

Peer Education at  
Oregon State University



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## Introduction to Peer Education

Welcome to the Peer Education program! You have been hired because we believe that you can excel in your position. We will be asking a lot of you, and we are committed to supporting you and your professional development throughout your experience as a Peer Educator.

As you will learn, Peer Education is an important part of Oregon State University's (OSU's) academic success efforts. Peer Education is a fundamental part of tying together classroom experiences and learning outcomes through the creation of communities of learners. As a Peer Educator, you have the opportunity to directly impact the course of a student's learning. In doing so, you contribute to the broadening of a teaching and learning environment, outside of the traditional confines of the classroom, that directly contributes to student success and retention (Kuh, et. al., 2008). Your efforts assist student learning, and you are a valuable member of our program.

You are about to undertake a role as a Peer Educator, regardless of the department you represent or the specific job title you hold. The purpose of this manual is to introduce the best practices and theoretical rationale for conducting the work you do in ways that have been shown to be more effective than those used in traditional or makeshift approaches to learning. Far too often are Peer Education programs only as effective as the training models they impart to their Peer Educators (Boylan 1997 and 2002). Rather than a perk or supplement to your job duties, learning about the scholarship behind the strategies and developing skills in delivering assistance are the primary functions of your job. By engaging with both the pedagogical and practical facets of Peer Education, you are taking an active role in expanding your participation in and understanding the scope and function of a research-centered, land grant university. The aim of this training is to equip you to play a vital, influential part in this dynamic community of scholars.

### Peer Education Definition

Plainly speaking, Peer Education is students helping students learn. Academically speaking, Peer Educators are "...students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals" (Ender, 1983, pg.3).

At OSU, Peer Educators hold a number of specific job titles. These include: Tutors, Peer Education Leaders, Academic Coaches, Study Facilitators, Mentors, Writing Assistants, and Peer Teaching Assistants.

## Peer Education Pedagogy and Values

### Pedagogy

A diverse array of characteristics makes up the 20,000+ students who attend OSU. This diversity influences potential for success, expectations about what prior college experience should be, and degrees of preparedness for the kinds of tasks asked of students in college/university courses. Some of these factors contribute to high rates of attrition, or the failure to complete college education and acquire a degree. Recent education research shows that programs that get students to engage in their course of study helps to increase students' satisfaction with the school and, more importantly, help to improve their course performance (GPA) and the likelihood that they will stay in school and eventually graduate. Forms of student engagement, which researchers have identified as contributing to success in college, include increasing time spent studying and time spent in co-curricular activities, as well as engagement in effective educational practices. According to George Kuh, Chancellor's Professor of Higher Education and Director of the Indiana University Center for Postsecondary Research, Peer Education programs constitute some of the most adaptable and potentially most widely available resources to promote engagement because they combine interaction with fellow students—true peers in the context of the university social structure—with time spent developing both content understanding and meta-cognitive awareness of strategies involved in their intellectual development (Kuh, et al., 2008).

In addition to the educational background students bring with them, the structure of OSU courses presents additional reasons that make it advantageous for students to work with Peer Educators.

- Peer Education supports basic content acquisition that serves as the foundation necessary for engaging with current coursework.
- Peer Education helps students develop effective methods of studying, note taking, test taking, time management, and other relevant study skills.
- Peer Education provides the opportunity for individualized assistance, which allows students of differing learning styles and abilities increased potential for academic success.
- Peer Education makes large courses feel more intimate and increases opportunities for engagement.

Of all the factors that motivate students to challenge themselves and learn, research has shown that students feel more confident undertaking risks, such as learning new material, when encouraged by peers. In fact, scholars have shown the immense power of

peer-to-peer learning assistance (Kuh, et. al., 2008) for everything from enhancing one another's understanding of course content to devising strategies to improve writing skills to developing time management and study skills.

## Values and Philosophies

One central outcome of Peer Education is that *students do the work*. As a Peer Educator, your overall goal is to *facilitate* student learning rather than instruct, advise, or lecture. Students learn more thoroughly when they are actively engaged in acquiring content, knowledge or developing reasons to make specific decisions. As such, programs that actively engage all participants, such as Peer Education, maximize effectiveness. Creating an environment that promotes student engagement and self-reflection is fundamental to deep learning.

Peer Education promotes life-long learning. Peer Education focuses on developing learning strategies that are broadly applicable, as well as focusing on the creation of environments in which students engage one another and reflect on how they learn. Beyond answering the questions that your students bring, we ask you to engage students in discussion about their own learning process and to model effective learning practices. In this way, the students acquire content because they have learned *how to learn* that content.

Deficit models are often based on spending time trying to address specific faults rather than building on strengths to achieve the same result. The deficit-based approach narrows the focus of learning to course and test performance and ignores learning as a holistic process. Examples of the deficit model are students who use phrases like, *I've never been a good writer; I hate math; I'm a slow reader; I forget everything I've memorized right before I take a test*. Peer Education at OSU uses a strengths-based approach: that is, rather than identifying deficits, we look for positive potential in each of the students with whom we work. This strength-based approach draws on the existing skills and perspectives of each student.

The ideal space for student learning is a situation in which there is a challenge that the student must meet, combined with a support structure to assist them in meeting it. Sanford's (1962) theory of challenge and support states that in order for students to succeed, they need to be both challenged and supported. Too much challenge without support is frustrating, and too much support without challenge is boring and uninteresting. This theory can be applied beyond Sanford's original premise to many different learning areas (Upcraft, et. al, 2005). In the realm of Peer Education, challenging students often includes asking open-ended questions, waiting on students to answer tough questions, and active engagement in critical thinking and problem solving

skills through asking “why” and “how” questions. Helping students think through the learning process, helping them to understand how to find resources and providing praise when appropriate are great ways to support student learning.

Since the premise of Peer Education is collaboration on the part of you and the student, it stands that you have the opportunity to learn and gain from this position just as your students do. You will have the joy of relearning basic concepts in your academic field, you will leave with a better understanding of how to effectively communicate with others, you will have experience of navigating a work environment and hierarchy, and you will likely have the satisfaction of knowing you made a difference for the students with whom you worked.

### **Acknowledgements**

ASA Study Facilitator Manual (Whitehead, Creighton and Smithers 2008)

Academic Coaching Manual (Contreras, 2007)

Peer Education Manual (University of Missouri, Kansas City, Pappas 2008)

## Peer Education Goals

The structure of Peer Education (students helping students learn) has an impact on everyone involved. While the primary goal is to help students develop academic skills, Peer Education is a rich program that promotes development for the students, the Peer Educators, and ultimately benefits the institution. While tutors, for example, may initially consider their work as specific to a narrow discipline; think beyond that idea to the greater impact one can have on a student's work. Below are some of the goals of Peer Education.

