Peer Mentoring
Do’s and Don’ts
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 on the Peer Mentor tab of the Tutor Excellence Guide
Learning Objectives

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

• Identify relevant college policies that guide appropriate employee actions
• Identify appropriate parties to refer a variety of student issues and identify when it would be appropriate to do so
• Articulate effective strategies for ensuring effective Peer Mentor/Mentee relationships
Agenda

• Refreshers
• Behaviors that do/don’t support our Mission
• What’s familiar – background knowledge
• Scenarios: Practice the process
• Whom to contact
# Your Library and Learning Services Team

<table>
<thead>
<tr>
<th>School of</th>
<th>Librarian</th>
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## Refreshers

### Mentoring

**FOCUS** is on overall student support. There is a greater emphasis on building rapport with the student.

**SETTING OBJECTIVES/GOALS:** Longer term goals
- To build more rapport with student
- May be on-going appointments related to general academic success
- E.g. *I’d like to meet with the Mentor each week to talk about my progress and really ‘learn the ropes’ about being a successful student.*

**STUDENT NEEDS:** Discussion may reveal a wide range of student needs (general & overall)
- Help for a more general issue; related to learning skills, etc.
- E.g. *I’m struggling to get everything done.*
What do we do?

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.
Behaviors that Support our Mission

- Actively listening and empathizing with a student’s perspective
- Sharing your own experiences, especially those that are similar to a student’s circumstances
- Promoting resources and communicating them to students in a way that leads to the long-term empowerment and independence of the student
- Appropriately and professionally challenging students to achieve more
- Providing encouragement and a positive, reassuring message when progress is made
Behaviors that do not Support our Mission

• Doing a student’s homework or focusing your interaction with a student on a narrow scope (e.g. an assignment due that day)
• Accepting a student’s expression of low self-worth or lack of confidence
• Judgmental or harmful communication
• Behaviors that cross ethical boundaries and/or violate the college’s policies
What’s Familiar-Background Knowledge

Discussion – Prior Training

What do you remember about ...

☑ FERPA training?

☑ Respectful Workplace training?
Prior Training

- **FERPA Training**
  - 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.

- **Respectful Workplace Training**
  - Importance of respectful, diverse workplace
  - Define the behaviors that support productive relationships at work/school
  - Recognize disrespect and identify the various forms of harassment
  - Understand the behaviors that constitute sexual harassment
  - Provide suggestions on how to handle an incident
  - Model appropriate behavior and boundaries for co-workers as well as students
Rasmussen Resources to Recommend

**Academic Resources**
- Guides at [http://guides.rasmussen.edu/](http://guides.rasmussen.edu/)
  - Programmatic and/or course Guides
  - Student Success Guide
  - Writing Guide
  - APA Guide
- Answers Database at [http://rasmussen.libanswers.com](http://rasmussen.libanswers.com)
- Instructor
- Classmates
- Revisit the Orientation course
- Others?

**Non-Academic Resources**
- Advisor—scheduling, financial aid, accommodations, etc.
- Career Services—resume, job search, volunteer opportunities, optimal resume, etc.
- Others?

**Remember the value of your experiences.**
**Share the strategies & resources you use.**
**Let the students benefit from your experience!**
Outside Resource to Recommend

Dial 211 — food, shelters, mental health, suicide prevention, etc.
https://www.211.org

It’s okay to say that you’re not sure who the best contact is and that you’ll find out and get back to them. Ask them the best way, days/times to reach them. Make sure to follow up.

Things that will not likely happen, but just in case…
• Immediate emergency: encourage the student to call 911
• Call your supervisor or campus management (Campus Director, Dean, Director of Admissions). Make sure you have the phone numbers ahead of time.

If you are not sure what step to take next, talk with your LSC supervisor.  

ALWAYS keep your supervisor informed.

