

T.E.A.M.

Together, Engaging, Advocating and Mentoring



GROSSMONT
COLLEGE

A Mentoring Handbook, Fall 2018



Acknowledgements

This Peer Mentor Handbook was created by Irene Palacios under Grossmont College's Title V: Via Rápida Grant. A special thanks to Pearl Lopez, Lida Rafia and Scott Barr. By sharing your expertise and materials in mentoring, you helped me build the framework for this handbook. I'm grateful to Aneka Rogers Whitmer from Columbia College for taking the time to meet with me to share peer mentoring strategies and resources that have been successful at Columbia College. I am so appreciative for having the support of Sydney Brown, Aaron Starck and Dante Paul. Our meetings and conversations have allowed me to polish and refine this Peer Mentoring Handbook.

Through the support of our current Title V - Via Rápida Team, this handbook has been edited several times over. This has allowed us to enhance peer mentor training resulting in expanding our services to all of our Via Rápida, First Year Experience (FYE), students.

Table of Contents

Section 1: Peer Mentor Overview

Peer Mentoring Mission and Outcomes	1
Defining Peer Mentoring	2
Peer Leader and Role Model	3
Questions & Answers about Your Role as Peer Mentor.....	4
Ethical Principles of Mentoring.....	6
10 Ways to Build and Preserve Better Boundaries.....	7
Signs of Healthy & Unhealthy Boundaries.....	9

Section 2: Peer Mentoring at Grossmont College

Interaction with Your Mentee.....	10
Communication.....	11
Mentor Evaluation.....	14

Section 3: Listening Strategies

The Importance of Listening	15
Learning to Become an Active Listener.....	17
Guidelines for Better Listening.....	18
Boost Your Listening Power.....	20
Overcoming the Obstacles to Listening	21

Section 4: Other Mentoring Strategies

Self-Esteem	23
Encouraging Students	26
Mentoring Session Topics	27
Mentoring Timeline	30
Strategies for Effective Mentoring	31
Understanding Diversity	32
Communicating Across Cultures	33
Dealing with Difficult People	34
Understanding Students with Learning Disabilities	35
Emotional, Legal, and Referral Issues	40

Section 5: Learning Resources for Mentee

Learning Styles	41
Being a Successful Student	45
How to Study.....	48
Preparing for Exams	50
Balancing Life	54

Section 6: Campus Resources for Mentee

Engagement Opportunities	58
Academic Calendar	60
Specialized Services for Students	61
Campus Map	63
Personal Counseling Resources and Links	64

Section 7: Weekly Responsibilities

Scheduling Meeting Times	68
Getting Paid	70

Section 8: Take Notes

Blank Paper Provided	72
----------------------------	----

Peer Mentoring Mission and Outcomes

Title V Funding

Peer mentoring is funded by Grossmont College’s Title V: Via Rápida Grant. Peer Mentoring is a service offered to FYE (First Year Experience) students with an emphasis on helping students make the transition from High School to College. Throughout their first year and into their third semester, FYE students receive social and academic support that promotes personal growth.

Funded by the U.S. Department of Education under the Office of Postsecondary Education, the Title V Hispanic Serving Institution (HSI) grant is composed of five supporting components: (1) Outreach; (2) Strengthening Placement; (3) Accelerated Math and English efforts; (4) First Year Experience Program; and (5) Professional Development. At Grossmont College, Title V has developed Via Rápida First Year Experience Program (FYE). The program is inclusive of all first-time freshmen that have submitted the FAFSA or DREAM application and has a focus on Hispanic and low-income (HLI) student populations, providing academic and social support through an array of activities and services. Aligned with the institutions' strategic plan, Via Rápida, through its goals and objectives works to enhance the encompassing college experience for HLI students and increasing college enrollment, retention, persistence and completion.

Our Mission

Increase student retention and persistence by enhancing the personal connection that first-year students have with the college. Through the help of a trained peer mentor, first-year students will grow to be academically and socially connected with the college.

Peer Mentoring at Grossmont College

Peer Mentors at Grossmont College are recommended by faculty based on their leadership and academic qualities as well as their overall interest in helping others. Peer Mentors go through training workshops as preparation to better assist first-year students transition to college life. Mentors and Mentees have weekly contact via email, text, or by phone, individualized on campus meetings based on Mentee’s needs, attend campus events and organize engagement opportunities that promote leadership and academic skills.