**Students** (this is what they get):

- Experience individualized assistance and increased confidence in seeking assistance from peers
- Acquire fundamental transferable academic skills, develop a relationship with an academic role model, come away with understanding of academic services on campus
- Reflect on and engage with their learning processes and find lasting skills as Peer Educators emphasize process rather than results,

**Peer Educators** (this is what you get):

- Gain skills that transfer to the workplace and professional interpersonal ability
- Develop a professional identity and demeanor
- Acquire strategies to enhance their own learning
- Obtain expanded awareness of OSU's diverse students population

## Expectations of Peer Educators

Peer Educators will manage a structured environment designed to develop quality study practices for all students. To accomplish this, we expect you to:

- Arrive punctually to all work shifts and program commitments.
- Actively and regularly interact with student(s) during sessions to ensure productivity.
- Serve as a resource about OSU information, whether directly or indirectly.
- Attend all preliminary training and orientation meetings and any subsequent training.
- Work with students to organize, prioritize and plan personal, academic, and course goals.
- Role model appropriate academic and professional behavior and communication.
- Develop positive working relationship with students.
- Monitor attendance and punctuality for students.



- Communicate regularly with supervisor(s) (and counselors, as appropriate).
- Document all sessions thoroughly (using documentation system applicable to program).
- Communicate effectively with diverse populations.
- Differentiate instruction/assistance to match the strengths of the student.
- Participate in weekly staff meetings (as applicable to program).
- Maintain confidentiality and abide by FERPA mandates (see FERPA and Confidentiality sections below).
- Abide by all OSU employment policies.
- Follow the letter and spirit of all OSU Peer Education values and regulations as well as those of your specific program.

**Expectations of Students**

What should you expect of students using Peer Education services? To ensure that students get the most from their work with you, establish the following expectations:

- Students should arrive on time to each session.
- Bring needed materials and books to work on specific course content.
- Arrive with readings completed, course notes and specific questions prepared.
- Participate in group-work in a courteous and productive manner, when applicable.
- Be respectful of guidance and feedback from the Peer Educator.
- Ask questions of the Peer Educator when needed.



Thinking about how to establish expectations in the session before you begin working with a student can be helpful. Here are a few questions to consider as you prepare for your first meeting with a student:

What kinds of questions could you ask the student to determine what their expectations are of the sessions and of you as a Peer Educator?

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What kinds of expectations do you have for students? What kind of language and tone will you use to communicate your expectations? How will you introduce the idea of expectations?

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Time to role play/practice a little! In pairs, practice having that first discussion about expectations as if you were meeting with your student. Your fellow Peer Educator can act the part of the student and be prepared to give you feedback before you switch roles. This will also include some forethought into communication, such as tone and language, and methods of effectively discussing what's to come.

### Expectations of Supervisors

What can you expect of your Peer Education supervisor?

- Communicate regularly with Peer Educators regarding training and staff meetings and applicable changes in University or program policies
- Serve as a resource for questions regarding employment and pay (when applicable)
- Provide feedback and assessment opportunities
- Respond to Peer Educator complaints and/or concerns about students (with the student if necessary, but at least with the Peer Educator)
- Check session documentation regularly

## How to be a Peer Educator

### Understanding Students

OSU has an institution-wide commitment to diversity, multiculturalism and community. In your role as a Peer Educator, you will assist a diverse group of students. In order to understand how to work best with all students, it is important to recognize the range of student perspectives and experiences that exist at OSU.

Students are a diverse group of individuals, whose identities and experiences may be shaped by a variety of factors, including, but not limited to:

- Age
- Region of origin
- Nation of origin
- Sexual orientation
- Religion
- Gender
- Employment status
- Ability
- Socio-economic status
- First language
- Veteran status
- Parents' relation to education
- Exposure to technology
- Prior academic experience

As a Peer Educator, you will have an opportunity to work with students whose identities, perspectives, and experiences may differ from your own. These identities and experiences often impact how students perceive and interact with the university, its faculty and staff, their peers, and you as a Peer Educator.

It is important to make sure you don't make assumptions about students with whom you work. This includes making assumptions about how someone identifies themselves, and what that identity means to them. It is important to put assumptions aside and get to know students as individuals.

**INTERACTIVE ACTIVITY:** Begin by watching Chimamanda Adichie’s TED Talk “The Danger of a Single Story” which can be found on YouTube at the following web address: <http://www.youtube.com/watch?v=D9Ihs241zeg>



Can you think of an example of a time when you believed a single story about something?

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Can you think of an example of a time when someone believed a single story about you?

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As a Peer Educator, what is the potential impact of having a single story about a student with whom you work?

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Awareness of the impact of difference will allow you to be effective in your work as a Peer Educator. While we do not expect you to be an expert in intercultural communication, we do expect you to be flexible and to adjust to the differing needs of each student that you assist.

As you think about working with students...

- Learn more about the student(s) with whom you work. By knowing more about someone, you'll be able to work with that student and cater to their needs and communication styles, rather than relying on assumptions.
- Listen for examples in your thinking or self-talk that reflect an erroneous assumption you have about someone. Where do you think you may have learned this idea? What examples challenge this idea/assumption?
- Be aware of the language you use and your behavior. In talking with or about students, do you use language that reflects an assumption or judgment about a person or group of people?

### Fostering Academic Success

In order to help students be successful in college, it is often important to understand what academic success looks like to the student and to support students in developing a positive academic identity. Recognizing that every student will define academic success differently is an important part of Peer Education. While we may have ideas about what will help students to be successful, we want to encourage students to define their own success. There are opportunities in working with students to weave in discussions of academic success. For example, goal setting about a class, going over test results, etc.



Consider different introductory courses you have taken. How did you define your own academic success in those courses? Were there ever times when your definition of success in a class differed from that of a friend's or classmates'? Would your definition of success differ between

Writing 121 and Chemistry 121? How do your personal strengths and interest impact your definitions of academic success? How do past experiences in subjects influence your goals and approaches to each course?

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Form a small group with other Peer Educators in the training, and share your experiences. Think about how success is different for each of us.

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How you respond to a student’s definition of success may impact them positively or negatively. Make sure it is the student who is defining success and be careful not to ascribe your definition of success to the student and his/her work.

