



Peer Mentor Program

Peer Mentor Program

Program Description: A Peer Mentor is a trained paraprofessional (peer leader) who provides guidance, support, and role modeling to first-year college students in a structured setting. Following a set of mandatory training sessions, Peer Mentors work with students within the classroom of an assigned College Success class (1-credit AAA115 or the 3-credit CPD150) through the duration of that course, and, as needed, provide out-of-class peer guidance and referral to appropriate campus resources. In addition, Peer Mentors facilitate student engagement in classroom activities under the guidance of the instructor. The Peer Mentor Program is a leadership-training experience that meets Tier Two competencies within PVCC's PEAK Leadership Institute.

Prerequisites for Peer Mentor position: Completion of a College Success class (AAA115 or CPD150) with a grade of "A" OR completion of Peer Mentor Training (CPD250) with a B or better OR equivalent experience, as approved AND permission of Counseling Division.

Recommended particularly for students who...

- have demonstrated success in college and wish to serve as a role model for new students;
- may be interested in a career in human services (e.g., education, counseling, social work, health/medical services, management, training and development, etc.);
- enjoy using their skills in communication and teamwork;
- seek to further develop their leadership potential; and/or
- are working toward completion of a PEAK Leadership Institute certificate

Benefits to the Peer Mentor:

- earn Tier Two points toward completion of a [PEAK Leadership Institute \(/peak\)](#) certificate
- identification and guided development of leadership abilities
- peer support with other successful students who share their educational and career goals
- networking with college and community leaders
- career-related leadership experience on the resumé
- an opportunity to make a positive and lasting contribution to the lives of other students

Job Description: The role and responsibilities of the Peer Mentor will include the following:

- To assist students in creating positive relationships within the class, including with the Peer Mentor and with the class instructor
- To encourage and facilitate student engagement in class activities, including small-group discussions, group projects, learning games, reflective journal writing, and other tasks
- To connect with each student in the class to explore their interests, goals, study habits, and college-adjustment needs
- To provide appropriate referral to campus resources, activities, student organizations, and programs
- To contribute actively to classroom learning by sharing appropriate personal experiences and discoveries about how to be successful in college, including demonstration of the use of self-management tools and study strategies
- To facilitate students' understanding of course concepts and their completion of class activities and assignments, as appropriate
- To communicate once a week with the instructor to discuss the lesson plan for the next class meeting as well as any general or individual student issues that may need attention
- To consult confidentially with the classroom instructor and/or the trainers if a student situation arises that is outside the scope of a paraprofessional

Peer Mentor Training topics include (but are not limited to):

- role, function, and responsibilities of a peer mentor in a college setting
- verbal and nonverbal skills necessary to establish an effective helping relationship
- the relationship between personality and leadership style/strengths
- basic skills in effective group facilitation
- basic legal and ethical principles to the role of peer mentor
- issues or challenges facing first-year college students
- review of effective use of college-success strategies
- basic guidelines for paraprofessionals to refer students to appropriate campus resources
- review of specific PVCC campus resources, programs, and services

Time Commitment (total is approximately 46-64 clock hours, depending on the specific mentee class assignment)

- **Training:** Peer Mentors must participate in all components of a training session, which will be conducted prior to the start of the semester. The time commitment for this training will be approximately 16 hours.
- **Peer Mentoring—In-class activities:** In order to maximize their availability to their mentees, each Peer Mentor will be expected to attend their assigned College Success class one class period per week. Depending on which class it is (the 1- or 3-credit course), the in-class time commitment will be approximately 14-20 hours.

- Peer Mentoring—out-of-class activities: Consultation with the instructor, materials preparation (if applicable), follow-up on individual mentee concerns, and individual or small-group peer-mentoring sessions will generally require 1-2 hours per week for the duration of the course (approximately 10-20 hours total)
- Roundtable Support: All Peer Mentors will attend biweekly one-hour group sessions facilitated by the trainers (instructors are also invited to attend). During these Roundtable meetings, Peer Mentors will exchange tips/strategies/resources and collaborate to resolve any issues that may arise (6-8 hours).

Application Process:

- Students interested in serving as Peer Mentors must be nominated (or may request nomination by a faculty member); see attached Nomination Form.
- Student must complete a Peer Mentor Application form, with an unofficial college transcript attached.

All application materials must be submitted to Marianne Roccaforte or Marianne Auton in the PVCC Counseling Division.

