
The Student Mentor Handbook

A Guide for Multicultural Student Mentors



MSMP Mentors

27th Edition ©2020

**Office of Multicultural Student Services
Community, Equity, and Inclusive Excellence
Division of Student Affairs**

<https://mss.wsu.edu/programs/mentoring-programs-overview/>

**The Student Mentor Handbook was originally compiled and edited by J. Manuel Acevedo and Raymond Herrera on behalf of the Multicultural Student Mentor Program. Now, in its 27th edition, it has undergone many updates and changes led by Virginia Tavera-Delgado with the help of various MSS students and staff.*

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The Multicultural Student Mentor Program (MSMP)

The Multicultural Student Mentor Program (MSMP)

The MSMP is a peer-to-peer model designed to facilitate the successful transition and retention of incoming multicultural first-year students. This program promotes and facilitates student interaction and provides opportunities for students (mentors and mentees) to connect and form strong academic relationships, share knowledge, and work together to succeed in college. Student mentors provide mentees with personalized and sensitive support for academic, personal, and social development while enhancing their leadership, team building and communication skills. Student mentors maintain weekly contacts with mentees and model cross-cultural communication, cooperation, understanding and interaction. The main goal of the MSMP is to facilitate the transition and adjustment of first-year students to campus life.

MENTOR INTERNSHIP ACTIVITIES AND RECOMMENDED HOURS DISTRIBUTION

Hours

Mentors intern 6 hours a week for a total of 90 per semester. Each week, their hours will typically be broken down to the following:

Fall Semester

- **3 Office Hours-** greeting students in the Center, being there to answer questions/make referrals and assisting in the planning of cross-centers' activities. Also, mentors should utilize this time to complete their online logs.
- **1 Hour Contacting Mentees-** Mentors should utilize this time to **contact** their mentees. Thus, mentors should make an effort to make connections with their mentees throughout the semester to provide guidance and support through personal meetings, social media, emails, and phone calls. These interactions should be documented in their weekly log reports.
- **1 Hour weekly Center mentor meeting-** weekly meeting with Center's mentors and Retention Counselor (RC) to discuss and address mentees' issues and to continue receiving on-going supervision and training.
- **1 Hour class UNIV 497/or a Monthly In-Service Seminar-** This class/seminar is taught by MSS staff and it is only required for the Fall of the first semester of mentoring. The key objectives of this seminar are to give mentors the tools for leadership, mentoring, and cultural competence. In addition, mentors will have time to collaborate with other mentors to organize cross-center activities.

Note: mentors who are taking more than 18 credits are not required to register for the class, yet they must attend. Students participating in a seminar rather than class do not receive credit.

Spring Semester

- **3 Office Hours**
- **1 Hour Contacting Mentees**
- **1 Hour Weekly Center Mentor Meeting**
- **1 Hour Weekly Cross-Center Event Planning Meeting with RCs/GSIs (e.g. leadership conference).**

As indicated above, distribution of hours during the Spring semester differ from the Fall in that mentors may meet weekly with their RCs to organize cross-center activities instead of attending the UNIV 497 class/seminar.

In addition, internship hours may be earned in the following ways.

- **Hosting study tables-** mentors will facilitate the meeting of students and tutors at study tables in their respective centers. Each study table should typically take 2 hours. The number of sessions that a mentor hosts and how many additional sessions beyond the minimum will be counted towards mentor hours will vary between each Center.
- **Organization activities-** There are many organizations affiliated with the Student Centers in which mentors and mentees are involved. Interactions in which a mentor may hold an “officer position” in one of these organizations that a mentee also participates in **cannot be counted towards their 6 weekly hours**. However, ***personal interactions*** in these clubs with mentees can be documented in the online logs if there is discussion geared towards mentoring.
- **Center activities-** With prior communication with respective RC, a mentor that is involved in the planning process or hosting of a Center’s event can count this time towards their weekly internship hours.
- **MSS/Mentoring activities-** Participating in MSS/MSMP events such as Retreat, CONEXION, and Halloween **DO NOT** count towards weekly hours.

General Internship Responsibilities

- Mentors intern to assist mentees from the week before classes start to the last day of instruction (Dead week). Mentors are also expected to attend the Mentors’ Retreat, activities during the Week of Welcome, CONEXION, and cross-center events.
- Attend weekly meetings.
- Host office hours.
- Initiate and maintain **personal contact** (about six times per semester) with assigned incoming first-year students (mentees).
- Attend weekly class and complete class assignments on time and in a satisfactory manner (Fall sem.)
- Log hours and mentee interactions in an online database.
- Logs are due every week on the day decided by each RC (e.g. every Monday).
- Mentee engagement done for all mentees once a month, and at the end of the semester.
- Participate in planned Center and MSS activities for MSMP.
- Participate in the end-of semester assessment and evaluation of your experiential learning and internship.

