class. The journal is confidential (seen only by the student who writes it and me) so that the rights of the children are respected. There are several classroom times set aside for discussions of their projects, but I give them confidentiality guidelines for the discussions, which focus on creating the journals by connecting experiences and course information. The only exception to the confidentiality guideline is suspected child abuse--if my students come across such evidence they have been told to immediately inform you and me so that we can judge whether legal procedures are warranted. (This has only happened once in many years of this program.)

Call me if you have any questions, concerns, or suggestions. I very much appreciate your offering this opportunity to my students.

Most sincerely,
Carol D. Raupp, Ph.D. (654-2370)