Outcomes

➤ To provide confident and effective peer mentors through training.	➤ To provide first-year students with positive role models.
➤ To encourage, support, and guide first-year students as they transition to college life.	➤ To create engagement opportunities for first-year students to become part of the college experience.
➤ To assess and refer first-year students to the appropriate services on campus.	➤ To be an integral part of Grossmont College’s First Year Experience (FYE).

Defining Peer Mentoring

What is a Peer Mentor?

- A Peer Mentor provides encouragement and guidance to help first-year students successfully cope with the many challenges they will face as they transition to college life.
- Peer Mentors will help connect students to the campus and guide them to the appropriate services on campus
- Peer Mentors meet with students to work on time management, study skills and life skills.
- A Peer Mentor always acts with good intentions and for the well-being of others.
- A Peer Mentor is a role model who demonstrates successful academic strategies, habits and behaviors.
- A Peer Mentor is a peer leader who always acts with integrity and professionalism.
- A Peer Mentor will be in communication with the appropriate staff reporting student performance and concerns as needed.

Peer Leader and Role Model

As a Peer Mentor you are now a leader within a community of students all striving for success. As you work with them, you will inspire them to follow the example you set.

Be authentic – It is okay for students to see your strengths and weaknesses. Knowing your struggles will allow students to see you as one of them, making you more relatable.

Have initiative – You can't just sit around waiting for students to come to you with questions. You must take the initiative to find out how your mentees are doing. Follow up to unanswered e-mails by another e-mail or a phone call. When students come to the mentor for help, it is often too late. It is the peer mentor's responsibility to seek out communication with their mentee on a regular basis.

Help set goals – As an experienced student, you will be able to help students identify and set their own educational or personal goals.

Make a plan – Work with your mentee to develop a plan for meeting semester goals.

Delegate – It is important to delegate responsibilities to students. Give your mentee a responsibility, which provides them the opportunity to strengthen their own skills.

Support – Provide direction and resist the urge to take over for the mentee, even though you think you can do it better or faster. Experience is often the best teacher.

Attitude – Attitude is contagious. As a peer mentor you'll need to be optimistic and model good behaviors.

Example – Show students how to become successful by example. Practice what you preach.

Questions & Answers about Your Role as Peer Mentor

What are the primary ways Peer Mentors can support new students transition into college life?

- Become the first point of contact for new students at Grossmont College
- Offer personal and academic guidance
- Refer mentees to services on campus when appropriate
- Let your mentees know that you are there for them through weekly email communication
- Meet with mentees individually to help plan a successful semester
- Meet with your group of mentees to develop a circle of peer accountability and support
- Meet up for a campus activity so that mentees can learn more about what Grossmont College has to offer
- Model the behavior and habits of a successful student

Other important Peer Mentor responsibilities

- Attending peer mentor training and meetings
- Journaling on peer mentoring efforts
- Keeping track of mentee attendance to meetings
- Communicating with Peer Mentor Coordinator
- Logging mentoring hours
- Submitting documentation of peer mentoring efforts

What is the Peer Mentor’s relationship with the mentee?

The Peer Mentor will	The Peer Mentor will <u>NOT</u>
➤ Act as a friend rather than an authority figure	➤ Criticize or judge
➤ Listen without judging	➤ Be condescending
➤ Provide friendship, support and motivation	➤ Have a romantic or sexual relationship with a mentee
➤ Act as a role model and advisory figure	➤ Engage in illegal or unhealthy behaviors with a mentee
	➤ Reveal information about the mentee to others
	➤ Become a lending institution
	➤ Become a surrogate parent, professional counselor or therapist

How is mentoring different from tutoring?

A tutor may develop a relationship with a student but their role is to teach or clarify content specific to a course. A tutoring relationship is limited to a specific time and place. A Peer Mentor on the other hand, attempts to establish a more personal relationship that gives them insight into the student's wants and needs.