For a complete list of guidelines and expectations, please refer to the Program guidelines in the following page.

Mentoring as an Experiential Learning and Internship for Students: Program Guidelines for Mentors

The main goals of the Multicultural Student Mentor Program (MSMP) focus on supporting the educational experience, the transition, retention, and graduation of incoming multicultural first-year students. The program also provides the selected student mentors with meaningful experiential learning and internship that will prepare them for the mentoring role and for post-baccalaureate endeavors such as entering the workforce or professional/graduate school.

1. Practical learning experience. Throughout the year, mentors will participate in a number of mentoring activities.

- Initiate and maintain personal contact (about six times per semester) with assigned Mentees to help them:
 - create and maintain strong connections with the University, MSS, their College/Department;
 - guide Mentees as appropriate in what it means to be a Coug/College student, emphasizing academic achievement, personal development, and involvement inside and outside the classroom setting;
 - brainstorm strategies for a successful academic experience;
 - utilize resources within the university and encourage Mentees to identify and apply for scholarships, internships, and other scholarly related opportunities;
 - Refer Mentees to participate in tutoring; nominate at least one mentee to TMP, McNair, internships, First Gen Study Abroad, or other opportunities.
- Provide guidance to acquaint Mentees with the nature, structure, policies, & resources available at WSU
- Maintain an online weekly mentoring log of activities involved in as a Student Mentor
- Meet weekly with respective Retention Counselor
- Assume a leadership role in the development and implementation of MSMP gatherings, events, workshops, and special projects as requested by Retention Counselor (i.e. internship information, tutoring, study tables, etc.)
- Invite and encourage mentee participation in University Convocation, CONEXION, MSS Open House, Career Expo, and be available for relevant Center and MSS functions
- Promote and support the Multicultural Student Mentor Program, MSMP/MSS functions, events, and opportunities

2. Leadership training: Mentors will have access to theoretical frameworks and writings that will help them prepare to understand and address the unique challenges and potential of their mentees. These training includes:

- Summer Mentoring retreat: Introduction to mentoring, Student Affairs practices, University, Student Affairs and MSS Mission and goals.
- The in-service monthly seminars and serve 6 hours weekly (90 total hours per semester): These in-service seminars will cover mentoring theory and praxis, campus resources, and leadership development.
- Ongoing learning about university support services and university student organizations to refer and help Mentees network as appropriate.
- Completion of the online course “Discrimination/Sexual Harassment Prevention.”

- Learning the value of adhering to ethical and professional behavior and the importance of the Ethics for the helping professions: *Commitment, Competence, Integrity, Respect, Responsibility to Self, and Responsibility to student/Mentee.*
- Maintain a minimum GPA of 2.5 and complete a minimum of 12 graded hours every semester.

3. Reflective Observation: as a program participant the mentor will have ongoing opportunities to consciously reflect on the mentoring experience, the challenges and potential faced by their mentees on their educational experience, develop insights about mentoring to address those challenges, and their own growth in the mentoring role and as a para-professional in training.

- Present case studies during the in-service seminars, in the group meetings, and individual meetings with Retention Counselor
- Utilizing the Self-Assessment and the Supervisor-Assessment rubric compare and discuss feedback for personal and professional growth. Students are viewed and related to as para-professionals in training who engaged in structured experiences designed to help them develop or refine skills in the following areas: entry level professional skills; the value of information and evidence; organization and university learning mission; teamwork and leadership; cultural/global competency; and communication.
- Present personal Portfolio at the end of the experience.

4. Additional Benefits: In addition to the benefits already outlined, the mentors can also receive a mentoring scholarship for the year they participate in this internship and a significant experience to strengthen their resume.

Mentor Code of Ethics

I. Ethics “Moral principles adopted by an individual or a group to provide rules for the right conduct.” (Corey, Corey, Callahan – Issues and Ethics in the helping professions). In a mentoring relationship - like in any other helping relationship- the main purpose of **acting ethically** is to enhance the well-being of the mentees.