Interactive Moment: What are two ways to respond to a student who says, “I got a C- on my last exam?” How might your response impact their feeling about their work, the session, and your relationship with the student?

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### **Needs Assessment: Discovering What Will Work Best**

An important part of your job will be figuring out what kind of help your students need and how much help they need. This is something that will likely differ from session to session and will potentially change over time as your students become more confident and skilled. Of all the possible ways to help a student succeed, you will only discover the most effective ways by being observant and adapting as you go. While following a consistent pattern in your sessions may be easy for you and the student, unless you assess understanding (such as regularly questioning the extent to which your approach actually addresses the student’s needs) you cannot be sure whether what is comfortable, also works. Often, what a student needs from a session will vary, due to the differences in the type of skill or material with which they are working. The more information you acquire, the more accurately you will be able to adapt your delivery to the student’s strengths.

Needs assessment involves both making observations and asking direct, open-ended questions of the student. The information you obtain is then used to change, in some way, how you are delivering information and how to facilitate the student’s understanding of their own learning. Finding and delivering appropriate levels of challenge and support are tricky because it requires that you know the student well enough to anticipate both moments when you should be very directive in your assistance and moments when the student will need to assert his/her own independence. This is a balance that should be changing all the time as the student is challenged in classes and as they make progress in developing his/her study skills. As you see a student making progress, you should give him/her more space to do work on their own.

Fine-tuning Peer Education depends on collaboration between the Peer Educator and the student in which you both reflect on the student's learning practices and you both introduce appropriate methods for addressing the needs of the student. The purpose of this ongoing assessment is to make sessions flexible and individualized to meet each student's needs.

The questions you pose will be aimed at getting a sense of the student's understanding, knowledge, skills, and practices. Depending on your specific Peer Education role (e.g., SI Leader, Study Facilitator, Writing Assistant, Academic Coach, Tutor, etc.), you will need to adjust the wording of your questions to respond to the specific situation. You may find yourself asking the student the following questions as you lead each session to help you better assess the student's learning, needs, and understanding.

- What are you already doing to prepare for our session?
- If you look at the strategies you are using to be successful, what is working? What isn't working?
- Can you summarize from the lecture and readings, the main topics from this week?
- Where can you get more information about that?
- What specific questions do you already have? What areas do you know you'd like to focus on?

What other questions can you ask or have you asked in your sessions that go beyond "closed" or "yes/no" questions?

The point here is to emphasize the importance of going deeper rather than merely asking whether a student understands something. Whether the student replies yes or no, you still do not have the information you need to respond accordingly. Instead, pose an open-ended question that asks for evidence of the student's skill, awareness, and knowledge.

## Learning Styles

In addition to making ongoing observations about what seems to help each student and what approaches/topics/skills they find to be more challenging, it may be helpful to notice the ways in which they engage the material and ideas when they're trying to learn them. "Learning styles" designates four characteristic ways in which people interact with material in order to understand it: visual, auditory, textual, and kinesthetic. While people don't learn by using only one learning style, most have one or two that they rely on regularly and which may be especially useful.

Applying this idea effectively depends on identifying dominant learning styles, either through observation or during conversations with a student, and working together to create a study practice that involves the dominant learning style(s). Having said that, it is equally important to encourage students to involve *all* potential strengths and learning styles. Limiting your work with a student to activities that address only one learning style can be as inefficient for them as overwhelming a student with all approaches at once. Also keep in mind that a student's preferred method *may not* be the best method for learning a particular concept or topic.

### **Visual Learners**

- Learn best from visual displays including diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs
- Should draw pictures to aid memory (on the backs of flashcards, for example)
- Can organize information into visual representations (a timeline for a history class, for example)

### **Auditory Learners**

- Learn best through verbal lectures, discussions, talking things through and listening to what others have to say
- Should repeat information out loud (flashcards, notes, important sentences in textbooks) to lock it into memory
- Might try taping and listening to themselves
- Should study with others to speak and listen to the material
- Should study in a quiet environment.

### **Textual Learners**

- Learn best through text
- Should write out explanations in their own words (in the margins of notes or books, for example)
- Translate graphs, diagrams, etc., into statements (the trend is...)
- Should write out words for memorization again and again
- Should re-read notes many times.

### **Kinesthetic Learners**

- Learn best through a hands-on approach, actively exploring the physical world around them
- Should use a lot of real world examples to illustrate abstract concepts
- Can memorize words by acting them out
- Should move around when having to concentrate intensely (rocking chair while reading, squeeze balls during exams)
- Should try to exercise before studying



## Motivation

OSU students represent a range of academic experiences and a range of academic abilities. Some students have a history of rigorous academic work; others do not. Some have a history of academic success; others do not. Students' attitude toward academic work involves a number of factors:

- Learning styles and preferences
- Motivation for success in college (parents, career, money, fame, etc.)
- Goals for education/course (A, B, D, 4.0, 2.0, etc.)
- Academic preparation or high school experience
- General academic skills – use of a planner? Reading ability/strategies? Note taking?
- Approach to time management
- Priorities and values, as well as views
- Stereotype threat (see Glossary for additional information about this phrase)

Students' paths to success and their concepts of what success looks like will, in some cases, differ from your own. Your goal as a Peer Educator is to assist them along their own paths to academic success in ways that acknowledge and engage their interests, motivations, skills, and abilities.

## When to Involve Additional Resources

Everyone needs a pathway to access learning and every student's pathway includes a variety of resources. Refer to the "Campus Resources and Referrals" section of this manual to learn more about making suggestions and referrals to students.

## Importance of Not Passing Judgment

You may interpret the behavior of some students to mean that they have previously struggled academically, have lower levels of confidence and/or lack enthusiasm when it comes to academics. You may be tempted to interpret certain behaviors (low grades in courses, silence in the session, tardiness, not turning in assignments, lack of preparation) as indications that the student with whom you work is not motivated, is choosing to fail, isn't putting in enough effort, or is being lazy. This is a very unproductive way of thinking for Peer Educators. If you make this assumption when working with a student, he or she will probably notice; this could negatively impact the session and potentially affect the student's overall confidence. If we view and treat students as motivated and capable, they are more likely to believe in their own ability to succeed.

## Building (Appropriate) Relationships

Developing and delivering well-structured and easily adaptable sessions is paramount to your ability to establish and maintain successful relationships with students. Once you are organized and intentional about your sessions, you will have the opportunity to work on additional important session elements such as building rapport, listening, offering praise, and sharing information about yourself.