Tutors	Peer Mentors
Focuses on an assignment	Focuses on building a relationship
Teaches a specific subject	Teaches critical thinking and study skills
Demonstrates skills	Demonstrates effective behavior
Must be knowledgeable	Must be trustworthy
Provides information	Provides support
Is seen as an expert	Is seen as a peer
Affects performance in a course	Affects overall success

Important reminders

- The primary focus for each meeting is to build the student's self-confidence.
- Make clear to the student that your role never involves doing their work.
- Recognize that the students deserve and will receive your undivided attention.
- Constantly encourage the student, but never provide false hopes.
- Encourage mutual openness and honesty in the Mentor/Mentee relationship.
- Do not impose your personal value system or lifestyle on the student.
- Recognize that a positive attitude toward the educational environment is crucial to academic success and do not reinforce negative attitudes.
- Never make your student feel inferior using jargon or language too advanced for their understanding.
- Adhere to professional standards, be punctual and be at all appointments.
- Recognize and accept responsibility for the confidential nature of the Mentor/Mentee relationship. Do not discuss the student with anyone other than your Peer Mentor Coordinator.

Ethical Principals of Mentoring

A mentor should be guided by the highest standards of ethical behavior. The following principles adapted from the American College Personnel Association (ACPA) should guide the behavior of all who participate in a mentor program.

Act to Benefit Others

Always strive to (a) promote healthy social, academic, moral, cognitive, career and personal development of students; (b) develop a positive perspective towards the educational environment; (c) contribute to the effective functioning of the institution; and (d) provide programs and services consistent with the following principles.

Promote Justice

Be committed to the fundamental fairness towards all individuals in the academic community. The principles of impartiality, equity, and reciprocity are paramount. Always promote equal opportunity and abhor discrimination based on age, culture, ethnicity gender, disabling conditions, race, religion, or sexual/affectonal orientation.

Be Faithful

Always be truthful, forthright, and trustworthy in their relationship with the mentee and keep appointments.

Do No Harm

Do not engage in any activities that will cause physical or psychological harm. Abstain from sexual harassment, sexual intimacies, or any other behaviors that would affect your mentor/mentee relationships. Report to the appropriate authority any condition that is likely to harm your mentees and/or others.

10 Ways to Build and Preserve Better Boundaries

By Margarita Tartakovsky, M.S.

Boundaries are essential to healthy relationships and a healthy life. Setting and keeping boundaries is an important skill. Unfortunately, it's a skill that many of us don't learn, according to psychologist and Coach Dana Gionta, Ph.D. We might pick up pointers here and there from experience or through watching others. But for many of us, boundary-building is a relatively new concept and a challenging one.

Having healthy boundaries means "knowing and understanding what your limits are," Dr. Gionta said.

Below reflect and write about how you can build boundaries and maintain them.

1. Name and know your limits.

2. Tune into your feelings.

3. Be direct.

4. Give yourself permission.

5. Practice self-awareness.

6. Consider your past and present.

7. Make self-care a priority.

8. Seek support.

9. Be assertive.

10. Start small.

Signs of Unhealthy & Healthy Boundaries

Unhealthy Boundaries	Healthy Boundaries
Trusting no one - trusting anyone - black and white thinking.	Appropriate trust
Tell all	Revealing yourself a little at a time, and then checking to see how the other person responds to you sharing
Talking at intimate level on first meeting	Moving step by step into intimacy
Falling in love with new acquaintance	Putting a new acquaintanceship on hold until you check for compatibility
Falling in love with anyone who reaches out	Deciding whether a potential relationship will be good for you
Being overwhelmed by a person-preoccupied	Staying focused on your own growth and recovery
Going against personal values or rights to please others	Weighing the consequences before acting on impulses
	Maintaining personal values despite what others want
Not noticing when someone else displays inappropriate boundaries	Noticing when others display inappropriate boundaries
Not noticing when someone invades your boundaries	Noticing when someone invades your boundaries
Accepting food, gifts, touch, sex, that you don't want	Saying "NO" to food, gifts, touch, sex you don't want
Touching a person without asking	Asking a person before touching them
Taking as much as you can get for the sake of getting.	Respect for others- not taking advantage of someone's generosity
Giving as much as you can give for the sake of giving	Self-respect- not giving too much in hope that someone will like you
Allowing someone to take as much as they can from you	Not allowing someone to take advantage of your generosity
Letting others direct your life	Trusting your own decisions
Letting others describe your reality.	Defining your truth, as you see it
Letting others define you	Knowing who you are and what you want
Believing others can anticipate your needs	Recognizing that friends and partners are not mind readers
Expecting others to fulfill your needs automatically	Clearly communicating your wants and needs (and recognizing that you may be turned down, but you can ask.)
Falling apart so someone will take care of you	Becoming your own loving parent
Self-abuse	Talking to yourself with gentleness, humor, love, and respect
Sexual and physical abuse	
Food abuse	