II. Ethical Principles (Taken and adapted from the Statement of Ethical Principals and Standards. ACPA Executive Council, November 1992. American College Personnel Association) -Guide the behaviors of professionals/Mentors in everyday practice

1. **Act to benefit others**
2. **Promote justice** – Commitment to “...assuring fundamental fairness for all individuals within the community.” “...demonstrating appreciation for human differences and opposing intolerance and bigotry concerning these differences.”
3. **Respect autonomy** – “...promote individual autonomy and privacy.”
4. **Be faithful** – Mentors are “truthful, honor agreements, and are trustworthy in the performance of their duties.”
5. **Do no harm** – Mentors “do not engage in activities that cause either physical or psychological damage to others.”

III. Ethical Standards*

1. **Professional Responsibility and Competence** – Mentors assume an active role in developing the knowledge and skills needed to provide mentoring. Being a competent mentor also means knowing one’s limits.
2. **Student Learning and Development** – Mentors “...must be sensitive to the variety of backgrounds, cultures, and personal characteristics...” of their mentees. These characteristics have significant impact in the mentees learning and development.
 - Treat mentees as “...individuals who possess dignity, worth, and the ability to self-direct.”
 - Avoid dual relationships (i.e. dating, sexual intimacy, sexual harassment, etc.).
 - Confidentiality
 - Confront mentees regarding issues, attitudes, and behaviors that have ethical/legal implications
3. **Responsibility to the Institution** – Mentors know and promote the mission of the institution/program
4. **Responsibility to society – Mentors** “...work to protect human rights and promote appreciation of human diversity...”

IV. Practical Recommendations

1. Consult, Consult, Consult: Collaboration with colleagues, supervisors, university resources
2. Caring and Competence: Remember the main guiding principle: “Am I acting in the best interest of the mentee?”
3. Confidentiality is a must but remember and communicate the limits
4. Other:
 - **Commitment:** Fulfill your obligations to the program.
 - **Competence:** Know what you are talking about.
 - **Integrity:** Be honest with your students, yourself, and the program.
 - **Respect:** Value and support the difference of others.
 - **Responsibility to Self:** Adhere to program policies of professional conduct. Ask for help when need it.
 - **Responsibility to Student:** Maintain appropriate confidentiality. Do what you say you are going to do.

Communication with your Mentees

Contact your mentees as soon as you receive your mentee list during the summer. Introduce yourself and share some basic information (like your major or what groups you are involved in). Explain that you are their peer mentor and tell them a bit about the Multicultural Student Mentoring Program.

Mentees are likely to be shy in the beginning. Try to get them talking by asking lots of open ended questions. Here are some sample questions to help break the ice.

- Where are you from? What is your hometown like?
- What did you do over the summer?
- What made you decide to come to WSU? What other schools were you considering?
- Did other students from your high school come to WSU this fall?
- What was your favorite subject in high school?
- What kind of music do you listen to?
- What is your favorite movie of all time?
- What aspect of college are you most excited about? Most concerned with?
- What are your expectations for the mentor program?
- What kind of activities would you like to do this term?

Listen: Participate in the conversation by being an active listener and then ask questions to get more information.

Communicate clearly: Be clear about the facts, your opinions, and expectations.

Let the student solve the problem: In most cases the student already knows the answer and is merely looking for someone to ask the right questions and support them in coming to a decision. Avoid statements such as “you should”; you can direct the student to the appropriate resource and then let them solve the problem.

Use your resources: We don’t expect you to know the answer to every question out there; however we do expect you to use the resources you have been provided with. It’s OK to make a mistake. That is how you learn and become better. However, don’t answer a question unless you are willing to take responsibility for the answer you give.

Use self-disclosure: As long as you think it’s helpful you should feel free to share experiences with your students. You should, however, avoid unhelpful statements such as “I had that problem, and no one helped me.”

Guide and tips for in-person and virtual Meetings with mentees

1. If this is your first meeting with your mentee, please start off by introducing yourself, where you are from, your major and why you are part of the Team Mentoring Program. Share what your extracurricular activities are, perhaps your mentee would like to get involved with your club!
REMEMBER TO SMILE

2. Allow them the time to introduce themselves, and then ask them what they expect from you as a mentor and what they hope to gain from the TMP program.
3. If they're not sure why they are part of the TMP program, this is the perfect opportunity to explain how TMP can be beneficial to them. "TMP offers the opportunity to network with your peers in similar majors, professionals in your chosen field and you can earn scholarships and grants for textbooks, research, travel and study abroad."
4. Let them know you are there to help them, for example if they are struggling with a subject that you can help with you can offer to set up weekly tutoring meetings with your mentee during office hours.
5. If they are interested in getting involved in research and you know how to help them get involved, guide them through your process. If you are not personally involved in research, then this is the perfect opportunity to reach out to your faculty mentor and schedule a meeting between yourselves and discuss the steps your mentee should take to get involved.
6. Sometimes mentees are not sure themselves what their goals are, your job is not to assign them goals but to guide them while they find their own way. Be there for them as they figure out what their journey through STEM is because it may not be the same as yours.
7. Be honest, genuine and authentic always.

