Professional Ethics for Peer Mentors
Training and Development

- Onboarding
- Orientation checklist
- Mandatory “core” live webinars (attend these first):
  - The Role of the Peer Mentor
  - Peer Mentoring Do’s and Don’ts
  - Professional Ethics for Peer Mentors
  - Establishing Rapport & Motivating Mentees
  - Questioning and Listening Skills
- Elective live webinars
- The full schedule of trainings (including the link to use to attend) is available each quarter is located on the Training and Development tab of the Tutor Excellence Guide (http://guides.rasmussen.edu/tutorexcellence)
Learning Objectives

By the end of this training, you will need to be able to ...

• Identify potential ethical considerations of a mentor/mentee relationship
• Formulate strategies for handling ethically challenging situations
• Identify resources available for specific situations in case an ethical boundary is close to being crossed
Agenda

Ethical considerations of the mentor/mentee relationship

1. Respecting confidentiality
2. Maintaining professional distance
3. Serving as a role model
4. Honoring mentees’ independence and individuality
5. Role Play Scenarios
6. Consulting a supervisor for concerns beyond the scope of the mentor role
Connecting to our Mission

How do ethical considerations of the mentor/mentee relationship connect to our mission? Why is it important?

The Mission of Rasmussen College Library and Learning Services

The Rasmussen College Library and Learning Services team is rooted in a tradition of student support and driven by a desire for academic excellence.

We are passionate about empowering the college community through programmatic collaboration with faculty and staff.

Through curiosity, innovation, and continuous improvement, we cultivate life-long learners who are prepared to thrive in a diverse and digital society.
Respecting Confidentiality

Conversations between you and your mentee are confidential.

Legal implications:

- **FERPA (Family Education Rights Privacy Act)**
  - Educational records may only be disclosed with the prior consent of the student.
  - What is an educational record? Any record directly related to the student maintained by the educational institution. For example: grades, schedules, class assignment, class rosters, etc.

Conversations may include things such as:

- Personal/family issues
- Academic performance
- Culture and religion
- Financial problems
- Relationships
Discussion

- How does building rapport help us achieve the goals of mentoring? Why do we focus on this?
- Is professional distance static (once it’s established it remains at a comparable level) or can it fluctuate?
- How can you tell if you do or do not have an appropriate professional distance with a mentee?
- Who can you talk to if you feel uncomfortable engaging with a particular student?

P. 33 of the Rasmussen Employee Handbook:

“Employees of Rasmussen College are expressly prohibited from entering into an inappropriate relationship with a Rasmussen College student (enrolled or prospective).

An inappropriate relationship includes, but is not limited to, a personal, social, or romantic relationship between a Rasmussen College employee and a student.”
Serving as a Role Model

• In the role of Peer Mentor, what are some ways you can serve as a role model to others?
• What are some topics or areas in which you think new students would appreciate having a role model?
• How do you want students to see you?
  o Students/Mentees watch you because you represent:
    ▪ What a skilled learner knows and does
    ▪ What a learning professional does and how s/he acts
Honoring Mentees’ Independence and Individuality

• Why is it important for a student to retain his/her own autonomy in a mentoring relationship?
• How would you respond if a student blamed you (or your advice) for a grade on an assignment?
• How can you encourage a student’s independent approach as a Peer Mentor?
• How would you handle working with a student who has a very different personality?
Role Play-Scenario

You’ve worked with a student 3 times. He’s making great progress and mentioned to you that his grades are in the ‘B’ range.

The student’s mom calls and says she’s concerned about her son’s academic progress and wants to know what you (as his Mentor) are working on with him.

• What can you say to her?
• What procedure should you follow? (after the call has ended)
Role Play-Scenario

You have worked with a student several times & you have a good rapport. You have also worked with her in a tutoring capacity. During one of the online sessions, there were some technical difficulties and you gave her your phone number in case you were disconnected during the session. Out of the blue, she calls you on your cell one morning and starts to chat about school and also about her personal life.

- Is there a policy related to this?
- At what point does this cross a line?
- What would you tell her?
- What procedure should you follow? (after the call has ended)
Role Play-Scenario

Mentor Shelly has worked with a student several times & has a good rapport with her. Shelly receives a ‘friend request’ on social media from her.

• Is there a policy that relates to this? If so, what does it say?
• Can Shelly accept the request?
• How could Shelly address this with the mentee?
Role Play-Scenario

You have worked with this student several times. She is thriving! She frequently asks you what her next step should be.

• What can you say to encourage the student’s independence?
• What strategies can you recommend to help the student build her feelings of confidence and autonomy?
Not sure what to do?

Resources available to you:

• Your programmatic and/or course Guide
• http://guides.rasmussen.edu/tutorexcellence
• http://rasmussen.libanswers.com
• Student Advisor
• Career Services
• Your Learning Services Coordinator (supervisor)
• Librarian team
• LLC@Rasmussen.edu
• Jon.Mladic@Rasmussen.edu

Jon Mladic, Dean of Library and Learning Services
BethMarie Gooding, Associate Dean of Library
Cassandra Feidt (LSC) & Katherine Bessey, School of Business
Anna Phan (LSC) & Emily Gilbert (LIB), School of Health Sciences,
Bethany Marston (LSC) and Suzanne Schriefer (LIB), School of Justice Studies
Kristie Keuntjes (LSC) and Ashley Guy (LIB), School of Nursing
Bonnie Ostrand (LSC) and Jan McCartney (LIB), Schools of Technology and Design
Tammy Hopps (LSC) and Cassandra Sampson (LIB), Schools of Education and General Education
Questions?
Assessment

Don’t forget to ...

1. Complete the assessment for this training
   Assessments should be turned into your supervisor and can be found on Peer Mentor tab of the Tutor Excellence Guide: http://guides.rasmussen.edu/tutorexcellence/peermentor

2. Keep track of the trainings/assessments you complete
   Your Peer Mentor Supervisor will also track this but it will help keep you on track towards certification