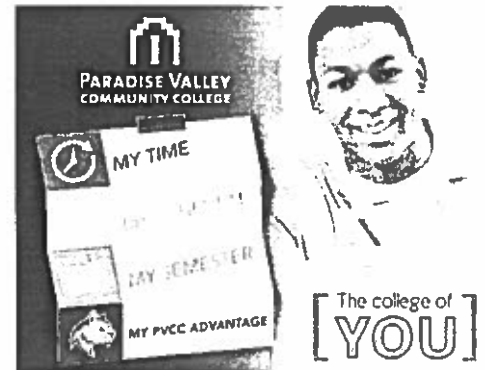
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Peer Mentor Program

Instructor Guidelines

What a Peer Mentor DOES:

- serves as a role model, guide, coach, encourager, and information resource about the college system (terminology, processes, etc.)
- facilitates connection/communication among students, as well as in-class activities, and problem-solving / decision-making by students
- guides students in deepening their understanding of course concepts, assignments, policies, and activities
- demonstrates "real-life" application of course concepts via sharing of their own experiences in a positive way
- refers students as appropriate to on-campus resources, including counseling, tutoring, advising, and financial aid, and co-curricular programs, clubs, and events
- serves as a liaison between instructor and students

What a Peer Mentor is NOT:

- teaching assistant, teacher's aide, or grader
- an enrolled student in the class (a peer to the students)

The Peer Mentor MAY:

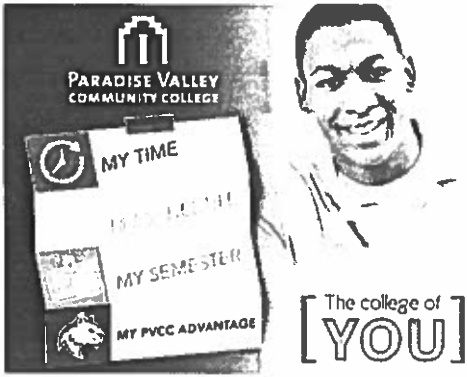
- create regular "office hours" during the week when he or she will be available for drop-in or appointment
- facilitate in-class small-group activities
- email students and respond to their emails, regarding individual concerns or upcoming events
- during class, offer insight and examples related to the lesson, based on the Peer Mentor's own college experiences
- be a "guest lecturer": prepare a College Success topic to present/teach on a designated day (only one such lesson is recommended for the Peer Mentor to teach during the semester)
- assist students in using Blackboard for the class (and creating support discussion groups within Blackboard, or via another networking site such as FaceBook or MySpace)
- meet briefly with students after class to notify them if they are missing assignments
- assist students in doing class assignments, so long as they serve only as a guide
- play selected music and YouTube videos to complement class objectives
- make announcements in class about upcoming events, scholarship opportunities, etc.
- independently conduct a One-Minute Assessment at the end of each class period, and follow up at the beginning of the next class period with compiled results
- contact students via email, text, phone, Blackboard, or other media to address class-progress issues
- with explicit permission of the students, read Journal entries and respond in writing, to learn more about the students, offer suggestions (within the boundaries of a paraprofessional role), and give encouragement
- facilitate an Interactive Mid-Term Evaluation session with the students and work with the instructor to use the feedback to shape the remainder of the lessons
- with guidance from the instructor, design materials to reinforce student learning in or out of the classroom
- take students on tours of the campus to show them how to utilize college resources
- initiate other activities (not mentioned here) that contribute actively to the college adjustment, learning, and success of the students, within ethical boundaries and the limits of a paraprofessional role

Peer Mentors and Instructors SHOULD:

- before the semester starts (and before the syllabus is finalized), meet in person at least once to discuss the Peer Mentor's involvement
- meet regularly each week (approximately 20 minutes) to discuss the lesson plan for the following class session, identify what the Peer Mentor's role/responsibility will be for that day, and follow up on any immediate student issues
- model effective and positive team-work for the students

[Peer Mentor Program](#)

[Contact Sheet](#)
[Mentor Application](#)



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**PVCC Peer Mentor Contact Sheet
Fall 2009**

CONTACT INFORMATION (please print clearly):

Name: _____

PVCC Student ID: _____

Mailing Address: _____

City, State, Zip: _____

Cell Phone Number: _____

Alternative Phone (home/work): _____

Full Email Address: _____

PEER MENTOR PLACEMENT PREFERENCES:

Instructor: _____

Class: AAA115 or CPD150

Special Programs? (please specify) _____

Any non-contact dates during the summer? (please specify): _____

If you agree to attend Peer Mentor Training on the following dates, please sign below.

August 18 & August 19, 2009 from 9:00 a.m. – 5:00 p.m.

Signature: _____ Date: _____

Questions: send email to both Marianne. Auten@pvmail.maricopa.edu and Marianne.roccaforte@pvmail.maricopa.edu