Icebreaker questions to get to know your Mentee better over Zoom

1. Two Cougs and a Husky (Two good things about your week, and one bad thing to complain about) – a good overall check in for mentors and mentees alike to allow them to focus on the positive things in their lives that outweigh the negatives
2. If you could do your dream job 10 years from now, what would it be?
3. What is the best piece of advice you've been given?
4. Do you like online/distance learning or face to face learning better?
5. Do you have a pet? If not, what sort of pet would you like? Follow up: If you were an animal, what would you be and why?
6. Name one thing you really like about yourself.
7. Does your name have a special meaning and or were you named after someone special?
8. What are your favorite hobbies? Favorite food?
9. What is your favorite flower or plant?
10. What book, movie or video have you seen/read recently you would recommend? Why?
11. What is your most used emoji?
12. Where would you like to travel?
13. What is the hardest thing you have ever done?
14. If your house was burning down, what three objects would you try and save?
15. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
16. If you had a time machine that would work only once, what point in the future or in history would you visit?
17. If you could talk to any one person now living, who would it be and why?
18. If you could wish one thing to come true this year, what would it be?
19. If money and time was no object, what would you be doing right now?
20. If you could have any question answered, what would it be?
21. If you have to sing karaoke, what song do you pick?
22. What would your theme song be?

How to Schedule Zoom meetings with your Mentees:

1. Go to <https://zoom.us/signin> and sign in with your WSU network ID and password, then it will make you sign in a second time to the WSU system using the same information
2. Once you're logged in you can select 'Schedule a New Meeting'
3. You can change the Topic to read Meeting w/(insert Mentee Name here)
4. Input the date and time of your meeting
5. If scheduling a recurring meeting for your office hour, please check the box called 'Recurring meeting'
6. It is optional to require a meeting password, but if you want to keep Zoom Bombers out of your meeting you can require the meeting password. Be sure to share this password with your mentee.
7. Be sure to select the 'on' option for video on host and participant because you want to make sure your mentee can see you face to face so that they are also comfortable showing you their face.
8. There are many meeting options to choose from, for example you can enable your mentees to join before the host so that they can make small talk with one another in case you are late. You can also mute participants upon entry, which is more useful for lectures.
9. If you are hosting a meeting with multiple mentees and you want to break them into groups to do bonding activities, you have the option to select 'Breakout Room preassign'.
10. You can also enable a waiting room if you chose not to use the required meeting password so you can verify that you are only letting known mentees into your meeting, however, you must manually let everyone into the meeting with this option.
11. If you wish to record the meeting so your mentee or mentees can have a recording of the meeting, then you can also select this option.
12. Save your meeting and enjoy connecting with your mentees!

Stages of a Mentoring Relationship

1. Who are you?

Try to get to know your mentees and allow the mentees to know you. Be authentic. Be willing to spend some time getting to know them. Consider that you really don't make a great relationship just through email and text. Don't shy away from the face to face meetings. You don't have to pretend to be something you are not. Showing that you also have struggles will increase your credibility. It's also important to give students some space during this phase- allow them to come out of their shells.

2. Why are we here?

Clarify your role as a mentor. Your mentees need to know that you have a genuine interest in their well being and success as students. It is also important for them to know what you can and cannot do for them. Let them know that you will always:

- Be Honest
- Be Committed
- Maintain good boundaries
- Keep their stuff confidential
- Allow them the space to be themselves

Also let them know that you will expect the same from them. It's ok to let them know when you are disappointed that they missed a meeting or did something disrespectful.

Allow students the space to determine what kind of help they need. Some mentors are overly enthusiastic and overbearing with their mentees. Some mentees are going to want a lot of help and weekly face to face meetings. Others may be very satisfied with a weekly email or text with helpful hints and reminders.

3. Where are we going?

You will want to work with your students to find out what they need and what goals they have for themselves. **Let the student decide their own goals, not your goals** for them. Keep copies of your student's goals. Monitor their progress by following up with them.

- What are your expectations of a mentoring relationship?
- What are some of the things you want to accomplish this semester?
- Tell me some of the greatest challenges you are having right now
- If you weren't afraid of failing, what would you do?
- What is something I can do to be helpful to you?
- What are your greatest strengths and weaknesses related to study habits?