## Structuring Your Session

Effectively structuring a session involves both planning what you need for the session and planning what the student should prepare for the session.

- What you want to do during the term, do during the first session: It's very difficult to change the trajectory of your interaction together once it has been set. You will set the students' expectations for the entire period of your relationship during the first meeting and will either reinforce or contradict those expectations as a result of your session structure in subsequent meetings. First session topics include: meeting times and locations, timeliness, use of technology (cell phones, MP3 players, laptops, etc.) during the session, preparation for sessions, mutual expectations, contact information, and expectations around communication.



What are other topics you might want to discuss with your student during the first session?

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- As you plan for your session, think about goals for what the session should accomplish and develop a clear set of activities or discussion points to help you meet these goals.
- Step back and look at the big picture from the student's perspective. Consider your students, the content, and the flow of the term, and develop your session plans with intention and flexibility to adjust to the contradictions and conflicts students face throughout the term.

- Reserve the last 5 minutes of your session to briefly review what you covered. One effective way to do this is to have the student(s) summarize. Also, make sure to point out gaps or material that there was not time to cover or that students should address on their own.
- Throughout each session, pay attention to the interactive dynamics and welfare of the students with whom you're working.

### **Building Rapport**

The relationship Peer Educators have with their fellow students is critical to the success of Peer Education. Above all, students should always feel welcomed and accepted by the Peer Educator. Peer Educators should always believe in their students' potential to learn and grow.

#### ***Establishing trust/common ground***

- Talk with students about things outside of the classroom before the session and on short breaks from the material
- Have an open posture (arms and legs not crossed) that shows you are engaged
- People imitate each others' body language
- Practice active listening skills
- Talk to the student, not the exercises/text you are working on
- Don't hover or stand over students
- Ninety degrees is the most comfortable collaborative position
- Make good eye contact throughout
- Have the student hold the pen/pencil/marker
- And finally, RELAX

#### ***When interacting with students, do...***

- Remember that the goal of Peer Education is more than simply helping students score well on examinations. Our focus is on building underlying academic skills and fostering deep learning. Mastery of these will lead to better grade outcomes.
- Recognize the limits of your job description and training. Listen patiently to student concerns and refer the student to those persons who are recognized experts on the issues the student describes.
- Be friendly to all students; recognize and honor the difference between being a friendly Peer Educator and being a friend.
- Provide straightforward, truthful responses. Maintaining the student's respect and trust depends on ensuring that what you say and what you mean are consistent with one another. People can sense when we aren't being our genuine selves. Be authentic, and don't hedge.

***When interacting with students, DO NOT...***

- Allow yourself to be drawn into an argument with a student, even if they are clearly wrong, asking for it, or start it first. Usually if you find the need to argue a point, it may be that you aren't approaching the situation from the best angle or that you are arguing the wrong point. Step back and reevaluate the situation, and approach the topic from a different angle. Commonly, arguments arise over details in course content. In many cases a disagreement about a detail may arise from a misunderstanding at the conceptual level. Take a step backwards and make sure the student is clear about the overall content and then return to the detail.
- Demand that a student defend him/herself to you. While it is appropriate to show concern if a student is behaving inconsistently (missing sessions or showing up late, for example), nothing else is necessary. Remember that you may not know all of the circumstances the student is facing. Maintaining an effective relationship involves avoiding being judgmental.
- Say anything that would make you sound like a parent, teacher, police officer, judge, etc. If there is a problem that you feel needs to be followed up on, the appropriate persons for that are your supervisor and/or the administrators in your office.
- Fix problems that students create and can solve for themselves. Your role is to support growth, not to enable. Just remember to be diplomatic when you must decline the invitation to get involved.



**Scenario:** You are working with a student who is trying to understand the instructions of an assignment. The student feels sure the instructor is asking for one thing, and you feel certain the instructor is asking for something else. You find yourself arguing with the student. How would you step back and reevaluate the situation? How do you get the session back on track for the task at hand?

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***Off-topic concerns voiced in a session***

Sometimes during your sessions, you will have a student who opens up about matters not related to the subject at hand, or that feel out of the scope of your work with him or her. Here is a process to keep in mind if and when the situation arises.

- Listen fully for a few minutes to determine the nature of the concern, the relationship of the concern to the current session, and how critical the situation is and the timeliness of a needed response.
- How pressing does the issue feel? Does it need to be handled now? Who is the most qualified and appropriate person to assist the student?
- If an immediate response isn't necessary, does the student have support/know where to get support?
- Describe the support you can provide in your role as a Peer Educator, and encourage her/him to take advantage of other resources.
- Simply, get back to the task at hand/topic of the session smoothly



You're working with a student on a psychology assignment, and the student starts talking about an issue s/he is currently having with a roommate. If you've followed the steps 1-4 above, how do you transition back to the task/subject at hand? What specific question or statements can you make to transition from the roommate conversation back to psychology?

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***Students do the work***

Make space for the students to do the work: if you give students all of the answers, any work being completed in the session is being done by you, not the student. Guide the direction of your students' thinking; do not do the thinking for them. The more independent they become, the better Peer Educator you are. By allowing students to have control over much of the process, you encourage independent learning and help students gain confidence in their own abilities. (Adapted from PSU SSS Tutor Manual [http://www.equity.psu.edu/sssp/pdf/tutor\\_manual.pdf](http://www.equity.psu.edu/sssp/pdf/tutor_manual.pdf) ).

One of the powerful functions Peer Educators fill is to demystify the learning process. As you move through a session, model and explain strategies that students can use themselves (adapted from WWUOWL Training Manual). Model it – don't just give them the answers.



**Scenario:** In a tutoring session, you're working with a student who asks you, "What's the answer to \_\_\_\_? Can you help me solve this problem?" How can you as a Peer Educator help them understand the process necessary for solving the problem? Brainstorm open-ended questions you could ask the student to help them figure out where to find the answer to their question:

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Although you may feel like students expect you to know everything, it is also important to realize that you do not need to be an expert in your field, and you are not expected to be. In fact, it can be valuable to model how to find information and seek answers to questions you and the student are unsure about. If you aren't able to find the information during the session, make sure you seek out answers that you may not have in the moment and follow up with the student. See "Campus Resources and Student Referral" section to know the times in which you should refer instead of answer on your own.