Interaction with your Mentee

Formal interaction with your mentee will occur in three ways:

- 1) Weekly e-mail or Remind text – with a follow up phone as needed
- 2) Individualized in-person meetings based on the first-year student needs
- 3) Group meetings and attendance to on-campus engagement events

Meeting with your mentees informally is encouraged. Organize study groups, get together for lunch, meet up for coffee or simply hang out at your favorite spot on campus. It takes time to develop a positive relationship with your mentee, take advantage of a relaxed environment to get to know each other.

Your commitment and documentation of your mentoring efforts:

Your peer mentoring commitment for the semester is estimated to be about 80 hours (based on being assigned 5 mentees). Keep in mind that hours are based on need and are not guaranteed. Peer mentors **must** post their availability and document their peer mentoring efforts using **My WC Online** <https://grossmont.mywconline.com>

A screenshot of the My WC Online web application. The page is divided into two main sections. The left section is a login form with the heading 'Grossmont College' and a message: 'You have successfully logged out of the system.' Below this, there are options for 'First visit? Register for an account.' and 'Returning? Log in below.' The form includes fields for 'EMAIL ADDRESS:' (containing 'irene.palacios@gcccd.edu'), 'PASSWORD:', and a 'CHOOSE A SCHEDULE:' dropdown menu set to 'Tutoring Center Summer 18'. There is a 'LOG IN' button and a 'Check box to stay logged in:' option. The right section is a registration guide titled 'First Visit? Click on the Register for an account link.' It provides instructions on how to register using a Grossmont College email address (format: 'firstname.lastname@students.gcccd.edu') and explains that the email will be used for alerts. It also provides a link to the college email address (http://students.gcccd.edu), a username format (Firstname.Lastname (john.doe)), and a password format (6 digit birthday no dashes (020695)). It includes contact information for the Tutoring Center (619-644-7387) and lists services available through the portal: booking a tutor appointment, reserving a study room, and reserving a computer for homework. The page has a light blue background with a white content area.

Communication

The Introduction E-mail, Remind text, or Call

- Welcome your mentee to Grossmont College
- Explain your role as a mentor
- Write a short bio about yourself. Include your major, how long you have been a student and your involvement on campus.
- Express your enthusiasm of meeting your mentee and introducing them to college life.

Sample Text

Hi Rebecca!

My name is Emily, and I will be your Peer Mentor. I'm so excited to help you around Grossmont, and be your support system. You're going to love it here!

Please respond to this message so I know you received it. I'll be sending you more information on how to schedule our first meeting. I can't wait to meet you in person!

Emily

Weekly Communication

You will be checking in with your Mentee on a weekly basis. Your Peer Mentor Coordinator will send you weekly reminders about campus events. Edit and personalize this message then forward on to your Mentees.

During your weekly communication, ask open-ended questions that provide space for the deeper concerns to come through. It is important that your Mentees develop the habit of checking-in with you even when there is nothing special going on. This will make it easier for your Mentees to contact you about a concern before it becomes a problem.

In your weekly text, you can also let your mentees know where they can find you during the week. This is another way to check in with your Mentee. Maybe you have lunch on Wednesdays at 12:30 pm in the student center, you like to study in the library on Tuesday mornings or spend time outside the tech mall drinking coffee on Thursdays before your class. These are just a few examples, which give Mentees an informal way of checking in.

E-mail and Text Etiquette

- Send individual emails or Remind texts to all your Mentees as an introduction to the beginning of the semester. Make sure to keep all e-mails and/or messages private.
- For group messages, ask your Mentees if you can share their e-mail with the group, if you do not get consent then you'll have to continue keeping all messages private.

