Course Outline

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

TERM EFFECTIVE: Fall 2014  CURRICULUM APPROVAL DATE: 12/09/2013

SHORT TITLE: PEER MENTORING

LONG TITLE: Peer Mentoring, Education, and Leadership

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<tr>
<td>1</td>
<td>18</td>
<td>Lecture</td>
<td>1</td>
<td>18</td>
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<tr>
<td></td>
<td></td>
<td>Lab</td>
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<td>0</td>
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<tr>
<td></td>
<td></td>
<td>Other</td>
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<td>Total</td>
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COURSE DESCRIPTION:

An overview of the principles, skills, and methods used in peer mentoring and education. Course emphasizes communication skills, goal setting, intervention techniques, and referral skills for peer leaders. Students will complete national Certified Peer Educator certification upon successful course completion. This course is also listed as GUID 52. ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate non-verbal communication skills consistent with effective mentoring.
Measure: Role playing and demonstration

PLO:
ILO: 1,2,4
GE-LO:
Year assessed or anticipated year of assessment: 2015

2. Students will explain and demonstrate the following verbal responses: reflection of feeling, paraphrasing, open ended questioning, acceptance response.
   Measure: Written exam and role playing
   PLO:
   ILO: 1,2,4
   GE-LO:
   Year assessed or anticipated year of assessment: 2015

3. Students will identify and effectively respond to common peer mentoring "traps": enabling, internalizing, and liability.
   Measure: Written exam and role play.
   PLO:
   ILO: 1, 2, 4, 6
   GE-LO:
   Year assessed or anticipated year of assessment:

4. Students will be able to apply FERPA regulations to mentor responsibilities.
   Measure: Written exam, journal
   PLO:
   ILO: 2, 3
   GE-LO:
   Year assessed or anticipated year of assessment:

5. Students will be able to identify high risk behaviors and make appropriate referrals to campus resources.
   Measure: Role play, journal, written exam.
   PLO:
   ILO: 1,2,3,4
   GE-LO:
   Year assessed or anticipated year of assessment:

6. Students will identify, apply, and communicate effective self care strategies including stress management, time management, establishing, sleep, diet, and exercise.
   Measure:
   PLO: Written exam, role play, journal
   ILO: 1,2,3,6
   GE-LO:
   Year assessed or anticipated year of assessment:

7. Students will achieve national Certified Peer Educator certification.
   Measure: BACCHUS Network Certification Exam
   PLO:
   ILO: 1,2,3,6
   GE-LO:
   Year assessed or anticipated year of assessment:
CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 12/09/2013

Week 1, 1 hour lecture
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.

Assignments: Out of class reading; journal assignment. Complete Blanchard & Peale's Ethics Check.

Week 2, 1 hour, lecture
Lecture and discussion re: common peer educator "traps": enabling, internalizing, and liability. Review of all FERPA regulations.

Assignment: Complete online FERPA quiz.

Week 3, 4, 5, 3 hours, lecture
Communication skills: Listening skills, non-verbal communication, reflection, paraphrasing, summarizing. "I messages." Creating response checklists. Self disclosure and establishing boundaries.

Assignment: Practice of non-verbal messages in dyads and triads; journal writing based upon this experience.

Week 5 and 6, 2 hour, lecture
Intervention and referral. Review of campus and community resources, including services and technology tools.

Assignment: Complete campus and community resources matrix.

Week 7 and 8; 2 hour, lecture, discussion, role play

Assignment: Case study reflection journals.

Week 9: Midterm exam; in class demonstration of skills via role play.

Assignment: Take home mid-term: essay format.

Week 10: 1 hour, lecture
Strategies for change in high risk behaviors, including the five stages of change.

Assignment: Personal change behavior worksheet and case study journal assignment.

Week 11, 1 hour, lecture
Cultural proficiency and stereotypes.

Assignment: Appropriate textbook reading assignment.

Week 12 and 13, 2 hours, lecture
Understanding and leading groups. Cycles of group formation and the seven habits of highly effective peer education groups and program planning.

Weeks 14 and 15
Self care and strategies for success including stress management, time management, establishing boundaries, sleep, diet, and exercise.

Week 16, final exam, 2 hours
Final exam

METHODS OF INSTRUCTION:
Lecture, dyad exercises, group exercises, group discussion, observation and critique of counseling techniques, essay and short-answer exams.

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Essay exams
The problem-solving assignments required:
None
The types of skill demonstrations required:
Class performance
The types of objective examinations used in the course:
Other: essay and short answer
Other category:
None
The basis for assigning students grades in the course:
Writing assignments: 10% - 20%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 30% - 50%
Objective examinations: 40% - 60%
Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:
Required:
ISBN: 978-0-470-45209-7
Reading level of text, Grade: 13 Verified by: Dana Young
Other textbooks or materials to be purchased by the student: BACCHUS Network, Certified Peer Educator Student Workbook, 2012

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
  Transferable CSU, effective 200730
UC TRANSFER:
  Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: N
Classification: D
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: PSYC
CSU Crosswalk Course Number: 52
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000219136
Sports/Physical Education Course: N
Taxonomy of Program: 200100