

Course Outline

COURSE: GUID 52 **DIVISION:** 10 **ALSO LISTED AS:** PSYC 52

TERM EFFECTIVE: Summer 2020 **CURRICULUM APPROVAL DATE:** 03/10/2020

SHORT TITLE: PEER MENTORING

LONG TITLE: Peer Mentoring, Education, and Leadership

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1.0	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

COURSE DESCRIPTION:

An overview of the principles, skills and methods used in peer mentoring and peer education. Course emphasizes communication skills, goal setting, intervention techniques, and referral skills for peer leaders. Student will earn nationally recognized Certified Peer Educator certification upon successful course completion. This course is also listed as PSYC 52.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D – Credit - Degree Applicable

GRADING MODES

P – Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 – Lecture and/ or discussion

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Demonstrate non-verbal communication skills consistent with effective mentoring.
2. Identify and effectively respond to common peer mentoring "traps" : enabling, internalizing and liability, etc. Identify high risk behaviors and self-care strategies ; make appropriate referrals to campus resources.
3. Apply local, state, and federal regulations to mentor responsibilities.
4. Achieve national Certified Peer Educator certification.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

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2 hours

Introduction to class; grading assignments, expectations, etc. Introduction to peer mentoring, education, and leadership, ;

roles and impacts of peer educators. common peer educator "traps" such as enabling, internalizing, and liability. Introduction to ethics and liability.

2 hours

Lecture and discussion re: common peer educator "traps" : enabling, internalizing, and liability. Review of all

FERA regulations.

2 hours

Communication skills: Listening skills, non-verbal communication, reflection, paraphrasing, summarizing. "I messages." Creating response checklists. Self disclosure and establishing boundaries.

2 hours

Intervention and referral. Review of campus and community resources, including services and technology tools.

2 hours

High Risk behaviors and crisis intervention. Review of campus intervention policies. Practice of acceptance and reflection of

feeling responses. Responding and referral skills. In class role plays.

2 hours

Midterm exam: in class demonstration of skills via role play.

2 hours

Strategies for change in high risk behaviors, including the five stages of change.

1 hour

Cultural proficiency and stereotypes.

1 hours

Understanding and leading groups. Cycles of group formation and the seven habits of highly effective peer education groups and program planning.

Self care and strategies for success including stress management, time management, establishing boundaries, sleep, diet, and exercise.

2 hours

Final exam

METHODS OF INSTRUCTION:

Lecture, dyadic exercises, group exercises and role plays, group discussion, observation and critique of peer counseling and advising techniques.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 15

Assignment Description: Out of class readings and journal assignments.

Required Outside Hours: 1

Assignment Description: Complete online FERPA quiz.

Required Outside Hours: 15

Assignment Description: Skills practice including non-verbal messages in dyads and triads; journal writing based upon these experiences.

Required Outside Hours: 5

Assignment Description: Complete campus and community resources matrix.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 20.00 %

10% - 20% Written homework; Essay exams

Skill demonstrations

Percent of total grade: 40.00 %

30% - 50% Class performance

Objective examinations

Percent of total grade: 40.00 %

40% - 60% essay and short answer

REPRESENTATIVE TEXTBOOKS:

NASPA Bacchus Initiative. Certified Peer Educator Workbook. Washington, DC: National Association of Student Personnel Administrator, 2019.

ISBN: 978-0-931654-82-4

Reading Level of Text, Grade: 13 Verified by: L. Tenney

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree: GAV E2

CSU GE:

IGETC:

CSU TRANSFER: CSU Transferable

UC TRANSFER:

SUPPLEMENTAL DATA:

Basic Skills: N – Not Applicable

Classification: Y – Credit Course

Noncredit Category: Y – Not Applicable

Cooperative Education:

Program Status: 2 – Stand - Alone

Special Class Status: N – Not a special class

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PSYC

CSU Crosswalk Course Number: 52

Prior to College Level: Y – Not Applicable

Non Credit Enhanced Funding: Y - Not Applicable, Credit Course

Funding Agency Code: Y – Not Applicable

In-Service:

Occupational Course: E – Non Occupational

Maximum Hours:

Minimum Hours:

Course Control Number:

Sports/Physical Education Course:

Taxonomy of Program: 200100