Managing Your Time

- After sending your weekly e-mail or text communication you may need to follow up with a phone call. ***Plan to spend 1 hour per week per Mentee.***
- Learn to set boundaries, if your Mentee needs more support than you can offer then refer him/her to the appropriate service on campus.

Saving All E-mail Communication

As proof that you are communicating with your Mentee(s), save and keep records of all your e-mail communication with your Mentees. An e-mail communication summary may be requested as proof of your mentoring efforts.

Texting with Remind

- Use the Remind App to communicate with your Mentees quickly and efficiently while keeping your phone number private. You can send individual and group texts as each Mentee phone number also stays private to other Mentees in group texts.
- Remember that it is harder to set boundaries when you give Mentees direct access to you. Let them know that you turn off your phone after 9:00 pm or that you don't answer texts during work or class time. This way they are not expecting an immediate response.
- Do NOT give out your personal phone number

Communication Guidelines:

Initial Contact – prior to the start of the semester:

- Introductions
- Schedule first meeting using **My WC Online** <https://grossmont.mywconline.com>

First meeting - Before the end of the second week of the semester:

- Get to know your Mentor/Mentee, discuss what the Peer Mentor/ Mentee relationship will look like, set boundaries
- Use an academic planner to model time management and create a layout for the semester
- Explain how ongoing meetings will be scheduled
- Ask to see Mentee's course syllabi and discuss the importance of the syllabi
- Sign an agreement to meet as needed and to adhere to program guidelines (this may be done at the FYE summer orientation)

Continued meetings:

- Contact will be maintained
 - weekly through text via the Remind App, email or phone
 - in-person meetings depending on Mentee's needs
 - group meetings depending on engagement activities
- Mentee can schedule meetings one week in advance using "My WC Online"
- Mentee may cancel meeting 12 hours in advance using "My WC Online"
- Mentee with three missed meetings (without proper cancellation as stated above) will result in the termination of all mentoring, tutoring and library services offered through "My WC Online"
- Excessive tardiness will also result in being dropped from these services.
Where 2 tardies = 1 absence

The mentoring partnership is effective through the Mentee's first year

Scenario: Jon scheduled a meeting with his mentee at 3:00. It's 3:05 and the mentee is a no show. Jon texts the mentee "Hey, are you on your way" and the mentee replies that he is on his way. Jon replies, "Okay, I'll wait until 3:15 then I'll have to leave to get to another commitment".

If mentee is there at 3:15 it's a tardy. If mentee doesn't get there at 3:15 then it's an absence. Jon makes a note on My WC Online and get's paid for 15 minutes if mentee is a no show. Jon gets paid for the entire meeting time if the Mentee is late.

Mentor Evaluation

Mentors must have good evaluations throughout the semester to continue mentoring. Evaluations are done by Mentees, Lead Peer Mentors, Peer Mentor Coordinator and Title V Team Members. Mentees evaluate their Mentor periodically. Below are a sample of questions that may appear on the evaluation form.

Sample of an evaluation your mentee will complete online

The purpose of this evaluation is to 1) determine if your mentor provided the assistance needed to help you make the transition to college, and 2) determine if your mentor provided you with the knowledge and assistance needed to help you achieve your semester goals, and 3) solicit your comments and recommendations on peer mentoring that helped you the most and those that need to be improved.

Please use the scale below to evaluate the following aspects of Peer Mentoring.

5 = Strongly Agree, 4 = Agree, 3 = Somewhat Agree, 2 = Disagree, 1=Strongly Disagree

- 1) My mentor contacted me each week during the semester to see how I was doing.
- 2) My mentor was easy to contact and responded in a timely manner to my messages and concerns.
- 3) My mentor listened to my concerns and questions.
- 4) My mentor could refer me to the appropriate services on campus when I needed help.
- 5) My mentor explained the purpose, goals, and expectations of our relationship clearly. I felt knowledgeable about what would be expected of me and my mentor throughout the semester.
- 6) When I needed assistance, my mentor was friendly and supportive.
- 7) Did you achieve your semester goals, please describe aspects of your mentoring relationship which helped you fulfill these goals.
- 8) If your semester goals were not achieved, please describe the difficulties/obstacles you and your mentor faced while trying to fulfill these objectives.