4. Are we there yet?

Every mentoring relationship must come to a close eventually. Reaching the end of Spring semester doesn't mean that you will never see your mentees again. It just means that the relationship will change. Have some sort of closure with your mentees and leave the door open to them to continue a relationship if appropriate.

Peer Mentor Role

In the Program...

- Be an ACTIVE participant in the program
- Put OUT more effort than you get back
- Provide regular feedback to your Retention Counselor about your mentees' progress
- Share successes/challenges with your fellow peer mentors-give/get advice on mentoring
- Plan activities with fellow peer mentors and their mentee groups

With your mentees...

- Contact your mentees as soon as you receive their names in the summer. Email/call them on an individual basis, and create a way for them to contact each other. Try to meet with them monthly regarding their progress and goals at WSU.
- Find out what your mentees are excited/concerned about in coming to WSU. You may want to share some of your own stories about your own experience transitioning from high school to college
- Come up with a couple of activity ideas and run them past your mentees. Ask them to choose one they might like to do.
- Allow the members of the group to mold the experience. Find out what their interests are and help them find common ground with each other
- Be a resource to your mentees, but be honest! If you can't answer their question, direct them to a campus resource or contact your Retention Counselor for help
- Notice your mentees- a birthday card, a note of congratulations on a high test score, a word of empathy in regards to a tough situation. These are the kind of things your mentees will remember!

Mentoring Notes:

- **Check your personal biases toward involvement opportunities/programs at WSU.** Think of something that you are involved in at WSU that has had a profound effect on your time here. Imagine that someone discouraged you from taking advantage of this opportunity. How would your life be different?
- **Represent MSS and WSU.** As a peer mentor you will help shape student impressions of Washington State University and the mentorship program. Keep this in mind when working with your mentees.
- **Balance the line of friendship vs. mentor.** We hope you get a lot out of being a mentor, and friendships are definitely one of our goals for the program. However, we would like for you to think beyond being a "friend" to your mentees and further define what being a mentor is. Challenge yourself!

Importance of Confidentiality

For the mentoring relationship to work there has to be a mutual understanding between mentor and mentee that conversations between the two of them are protected. Your mentees will begin to trust you when you are able to give them all of your attention and when you ensure them that what they tell you will be kept in confidence.

However, there will come times that you will find yourself in a situation where the information you receive **cannot** be kept confidential. The following are some situations where you will need to share information with others:

- If a student discusses with you a situation that could result in self harm or harm to others
- If a student has a condition that is beyond your ability to assist with (serious depression, drug/alcohol abuse and others).

People you **can** share this information with:

- Retention Counselors.
- MSS Professional staff.
- Relevant professional staff (Counseling and Psychological Services, Hall Directors).
- Those who would already have access to confidential information without your assistance.

People you **cannot** share information with:

- Parents (because of FERPA privacy laws; refer parents to your Retention Counselor or the Assistant Director).
- Significant others.
- Friends.
- Roommates.

If you ever find yourself in a situation that makes you uncomfortable, it is your **responsibility** to contact your Retention Counselor, Graduate Staff Intern, or the Assistant Director.

First Year Student Phases

Phase 1: Early Summer Anticipation

High school seniors graduate and look to the future. Students may feel sad about leaving their high school friends and the familiarity of their school, proud of completing high school, and nervous for what is to come.

Phase 2: Late Summer Jitters

Students dive head first into the unfamiliar college territory: a roommate, the university red tape, social world. It's all new to them!

Phase 3: The Honeymoon

First year students are now beginning to settle in a bit- they may have made new friends, know where things are on campus, are on top of their homework. AND there are no parental rules! Time to have fun!!

Phase 4: The Crash of the Honeymoon

Uh oh- students now realize that they have a lot of school work to keep up on. Student may start to miss the comforts of home and family. Homesickness sets in...

Phase 5: Hitting Bottom

Classes get harder, results from mid-terms are in, and transferring to a school closer to home is starting to look pretty good for some students. Parent's weekend comes and goes- first-year students may be hit with the harsh reality that life goes on for the rest of the family without them.

Phase 6: Primitive Coping Behavior

Into the first semester, students have learned how to use the library, their way around, and something about campus resources. They are finally making it on their own and self esteem starts to increase.

Phase 7: Realization

This is crunch time for first-year students. They frantically try to pull everything together before finals. Lots of stress during this time of the semester.

Phase 8: Putting it Together

Second semester is when the clicking starts to happen. Students have learned how to balance social and academic life. Things are making more sense to them.