It can be important to understand the limitations of your work as a Peer Educator. You are also not the responsible party in terms of student commitments, responsibilities or grades; students are. You are responsible for operating a productive session. Your student is in charge of the rest. The student's time constraint is not your problem.

**Scenario:** While working with a student, he or she asks your advice about whether or not he or she should withdraw from or S/U a class. How would you respond knowing the limitations of your role as a Peer Educator?

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### **Acknowledgement, Appreciation, and Praise**

Praise is a fundamental part of communicating as a Peer Educator. It reinforces your commitment to the student, recognizes the work the student is doing, acknowledges what they have accomplished, encourages participation, and helps keep them motivated. In addition, when you provide thoughtful feedback, it reaffirms your credibility with a student because giving specific praise confirms that you have been paying attention.

Here are some important ideas to keep in mind when you are praising someone:

- Praise should never be condescending. Praise that does not seem genuine reflects poorly on your credibility and has the potential to hurt someone’s feelings.
- Try to praise evenly. In a group setting, this means making sure you find a way to acknowledge and praise each student. Working one-on-one, praising evenly means reserving superlative praise for truly extraordinary accomplishments. Consider the range of acknowledgment you would want to give a student and deliver praises intentionally.
- Always praise *the work* a student is doing, not the student as an individual.

Evaluate the difference between saying “You studied a lot for your exam and it looks like it paid off” and “You are really smart!” How would the student interpret what each statement meant?



What are other examples of appropriate and inappropriate praise?

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### Self-Disclosure

Rapport is established by creating common ground as students. Also, sharing some of that experience between the Peer Educator and student. Self-disclosure is a tool in communication and relationship building; however, it needs to be used intentionally and appropriately.

#### Guidelines for Self-Disclosure

Remember to consider these three guidelines when using self-disclosure in your Peer Education sessions:

1. **Sharing about yourself must be a powerful disclosure**
  - a. Say something insightful about yourself
    - i. “I once accumulated seven incompletes in graduate school, but I worked closely with professors to catch up.”

**2. Disclosures must be relevant to a student’s situation**

- a. Make a connection with the student’s issue
  - i. “I remember taking Anatomy and Physiology. You’re right, it can be tough to memorize all the information.”
  - ii. “When I was a new student, it was challenging for me to balance family, academics and my social life as well.”

**3. Bring your self-disclosure back to the student’s situation**

- a. Use the disclosure to encourage a deeper look at a student’s situation
  - i. “I’ve told you about the exam I failed, and how I bounced back using several study methods. What do you think about those methods I mentioned? Which ones could you use to help you prepare for your next exam?”

**Your Experiences**

If you could self-disclose to a student, what would you tell them? Experiences can be from the past, something you are currently undergoing, or a future endeavor you anticipate. Adapted from OSU Coaching Manual, (Contreras, Prindiville, Dempsey 2009).

Additional questions to ask your self when disclosing information include:

- What is effective about sharing this information?
- Will this promote or improve our rapport?
- What is a potential negative impact of sharing this information?
- How much is too much?

**Possible Self-Disclosures**



In the spaces below, indicate what experiences you feel would be great to bring up in a session and how this would be of help to students.

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## Professionalism

Peer Educators are student leaders and valued employees of OSU. Peer Educators are a critical component of student success at OSU and are expected to maintain a high level of professionalism in all aspects of their work. The expectation is that Peer Educators will maintain high standards of work that reflect the mission and values of the department and the university.

OSU recognizes and values the educational importance of work experience as a bridge between academics and career development. Your work as a Peer Educator is both an opportunity to serve fellow students and a place to continue developing your professional identity. This manual reflects our commitment to your development as a Peer Educator and an employee of OSU.

Much of what we learn from others is what we observe in their behavior. Therefore, as student leaders, Peer Educators are expected to model successful academic and professional behavior. In addition to the specific expectations of your position, department, and supervisor, the OSU Student Employee Manual outlines the following as responsibilities of the student employee.

***The responsibilities of the Student Employee are:***

- Expected to [sic] maintain high standards of behavior on the job that reflect well on both you and the university.
- To perform [sic] assigned duties promptly and competently.
- Complete and sign their timesheet, reporting actual hours worked.
- Abide by the rules, regulations and policies of the university and the office or department in which they work.
- Adhere to their designated work schedule. Absences should be reported and cleared with their supervisor.
- Adhere to proper dress code required by their department.
- Maintain eligibility requirements for working on-campus.
- Act in a professional manner concerning all aspects of their work.
- Maintain confidentiality regarding any confidential information revealed during the course of your employment. Such areas would include, but are limited to, student

records and financial information. A breach of such confidentiality or any act of dishonesty is just cause for immediate dismissal from their position. Depending on the nature of such an offense, a student employee may be permanently dismissed from Student Employment. (OSU Student Employee Manual, date).

For more information on student employment policy, visit:

<http://oregonstate.edu/dept/budgets/STUEMPManual/STUEMPManual.htm>

## **Professionalism in the Session**

### ***Dress Code***

Certain programs may impose specific dress code policies. Whether or not the program you support requires a specific dress code, remember that your appearance, just as your behavior, will have an impact on your work with your students. Provocative or tight-fitting clothing, revealing shirts, bare midriffs, offensive images, visible undergarments, excessively short shorts/skirts or low-slung pants may affect the rapport you are trying to develop with your student(s) and the identity you are trying to establish as a professional on campus.

### ***Cell Phones, Head Phones and Technology in the Session***

Although cell phones, MP3 players, and other technological gadgets can have academically-related applications, they are generally distracting during Peer Education sessions. You will set specific expectations with your students about what is acceptable to use and when during the first session. Nonetheless, as someone who models success skills for avoiding distractions, it is important that you create an environment that promotes effective learning. Here are some guidelines for using technology in ways that will not impede the educational effectiveness of your session(s).

- As a general rule, cell phones should be turned off or set to silent (vibrate off) and placed out of sight.
- Unless working on session-related content, laptops should be kept off and placed out of sight.
- When laptops are used, only session-related programs should be running.
- Unless working on session-related audio files, MP3 players should be turned off and placed out sight. Even if the player is turned off, wearing ear-buds or headphones makes you appear inaccessible to your students.

### ***Emergencies***

Most of the time, sessions will run smoothly, students will interact well with one another, and your work together will be productive. Although it is appropriate to refer extraordinary situations to your supervisor, there are situations when you are empowered to respond on behalf of yourself and others.