Contact LSC supervisor first, then Tammy at work: 952-230-3030 or cell: 612-323-7929
If not available, contact Jon Mladic at work: 815-316-4878 or cell: 708-275-5939
211 Additional Information

How 211 Works
211 works a bit like 911. Calls to 211 are routed by the local telephone company to a local or regional calling center. The 211 center’s referral specialists question callers, access databases of resources available from private and public health and human service agencies, match the callers’ needs to available resources, and link or refer them directly to an agency or organization that can help.

Types of Referrals Offered by 211

Basic Human Needs Resources – including food and clothing banks, shelters, rent assistance, and utility assistance.

Physical and Mental Health Resources – including health insurance programs, Medicaid and Medicare, maternal health resources, health insurance programs for children, medical information lines, crisis intervention services, support groups, counseling, and drug and alcohol intervention and rehabilitation.

Work Support – including financial assistance, job training, transportation assistance and education programs.

Support for Older Americans and Persons with Disabilities – including adult day care, community meals, respite care, home health care, transportation and homemaker services.

Children, Youth and Family Support – including child care, after school programs, educational programs for low-income families, family resource centers, summer camps and recreation programs, mentoring, tutoring and protective services.

Suicide Prevention – referral to suicide prevention help organizations. Callers can also dial the following National Suicide Prevention Hotline numbers operated by the Substance Abuse and Mental Health Services Administration of the Department of Health and Human Services:

1-800-SUICIDE (1-800-784-2433)
1-888-SUICIDE (1-888-784-2433)
1-877-SUICIDA (1-877-784-2432) (Spanish)

How to Support While Keeping on Track

Validate that you hear them, but do not get involved or ‘take sides’.

Example: Student: “My husband keeps interrupting me when I try to do my homework…”

DO: “I know that can be a challenging situation, Fran. Let’s come up with some ideas about how you can do your homework when you are home alone, or maybe you can go somewhere else to get it done…”

DON’T: “My husband does the same thing. I told him if he didn’t let me get my homework done that I was going to throw his clothes outside…”

Avoid getting into conversations about the details of a student’s personal situation. (Don’t ‘cut them off’ but instead, get them back on track about academic success)

Example: Student: “My girlfriend tells me I’ll never pass my classes…”

DO: “It sounds like you’ve had a rough time lately, Pedro. We know you can pass, Pedro. Let’s talk about some specific strategies you can use to be successful. What are some things you’ve done already that you’ve been successful at…?”

DON’T: “Your girlfriend shouldn’t treat you like that. I wouldn’t put up with that either!”
How to Support While Keeping on Track

Give them hope that they can succeed

- Do you remember feeling overwhelmed or having no idea how you were going to make it to the end of the term because everything was so unknown? **Empathize with them.**
- Be realistic and honest with each student AND help them see that they can make it through. “I know it’s hard right now, Abdul. I went through the same thing and here’s what I did…”

Follow up with them, if they’re okay with that

- It takes a while to become acclimated to new situations and to establish a good balance. Your solid support will help them build confidence
- Schedule another meeting. If they choose not to, ask if you can contact them just to check in. If so, ask them the best method.
- **Make sure you do whatever you have arranged.**
Role Play-Scenario

• When you are talking with a student, the student mentions that s/he had an IEP in high school (or that s/he has a disability).
Role Play-Scenario Response

When you are talking with a student, the student mentions that s/he had an IEP in high school (or that s/he has a disability).

Things for Mentors to be aware of:
• IEP (Individual Education Plan): A plan used to ensure that a child who has a disability receives specialized instruction and related services (K-12 grades).
• Rasmussen College has a process we follow
• We can not ask anyone if they have a disability

• Have you spoken to a Campus Accommodations Coordinator?
• Your Advisor can provide info about who to contact.
• Let’s talk about some general resources that may be helpful for you...
Role Play-Scenario

• When a student comes in the room, s/he starts off your interaction with a long dialogue about how s/he thinks the Faculty member of the course is awful – “s/he hasn’t graded my assignments quickly, isn’t helpful, and hasn’t replied to my last email.”
Role Play-Scenario Response

When a student comes in the room, s/he starts off your interaction with a long dialogue about how s/he thinks the Faculty member of the course is awful – “s/he hasn’t graded my assignments quickly, isn’t helpful, and hasn’t replied to my last email.”