First-Year Student Transitions

New Academic Standards- College has much more reading materials required than high school. The reading is also expected to be completed and understood BEFORE class periods.

Differences in Teaching Styles- Some professors are brilliant but may not be great at communicating with students. Other professors are realistically more interested in their research than their students. In high school, teachers have less demands. Therefore, they may be more willing to know their students.

An Abundance of Choices- A high school student's class choices are usually limited. Students usually take their classes in the same building with the same students. A college student can be easily overwhelmed by the number of courses, departments, buildings and instructors. They can add up to a confusing array of choices for students.

Larger and more Diverse Classes- A large lecture class may be bigger than some high schools' graduating classes. The different class size, cultures and instructors are unfamiliar to many first-year students.

Attendance- In many classes, attendance is not required or recorded. Most professors view attendance as the student's responsibility. Thus, students who do not attend pay the consequences.

Time Management- Students' real challenge in their first semester is how to manage themselves. Many do not know that they are expected to spend more time studying than in class.

Meeting new People- Some students lack social skills to make new friends. Some students haven't made a new friend since 8th grade. Some are overwhelmed by the number of unknown faces they see in the college environment.

Roommates- For some students, living with a stranger in an unfamiliar place can be very overwhelming.

Social Activities- Students often experiment with their newfound freedom. Lack of self control at parties or poor judgment on a date can create additional stress.

Change in Sleeping and Eating Habits- Most first year students adopt poor health habits. Many eat junk food and others stay up all night.

Questions about Identity and Values- The identities of many teenagers revolve around family or peer group values. Many new students have never considered what their values are or how new ideas might affect their behavior inside and outside the classroom. The process for developing their own identity can be stressful.

Financial Difficulties- Many students come to college with no idea of how to manage a budget.

Unfamiliar Campus- Many college campuses are huge and new students often don't want to be seen carrying a map. Finding classes and buildings can be stressful.

First Year Adjustments by Month

August

- Homesickness and feelings of insecurity are common.
- Sharing a room is a new experience.
- Initial adjustment to new academic environment and social life occurs.
- New and unfamiliar places and people seem overwhelming.
- Long distance relationships are navigated.
- Finding their way around campus is difficult.

September

- For some, homesickness is more intense. For others, it fades.
- Roommate conflicts begin to surface.
- Some begin to feel disenchanted with college life, finding it isn't what was originally envisioned.
- Academic reality arrives (long homework assignments, first quiz grades, test anxiety).
- Old study habits might not be working.
- Fears over first tests and papers.
- Coping with large classes.
- Money concerns- "Do I have enough?"

October

- Fear about mid-term exams and grades.
- Some might feel a sense of loss and failure associated with grades.
- Struggle to handle social pressures of drinking, dating, and sexual activity.
- Time management conflicts are a common concern.
- Expect some restlessness for a break or vacation.
- Some students might begin to feel overextended.
- Some are feeling the effect from too much partying.
- Conflicts with instructors may arise.

November

- "Pre-finals" stress emerges.
- Academic pressure begins to rise due to procrastination or academic load is more demanding than expected.
- Student may focus efforts to maintain grades or make up for a rough start.
- Changes in weather, busy schedules, and poor eating habits make colds and sickness more likely.
- Depression and anxiety can increase.
- Financial concerns can emerge.
- Roommate conflicts may begin or intensify.
- Concerns about living situations for next year.

December

- Final exams may mean all-night studying and extra efforts to secure desired grades.
- Excitement builds for winter break and family time.
- Time management pressures are common due to academic demands and extracurricular responsibilities.
- Students worry about what it will be like back home for winter break.
- Some students may wonder if their major is right for them.

ABC's of Mentoring Students in Transition

Acknowledge the Student's Reality. You cannot help the student if you do not understand his/her perspective. When you hear concern or frustration, do not assume that you understand the student's circumstances. Transition is a complex process involving many factors. Ask the student to explain his or her concern and listen to the answer. Also ask the student to consider his or her assumptions, and help the student see the effect of these assumptions.

Be Strategic and Student-Focused. After you have all the information the student is willing to share, ask what the student thinks she or he should do. Listen carefully to the response. What the student thinks she or he should do is often the best way for the student to solve the problem. She or he may not have thought it through and rephrasing the response may make the student realize the solution. Many times, mentors want to solve the students' problems for them, but it's important to focus on a student's goals, not your goals for the student. You can help the student determine whether the outcome is reasonable and, if so, how to go about realizing it. If the students cannot see beyond the immediate situation, perhaps you can offer an alternative point of view.