- At any time that you witness threatening or violent behavior or suspect imminent danger, contact the Public Safety emergency line: 737-7000. You may dial this number from any campus phone (7-7000).
- If a student expresses desire to commit bodily harm to him/herself or others, offer to walk the student to CAPS (for more information about suicidal ideation and how to respond, please visit the CAPS website: <http://oregonstate.edu/counsel/suicide-prevention>). If the student refuses to go with you at that time, provide them with the information to be able to go on their own. Then make contact with your supervisor or someone in your program office. If your supervisor is not available, please contact the Office of the Dean of Student Life (#541-737-8748) or the Campus Police (#541-737-3010) depending on the circumstances.

## Professionalism outside the Session

### *Rules of the Road*

We want to be respectful of your private lives and social time. Nevertheless, there will be times when you encounter students in social situations. Here are some guidelines to help you create comfortable and professional boundaries that maintain the appropriate relationship you have built.

- **Your central role is to support students' academic success:** Consider your own behavior outside of sessions as well as the unexpected ways you may encounter students outside of your sessions. Choices you make will impact your ability to support them.
- **You are always in the public eye:** Even though the students are peers, you are in the role of a para-professional in the employ of the university. If you run into students socially, you are perceived as a representative of your program.
- **Set boundaries:** In every encounter with a student, it is your responsibility to structure and maintain an appropriate relationship.



**Scenarios to think about...**

- How would you handle running into a student with whom you work at a party? What would you do? What would you NOT do?
- How much personal information do you share with the students with whom you work? What kinds of information would you NOT share?

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***Potential Pitfalls***

Certain behaviors and interactions can jeopardize your professional relationships. We recognize that on occasion a Peer Educator and a student may develop a relationship that extends beyond the scope of a traditional Peer Education situation. Remember that you are a professional who has been hired to perform an important job.

If you initiate and/or engage in a non- professional relationship of any kind with a student, please inform your supervisor. At the discretion of your supervisor, you may be reassigned.

- Examples of non- professional relationships include, but are not limited to: dating, going out socially, “friending” through online social networking sites like Facebook and MySpace, and socializing at your residence or a student’s residence.
  - If you are unclear about whether a specific action, activity, or behavior is non- professional, do not hesitate to contact your supervisor for clarification. Err on the side of safety.
  - If you work with student athletes, please contact Academics for Student Athletes for specific NCAA guidelines on this topic.
- As a public figure, you may want to consider how the information you disclose about yourself, online (on the Internet), may be used by others.

- The following link from the Department of Public Safety outlines several helpful reminders: <http://oregonstate.edu/dept/security/safety-tips>.



**Scenarios to think about...**

Is it appropriate to “friend” on Facebook or “follow someone” on Twitter if you work with them as a Peer Educator? What are the possible implications of doing so?

- What if you are “friends” on Facebook with someone, and THEN you begin to work with them as a Peer Educator?
- How should you respond when someone tries to friend you on Facebook and you say no, and later they ask why?
- What information would they be able to access? How would that information impact their view of you as a Peer Educator?

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With respect to online social media, please address any questions you may have with your supervisor.

**Confidentiality and FERPA**

Confidentiality protections are guaranteed to all Oregon State University student records under the Family Educational Rights and Privacy Act (FERPA). FERPA is the legal basis for the protection of student records, including information gathered within tutorial and study services on campus. As a Peer Educator, you are prohibited from discussing any information about students including course grades or academic standing with anyone other than the student, your supervisor, or Peer Education staff within your unit with an established need to know. This means you may NOT share identifying information about students or sessions with friends, family, or in any social settings.

We strongly suggest all Peer Educators complete the OSU online FERPA Training. Some offices may require proof of completion. The following website contains the FERPA tutorial: <http://oregonstate.edu/dept/computing/train/ferpa/index.htm>

If your office requires proof of completion, print the confirmation page (which verifies that you have successfully worked through the tutorial). Write your name and date on the page, and then turn in a copy to your supervisor.

## **FAQ on Confidentiality and FERPA**

### ***Why worry about confidentiality?***

As a Peer Educator for Oregon State University, you may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. You might also receive verbal or written communication from your supervisor, course instructor, or other students concerning course grades, which should be kept confidential. Employment as a Peer Educator with Oregon State University means you must accept the responsibility of preserving the confidentiality of this information and acknowledge that failure to adhere to these guidelines may result in the termination of your employment.

### ***What kind of information do I need to keep confidential?***

FERPA does not simply apply to what someone could find in the university database. It applies to what you might learn in informal contexts, on or off campus, as well. Types of information may include—but are not limited to: course grades and course progress, academic standing, class attendance, as well as more personal information such as religion, gender identity or sexual orientation, injuries or physical limitations, relationship status, socio-economic status, national origin, immigration or nationalization status, legal history, medical permissions, and age.

### ***With whom can I share information about students?***

Your supervisor is the primary person to go to with information about a student.

### ***Is confidentiality just about using someone's name when I talk about them?***

Names are not the only ways we identify people. Certain aspects of a person's appearance, mannerisms, voice or speech, personality, social groups, and positions they may hold on campus are all potentially distinguishing characteristics. Protecting someone's identity involves taking care not to mimic individual characteristics or to talk about them such that others could identify the student based on your description.

### ***In what circumstances must you break confidentiality?***

If someone talks about harming themselves or others, or, if you witness harassment or discrimination within the scope of your position or if a student you work with tells you

about a situation in which s/he is experiencing harassment or discrimination; in the event that any of the above situations occurs, contact your supervisor immediately.

***Does FERPA apply only to face-to-face conversations? What other kinds of communication do I need to be careful about?***

FERPA confidentiality protections extend across all mediums of communication: print, email, the Internet (including Facebook, MySpace, blogs, etc.), word-of-mouth, etc. Initial access to official and unofficial student records is limited to OSU faculty and staff with an academic need- to- know basis. This privacy protection extends after students finish at OSU.

**Campus Resources and Student Referral**

In your work as a Peer Educator, it is likely that you will have the opportunity to tell students about resources with which they are not yet familiar. Sometimes a student may seek basic information about a resource or service, and your referral as a Peer Educator may be the catalyst for them to utilize this resource. You can discuss with students additional resources that may also address their needs, especially if you are knowledgeable of other existing services.

