

PDEV 0012 - PEER MENTOR TRAINING

Catalog Description

Hours: 54 lecture

Description: Experiential introduction to the method and process of being a skilled helper in academic peer support programs. Emphasis on communication skills, relationship development, knowledge of higher education, college policies and resources with the goal of promoting the academic and psychosocial factors that contribute to college and life success. (CSU)

Course Student Learning Outcomes

- CSLO #1: Access and refer students to college and/or community resources that can help students achieve their goals.
- CSLO #2: Apply critical thinking and problem-solving strategies to support students in making academic, career, and/or personal decisions.
- CSLO #3: Apply appropriate peer mentoring techniques and parameters.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Describe contemporary peer support systems methodology;
2. Define the role of a peer mentor in higher education; identify models of peer mentoring
3. Identify strategies for academic support;
4. Assess self-management behaviors and skills for becoming an effective social support for mentees;
5. Demonstrate an understanding of effective communication skills;
6. Describe process of troubleshooting in the mentor role;
7. Demonstrate self-awareness and knowledge of diversity and how diversity relates to the peer mentor position;
8. Describe and demonstrate employability skills gained through mentoring

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)

- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students will formulate and ask questions of a panel of current peer mentors and submit a written summary of key points and advice they gained from the panel. Students will present these points to the class and collectively the class will create a resource document for use by future peer mentors. Grading rubric will evaluate participation, quality of questions developed, written product, presentation to class and support of final project.
- Essay Examinations
 - Example: Select one of two scenarios and write a response thoroughly addressing your chosen scenario. Please address each issue, what you might discuss with this student and how you might guide this student to certain resources. Justify the process and the referrals. Include any other information you feel you might need to help this student. Student work will be assessed based upon a rubric that includes criteria such as correctness of response, thoroughness of explanation, specific actions taken and inclusion of techniques discussed in the class.
- Reports
 - Example: Select one current peer mentor on campus to interview. Using an informational interview template, ask a series of 10 questions. Be creative and ensure your questions are open-ended. You will submit your informational interview sheet along with a 500-word essay describing your experience and what you learned about the mentoring position.
- Skill Demonstrations
 - Example: Facilitate an icebreaker for the class. Grading rubric is based on completion, level of interaction and peer feedback on effectiveness and engagement.

Repeatable

No

Methods of Instruction

- Lecture/Discussion

Lecture:

1. Instructor will lead students in classroom evaluations (strengths and weaknesses) of theories of peer support programs. Students will be able compare and contrast the theories and understand the college's approach from a theoretical basis, evaluated as part of an essay exam.
2. Instructor will provide students with various student scenarios and facilitate role-playing of each scenario. Full participation, effective use of communication skills including non-verbal and identifying correct points for resources and referral will be evaluated using a rubric

Typical Out of Class Assignments

Reading Assignments

1. Based on the reading assignments reflected in the syllabus, read the chapter on "Goal Setting" and be prepared to discuss the material in class and as part of a written exam. 2. Read the article "The Effectiveness of Peer Mentor Relationships" and be prepared to discuss the article in class giving personal examples related to the material.

Writing, Problem Solving or Performance

1. Based upon reading and class discussions, write a 500-word essay describing the major learning styles and how students can adapt their study habits and classroom participation to their learning styles. 2. From the reading "The Story of Brandon and Tony" which discusses two different cultural scenarios, discuss the differences in the backgrounds of the two students and how that might have an impact on their world views. In what ways would treating Brandon and Tony exactly the same way yield an unfair result? Submit a 3-page maximum, typed, double-spaced, size 12 font paper.

Other (Term projects, research papers, portfolios, etc.)

Keep a journal regarding the current class topic. Record insights, concerns and questions regarding the current topic. Be prepared to share your recordings with the class.

Required Materials

- The Student's Guide to Peer Mentoring
 - Author: Frith, L; May, G.; Pocklington, A.
 - Publisher: Palgrave
 - Publication Date: 2017
 - Text Edition: 1st
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

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