Commit Students to Do It! The student will not commit to a plan of action unless he or she has been involved in developing the plan. Help the student clarify his or her intentions and promise to follow up. Most students are more likely to keep a commitment if they know they will have to be accountable to someone.

Taken from Peer Mentor Companion (Sanft, Jensen & McMurray)

Tips for Effective Problem Solving

The steps you take to solve a problem don't always follow a specific order. Being effective at solving problems includes having the flexibility to move between the stages as more information becomes available or as the situation changes.

Define the Problem- Just what is the problem you are trying to solve? Some people waste a lot of time because they are not clear about what they want to happen. Get specific and determine what the decision is about.

Generating Possible Solutions- Brainstorm potential solutions to the problem. This will help you to come up with a list of options to review.

Gathering Information- To come up with a good solution, you need to collect as much information as possible. After you determine possible solutions, find out as much as you can about each outcome.

Analyzing Options- Look at the information you have gathered and your possible solutions. Are there any that you can get rid of? Which one do you want to try out?

Identifying Obstacles- Look at your possible solutions and consider what problems you might face with each solution.

Establishing a Plan- Be prepared!

Taking Action- Taking action can be scary for some people. But action is the only way the situation is going to change! Just jump in and do it!

Evaluating and Revising- When you evaluate your choices, you know when something is working and when it is not. Sometimes decisions need to be altered to come up with a more effective solution.

Taken from Peer Mentor Companion (Sanft, Jensen & McMurray)

Documenting Your Experiential Learning and Internship as a Student Mentor

The importance of documenting your activities as a Student Mentor cannot be over emphasized. While you may be mentoring on an hourly basis unless it is documented correctly there is no evidence of you having done so. Therefore, it is vital that you submit your online weekly logs on time and in an accurate manner to your Retention Counselor.

The purpose of the online Weekly Mentor Log is to provide a summary of the contacts you made for a given week. The activities listed are a starting point. You will have an opportunity to list other activities associated with your position as a Student Mentor and emphasize the ISSUES and OUTCOMES of your interactions with your mentees. Remember, documenting your efforts is vital to the existence of the program and the production of informative and relevant reports.

Please note here that the **last week of the semester (logs) should include the mentees' level of engagement:** active or not active. And, this should be done by each mentee.

MSS is very excited to have a system for you to submit your weekly logs online. You can submit your weekly logs online at the following URL:

<https://mssmentor.wsu.edu/default.aspx>

The system requires you to login. You will be able to login to the system once an admin professional adds you to it. Then you can login just like you would login into [myWSU](#). The User ID is your network ID only and the Password is the same you would use for [myWSU](#).

This online system, when utilized correctly, can provide valuable data which can be used for writing various reports in support of the MSMP and the overall mission of the MSS office.

Note: if you have further questions on how to log your mentoring experience you may consult with your RC.

Time Management

Basic Principles

Find a Path that Works for you and Use it.

Develop a Realistic Schedule. Write down all the tasks that you do habitually, including watching TV, doing laundry, walking to class, etc.

Identify the Problem Tasks. What are you leaving undone, doing inadequately, or putting off? Make a list and be specific.

Make the Task Meaningful. List the benefits of completing the task. Write down your reasons for doing it. Relate the task to your goals and be specific about the payoff and rewards.

Break big Jobs into Small, Manageable Parts. Make each task something you can accomplish in 15 minutes or less. Make the result measurable so you can see your progress.

Write an Intention Statement. Carry it with you, post it, and make sure you see it often and regularly.

Tell Everyone. Announce your intentions publicly. Tell your friends, your roommate, and your parents. Make the world your support group.

Just Do It! Plunge into the task.

Use your “Prime” Times. Identify the times of the day when you are at your best or are the most creative.

Be Honest with Yourself. When you notice yourself continually pushing a task into the low-priority category, re-examine the purpose for doing it at all.

Know Exactly what you’re Planning to Do. Create an agenda for each day.

Schedule Flexible Time. You need time which is left open for doing other things, but it is you who decides what those things are when the time comes.

Reward Yourself. A reward is something that you would genuinely withhold from yourself if you do not complete the task.

Suggestions on Motivation

Think through why you are going to college and try to develop some realistic and meaningful reasons for spending four years of your life doing the things required to obtain a college degree.

Think through what you would like to be doing after college graduation and try to formulate some realistic and meaningful educational and occupational goals that are appropriate to your interests and abilities.