***How to make a referral***

- One powerful way to help someone prepare for a new experience is to describe what he/she might encounter. As a Peer Educator, you should familiarize yourself with the various services on campus, their locations, and the processes involved in using them.
- Consider consulting with staff about the possibility of referral for a student. When consulting with staff about a student, be careful to maintain student confidentiality. Make sure to follow up with the student to give the referral.
- You are an amazing resource for our students. You have learned how to navigate OSU and probably know more than you realize about how OSU works and how to communicate effectively as a student. You can discuss the purpose of office hours (asking questions about assignments, course material, grades, etc., and going over exam results, etc.), how to address a professor or instructor in an e-mail (i.e. Dear Professor\_\_\_\_\_, or Dear Dr.\_\_\_\_\_, or Dear Mr./Ms.\_\_\_\_\_), how to identify yourself in an e-mail (your full name and which of their courses you are taking), and how to phrase a request for information or an extension.
- Sometimes it can be helpful to call a resource or service on behalf of a student to inform them about the student's interest in the resource. Get the student's consent before making the call.

- Depending on the concern, taking time to walk the student to a resource makes for a powerful and supportive referral.
- Please do not suggest or recommend services beyond your capacity as a Peer Educator.

### ***When to make a referral***

- Listen fully for a few minutes to determine the nature of the concern, and the relationship to the current session, determine how critical the situation is and the timeliness of a needed response.
- How pressing does the issue feel? Does it need to be handled now? Who is the most qualified and appropriate person to assist the student?
- If an immediate response isn't necessary, does the student have support/know where to get support?
- Describe the support you can provide in your role as a Peer Educator, and encourage her/him to take advantage of other resources.
- Then it is back to the task at-hand/topic of the session.

Be cautious and tactful when making referrals. For example: If a student self-discloses a learning difficulty or concern, he or she may choose to use services available from Disability Access Services (DAS) as one of these potential resources. DAS works with students in a number of ways including helping student arrange accommodations and offering resources and referrals as needed. While you can propose that a student visit DAS for more information, it is not your role as a Peer Educator to speculate about or diagnose a learning disability. Furthermore, all you can do is recommend that help be sought; it is the student's choice to pursue outside help.

### ***Campus Resources***

Please see the *OSU Experience* resources website (<https://experience.oregonstate.edu/resources>) for the most up-to-date list of campus resources and contact information.

### **Communication**

Regardless of the program you support, the underlying skill you will need in Peer Education is communication. You will interact with a variety of students. Some may be extremely verbal while others may be more passive. Your ability to interact with diverse students will determine the outcome of sessions. Peer Education thrives on the quality of



a working relationship. Hone your communication skills, as they will guide the rapport you create with students.

Communication in this job will vary between situations and individuals. Please keep in mind the role that background, experience and culture play in communication styles. Be aware of your own style of communication, and be open to different styles of others. Throughout all aspects of your work, we ask that you keep in mind that you represent the department in which you work, and we ask that you act in accordance with the mission and values. We expect that you base your communication and interactions with all on the grounds of professionalism and respect.

### **Cultural Difference in Communication**

One important aspect of a successful Peer Education relationship is to create a safe and supportive environment conducive to open and honest dialogue. Please model respectful communication in all aspects of your work, and expect the same from the students with whom you work. When working with students who have communication styles that differ from your own, we encourage you to be patient and use these instances as learning opportunities for both of you.

Not all students are alike, and, more importantly, not all students are like you. This may seem like an obvious statement, but when it comes to communicating with students, this is of the utmost importance. People of different cultures and backgrounds may communicate differently both verbally and non-verbally. When working with all students it is important to:

- Pay attention to how the student communicates verbally – tone and level of voice, directness and indirectness of speech, etc.
- Pay attention to how the student communicates non-verbally – eye contact, personal space, etc.
- Pay attention to how the student responds to your communication style.
- Be respectful of the way a student communicates and works to find a way of communicating that is understood, respectful and appropriate for you, the student and those around you.

### **Responding to Inappropriate Communication**

There may be times when you find yourself in a situation where communication issues arise. Examples could be verbal or non-verbal and could include situations such as:

- Student calls the Peer Educator or another student a derogatory name

- Students talk about specific cultural or gender groups in a derogatory manner or use culturally- or gender-biased language
- Student ascribes culturally-biased characteristics to another student or group member
- Student makes a sexual or lewd gesture or comment to another student

In cases like these, at first it might seem awkward to address the speaker. However, Peer Educators should be social justice allies for all students. Whether the offensive behavior was intentional or not, if you witness such behavior and say nothing, you are giving tacit approval to that behavior. What's more, as a representative of your program, your silence also indicates that your program approves of the behavior. Trauma, distrust, shame, anger and feelings of isolation—typical responses people have to being the subject of offensive behavior—are proven to inhibit learning and to erode the basis for healthy relationships. The aim of intervening in response to offensive behavior is not to advance any specific political viewpoint but to protect the right to learn of all students at OSU.

If you perceive the situation, the student causing the behavior, or the student(s) impacted by the behavior to be physically or emotionally threatening, act in accordance with guidelines in the Emergency Section of this manual.

### **Guidelines for Addressing a Student Who Engages in Offensive Behavior**

Instances of offensive behavior require intervention on your part. In these cases, we ask that you:

- Respond immediately
- Be respectful
- Be firm, but calm and polite
- Be less disruptive than the disruption
- Be personal and instructive
  - Help the student figure out the appropriate way to express him/herself; this help may include reiterating rules and expectations or trouble-shooting a situation with a student by considering the needs and rights of all involved.
- Help create alternative strategies to the disruptive behavior
- Acknowledge choices and consequences

Although it is best for all involved that the situation be addressed immediately, if you do not feel capable of or safe confronting the student responsible for the behavior, contact your supervisor as soon as possible. Whether you or your supervisor talks with the student, the situation must be addressed. In addition, we encourage you to inform your supervisor about the incident and use him/her as a resource in debriefing the situation.

### **Guidelines for Addressing a Student Impacted by Offensive Behavior**

Instances of offensive behavior require intervention not only for the student(s) causing the behavior but also for those impacted by it. For these student(s), we ask that you fulfill the following responsibilities:

- Address the student(s) as soon as possible, at the end of the session if possible, but not in front of other students or the student who behaved offensively.
- Assure the student(s) that you will do what you can to ensure a safe environment.
- Ask the student(s) whom they have that they can turn to for support (RA, family member, counselor, mentor, resource on campus) and be prepared to offer recommendations if the student has no suggestions.
- Invite the student to debrief with your supervisor. Your supervisor will be able to refer the student to additional resources if necessary.

When in doubt, ask your supervisor for recommendations on successful communication.