- “Let’s take a look at the context (time frames, methods, etc.)...” Gather all info before reacting.
- “The best way to resolve is to talk with the instructor. Your syllabus will have his/her office hours and calling times...”
- “I was initially frustrated too until I learned what the policy was for grading...Let’s talk about the instructor’s grading timeline...Some may be done early, but others may be out in the field working full-time (expertise in field). Explain the reality and what they can expect.
- “Your assignments have not been graded after that time? If so, you can contact your Advisor.”
- Here’s what you can do in the meantime....Connect with other students and set up a study group... That way you can channel that energy into something that will help you....
Role Play-Scenario

- During your time with a student, s/he thanks you for your information about APA resources. In the past, s/he had to copy an article off the internet to complete a paper.
Role Play-Scenario Response

During your time with a student, s/he thanks you for your help because in the past s/he had to copy an article off the internet to complete a paper.

• “You’re welcome! Before you go, it’s important that we talk about plagiarism. Let’s go into the APA guide and find some resources....”

• Make sure to cover the info about Academic Honesty, etc.

• Talk about solutions for that paper s/he submitted (from above). i.e. “Let the instructor know that you’d like to re-do the paper over if possible”, etc.
Role Play-Scenario

• During your time with a student, s/he starts giving you very personal information about issues at home.
Role Play-Scenario Response

During your time with a student, s/he starts giving you very personal information about issues at home.

• “I’m sorry to hear that you are having a rough time, Jennifer. I have a resource that you may find helpful…” (tell about 211).
• “In addition, I’d like to show you some resources that may take some of the pressure off of your school work....”
Role Play-Scenario

• You have worked with a student for awhile, and s/he has made tremendous progress. One day near the end of the term, the student asks you on a date.
Role Play-Scenario Response

• You have worked with a student for awhile, and s/he has made tremendous progress. One day near the end of the term, the student asks you on a date.

• “Gosh, I’m flattered, but it’s against policy for me to do that.”
Role Play-Scenario

- The student tells you that she has difficulty getting school work done because her young children are at home with her (constant interruptions).
The student tells you that she has difficulty getting school work done because her young children are at home with her (constant interruptions).

• “It sounds like you do have a lot of action happening 😊. Can you tell me more about this? Maybe we can find a system that will work for you and your kids...”
• “I can also give you some info about the 211 resource for the United Way. It has some info about child care...”
Role Play-Scenario

• The student says “You have been so helpful and this has been great. Can I just have your phone number in case I have other questions or need more help?”
Role Play-Scenario Response

The student says “You have been so helpful and this has been great. Can I just have your phone number in case I have other questions or need more help?”

• “I’m so glad to hear you feel better after working together! All of our mentoring and tutoring sessions need to be conducted through the Peer Mentor or Tutoring platforms for compliance reasons but if you need help in the future, you can utilize the Peer Mentor room or feel free to book a tutoring session with me or another tutor. 😊”
Recording in RasTrack

- You’ll record the usual interactions in the usual way.
- If you have sensitive info, you should NOT include that in RasTrack.

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<thead>
<tr>
<th>Example 1</th>
<th>Example 2</th>
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<tbody>
<tr>
<td><strong>A student you’ve met with before says: ‘I’m doing much better now. The doctor put me on meds for anxiety. It really helps!’</strong></td>
<td><strong>Student tells you:</strong> I’m getting behind because I’m homeless right now.</td>
</tr>
<tr>
<td><strong>RasTrack:</strong> Student’s previous issue has been addressed and she says she is doing well. She’s on track with assignments. She’ll check in next week.</td>
<td><strong>RasTrack:</strong> Student brought up personal issues. I provided resources and contacted my supervisor.</td>
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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](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
Questions?
References