- Try to correlate your course work with your occupational goals.
- Try to get to know others who share your educational and vocational interests.
- Try to get experience that involves work that is closely related to your chosen occupation.
- Set short-term goals for yourself, for each class, each assignment, and each study period.
- Prepare a visual record of your progress toward each goal:
 - Determine the grade you want; record every quiz or test grade and keep a running grade point average so you are constantly aware of how far you need to go to reach that goal.
 - If you tend to skip class, and want to change that, keep a visual record of how often you have skipped class, then you will know whether or not you can actually “afford” to skip another class.
- Make a sincere effort to improve your study habits.
- Stop thinking that you are unable to grasp an idea, for that assumption causes low motivation.
- Learn to take criticism in the form of grades or in the form of dialogue with a professor.
- Watch getting caught between the constant striving for perfection and the simply get it done attitudes:
 - Constantly striving for perfection may be good, but may set you up for failure or cause you to feel you can’t be perfect, so why try?
 - Simply getting things done, which often implies a slipshod or imperfect manner, may well set the image the professor has for you.
- Remember that studying in college is your job!

Who Do I Call If?

The following are resources and departments that are designed to relieve college-students stress and provide opportunities for learning. Try to go beyond just knowing the name of an office and department, learn where they are located, and at least know the name of a staff member in each of these places. It's much less intimidating to refer a student to an actual PERSON within an office, than to an office itself.

Center for Fraternity & Sorority Life

Compton Union Building 315

www.gogreek.wsu.edu

☎ 509-335-5433

Computer Problems:

Information Technology Services

infotech.wsu.edu

☎ 509-335-4357

Cougar Card Center

Compton Union Building Rm. 60 (Ground Level)

<http://cougarcard.wsu.edu/>

☎ 509-335-CARD

Cougar Health Services

Washington Building 302

<https://cougarhealth.wsu.edu/>

☎ 509-335-4511

Dining Services

<http://dining.wsu.edu/>

☎ 509-335-5498

Disability Services

The Access Center

217 Washington Building

www.accesscenter.wsu.edu

☎ 509-335-3417

✉ access.center@wsu.edu

Discrimination and Harassment

Office of Equal Opportunity

French Administration 225

<http://www.oeo.wsu.edu>

☎ 509-335-8288

Student Financial Services

Student Financial Services

Lighty Student Services 380

<http://finaid.wsu.edu/>

<http://finaid.wsu.edu/scholarships/>

☎ 509-335-9711

Gender Identity, Expression and Sexual Orientation Resource Center (GIESORC)

Compton Union Building 401

www.thecenter.wsu.edu

☎ 509-335-6388

Housing: Residence Halls & University Apartments

Housing and Residence Life

www.housing.wsu.edu

☎ 509-335-7732

International Programs & Education Abroad

206 Bryan Hall

www.ip.wsu.edu

☎ 509-335-2541

✉ ip.admin@wsu.edu

Office of the Ombudsman

Wilson-Short Hall, Room 2

<http://ombudsman.wsu.edu/>

☎ 509-335-1195

Police Department – WSU Campus

www.police.wsu.edu

☎ 509-335-8548

Registration, add/drop/withdraw

Registrar's Office

French Administration 346

www.registrar.wsu.edu

☎ 509-335-5346

Roommate Issues:

Contact Residence Education Director (RED) for specific Residence Hall
<http://reslife.wsu.edu/about-housing/staff/>

Student Legal Services

Compton Union Building 305
☎ 509-335-9539
✉ aswsusls@wsu.edu
<http://studentinvolvement.orgsync.com/org/sls/>

Student Conduct & Behavior

The Office of Student Conduct
Lighty Student Services 360
<https://conduct.wsu.edu/>
☎ 509-335-4532
✉ standards@wsu.edu

Tutoring

www.tutoring.wsu.edu
Academic Success and Career Center
<https://ascc.wsu.edu/academic-services/tutoring/>
Voiland College of Engineering & Architecture
<https://vcea.wsu.edu/tutors/>

Math Learning Center

<http://www.math.wsu.edu/studyhalls/welcome.php>

Undergraduate Writing Center

<https://writingprogram.wsu.edu/undergraduate-writing-center/>

Residence Halls- tutoring for students living in the residence halls is provided free of charge. Students should contact their RA to get a referral for a tutor.

University Recreation: Fitness & Intramurals

WSU Recreation Center
<http://urec.wsu.edu/>
☎ 509-335-8732

Cough Health Services

<https://cougarhealth.wsu.edu/>

Undergraduate Writing Center

<http://universitycollege.wsu.edu/units/writingprogram/units/writingcenter/undergrad/>

Women's Resource Center

Wilson Hall Room 8
www.women.wsu.edu
☎ 509-335-6849