### **Communication in the Session**

In the first meeting, it is essential to set the tone for how you communicate and how sessions will be structured. Anything you want to do regularly with your student(s), do during the first meeting.

- Spend a few minutes just getting to know the students.
- Talk about their experiences in the class so far.
- Set goals for this term, this class, and for your time together.
- Establish the students' commitment and responsibilities to the group.
- Exchange contact information.
- Make it clear what the students need to do by the next session.

In general, avoid interrupting student answers. Peer Educators should provide a comfortable environment for students to ask questions or attempt answers. If you are working in a group, look for opportunities to intervene when students interrupt, mock, or talk over one another.

## Questioning and Listening

Questions are vital in any peer-to-peer relationship because they carry the conversation. Remember, one of your roles is being a soundboard for students so they can think out loud. Asking questions allows you to fulfill this role. There are two components to this style of communication: speaking through questioning and listening.

There are two primary types of questions, open-ended and close-ended. For the most part, you will want to use open-ended questions.

Using open-ended questions helps gain a deeper understanding of what is being said. This type of questioning supports the communication value by ensuring that you are a listener first, talker second. The idea is to ask thoughtful questions that can elicit elaborate descriptions from students. Here are a few examples:

- What would you like to see happen about your difficulties in Economics?
- How would you describe your learning style?
- Can you tell me how important it is to you to improve your grades?
- How is Biology class going for you?

Questions can also be reformulated as command statements where you ask students to provide more detail about their academic issues, such as:

- Explain how it felt to write that research paper well ahead of schedule.
- Tell me more about your struggles in taking exams.
- Tell me more about your study habits.
- Describe what a typical study session looks like for you.

Keep these open-ended questions and command statements in mind when working with students. Doing so will shed more light on students' academic situations and give them opportunities to voice their concerns.



Think about a moment in your interactions with a student (or a peer) in which you felt uncertain, wished you had additional information, or wondered what to do next. Brainstorm possible open-ended questions you could ask the student.

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### ***Listening***

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others. We listen to obtain information. We listen to understand. We listen for enjoyment. We listen to learn. (Mind Tools, 2009, <http://www.mindtools.com/CommSkill/ActiveListening.htm> ).

### ***Becoming an active listener***

Below are the key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

#### **■ Pay attention**

Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.

- Look at the speaker directly.
- Put aside distracting thoughts. Do not mentally prepare a response.
- Avoid being distracted by environmental factors.
- “Listen” to the speaker’s body language.
- Refrain from side conversations when listening in a group setting.

#### **■ Show that you are listening**

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.

- Encourage the speaker to continue with small verbal comments like “yes” and “uh-huh.”
- **Provide feedback**

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

  - Reflect what has been said by paraphrasing. “What I’m hearing is…” and “Sounds like you are saying…” are great ways to reflect back.
  - Ask questions to clarify certain points. “What do you mean when you say…” “Is this what you mean?”
  - Ask for more information. For example, you could say, “Tell me more about that.”
  - Summarize the speaker’s comments periodically.
- **Defer judgment**

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

  - Allow the speaker to finish.
  - Do not interrupt even if you think you know how they will finish a thought.
- **Leave time for reflection**

Be patient. Many people need time to think about questions/problems before answering them. It can feel awkward, but always try to give students at least 10 full seconds to think.

  - Create space and time in your discussion for students to reflect.
  - Waiting provides an opportunity for participation from students who do not respond right away.
- **Respond appropriately**

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

  - Be candid, open, and honest in your response.
  - Assert your opinions respectfully.
  - Treat the other person as he or she would want to be treated.

(Adapted from Mind Tools, 2009,  
<http://www.mindtools.com/CommSkill/ActiveListening.htm>)

## Student Support Services Policies and Procedures

### Absences

Employees can have up to three excused absences per term. Please reserve these absences for sick days, inclement weather, and other situations in which missing work may be necessary. When an employee is absent, it is his/her responsibility to contact a supervisor. **Three unexcused absences will result in termination.**

### Late Arrival

When an employee is going to be late, it is her/his responsibility to contact a supervisor. If an employee is more than 15 min late, he/her will be documented as absent for that day.

### Time Sheets

Time sheets can be found in the Student Support Services (SSS) office. They must be signed by the SSS director and are due on the 15th of each month.

### Small Group Workshops

As assigned, tutors will be asked to instruct small group workshops. Workshops will require lessons, examples, and discussion questions. They will last 30 min to 1 hour.

### Documenting Student Meetings

Students must fill out the Tutor Check In Computer form before receiving tutoring services. This form is digital and available in the tutor center. **All tutor sessions must take place on the 3<sup>rd</sup> floor of Waldo hall.**

### Observations

Having a fellow tutor observe your performance is a learning experience for both the observer and the observed. All tutors will be observed once by the Tutor Coordinator or a tutor mentor, and once again by a peer tutor, each term. After each observation, the observer will write up a 500-1000 word critique and submit it to the Tutor Coordinator. A copy of the critique will also be given to the observed tutor.

## Employee Confidentiality Statement

*As an employee of an Oregon State University Peer Education program, I understand that I may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may receive verbal or written communication from my supervisor, course instructor (if applicable, with prior approval by supervisor), or other students concerning course grades, which should be kept confidential. I also understand that employment with a Peer Education program means that I must accept responsibility for preserving the confidentiality of this information and that failure to adhere to these guidelines may result in the termination of my employment.*

I have read the above employee confidentiality statement and understand and accept the responsibility to preserve the confidentiality of privileged information.

Employee Signature \_\_\_\_\_

Employee Name (print) \_\_\_\_\_

Employer Signature \_\_\_\_\_

Date \_\_\_\_\_

Peer Educator Copy



## EMPLOYEE CONFIDENTIALITY STATEMENT

*As an employee of an Oregon State University Peer Education program, I understand that I may have access to confidential information such as grades, student records, test results, student progress in class, and similar data. I am aware that I may receive verbal or written communication from my supervisor, course instructor (if applicable, with prior approval by supervisor), or other students concerning course grades, which should be kept confidential. I also understand that employment with a Peer Education program means that I must accept responsibility for preserving the confidentiality of this information and that failure to adhere to these guidelines may result in the termination of my employment.*

I have read the above employee confidentiality statement and understand and accept the responsibility to preserve the confidentiality of privileged information.

Employee Signature \_\_\_\_\_

Employee Name (print) \_\_\_\_\_

Employer Signature \_\_\_\_\_

Date \_\_\_\_\_

Coordinator Copy