Lead Peer Mentors, Peer Mentor Coordinator and Title V Team Members will evaluate the Mentor based on performance of peer mentoring duties as stated on the Mentorship Agreement and Peer Mentor Handbook, as well as upholding a high level of professionalism on and off duty, and by the ON TIME weekly submissions on Workday and My WC Online. Bad evaluations will lead to the immediate dismissal or loss of rehiring preference as warranted by the gravity of the situation.

The Importance of Listening

Listening is, by far, one of the most important aspects of communication. So often, you pay attention to your speech, your words, your dialect, but neglect your ability to listen.

Your self-esteem can be greatly enhanced by learning how to be a more effective listener. Effective listening helps create more positive and productive professional and personal relationships. Effective listening allows you to be in control of the information that is disseminated.

When you are an active listener, you are able to more accurately pinpoint potential problems on the horizon and possibly stop them before they fester. Active listening helps you obtain more information, thus helping you make more effective decisions.

Lastly, active listening demands that you become a part of the communication process. If you are listening, truly listening, you are involved in the process of two-way communication.

You listen at a much faster pace than people talk. You speak at a rate of 90 to 200 words per minute, but you listen at a rate of 400 to 600 words per minute and think at a rate of 500 to 1,000 words per minute. The difference in the speed of speech, listening, and thought can be an obstacle to the listening process simply because your mind can begin to wander.

The Benefits of Listening

The benefits of being an active listener are incalculable. They range from increased knowledge to being able to have more compassion. Listening (and yes, deaf people can listen, too) is a hallmark of successful people. It is a skill practiced by so few that to be able to do it well sets you apart from the pack.

Some of the benefits of listening include:

- You are better able to help others.
- You have more power and influence in the world.
- You are able to understand things on a deeper level.
- You are able to understand more about different cultures.
- You have the resources to make more informed, rational decisions.
- You have the tools to avoid conflicts and reduce problems.
- You are able to participate in life more because you know more.
- You can become a more effective leader.
- You will become more popular because people admire good listeners.
- Your self-esteem is greatly enhanced.
- Listening with an Open Mind

Open-minded! What a word. So many people profess to be open-minded, when in actuality, they are only open to things that they already know and like. Things from cultural barriers to ignorance cause people to not listen to ideas, concepts, desires, and frustrations of others.

Open-minded listening is a tall order. It requires that you shed your fears, your inhibitions, your prejudices, your own knowledge, and your judgments. It is not an easy thing to do, but it is a necessary and important thing to do.

The Listening Process

Listening does not just happen. There is a process that takes place in the brain that allows us to become more active listeners.

The process involves four parts:

- *Receiving* • *Focusing* • *Understanding* • *Reacting*

Sherfield, R. M., Ph.D. (n.d.). *Listening versus Hearing*.

Adapted from Sherfield, R. M., Ph.D. (n.d.). *Listening versus Hearing*.

Learning to Become an Active Listener

by Robert M. Sherfield, Ph.D.

First, you must work to overcome the biggest barrier to listening — the urge to talk too much. It is a physical impossibility to listen and talk at the same time. Active listening requires that you learn the art of silence.

When practicing this skill, you can begin by forcing yourself to be silent in places where you might normally be a very talkative person, such as parties, gatherings of friends, lunch with colleagues, or on a date. You might also work on this skill by learning the art of asking questions and waiting for answers. Let the other person talk as long as he or she wishes. Your job is to listen.

Another major obstacle to listening is prejudging the situation even before the other person or persons begin to speak. Prejudging means that you have already made up your mind about the outcome before you give the person or the information a chance.

It may be that you do not like the information or idea being presented and you judge this unfairly, or it may be that you do not like the person communicating the message and you automatically judge the information based on who is giving it. Remember, active listening requires that you listen to the message and not judge the messenger until all of the cards are on the table.

When working on your skills to become a more active listener, consider the following tips:

- Work hard to give your complete attention to the person communicating.
- Avoid jumping to conclusions.
- Listen for how something is said.
- Listen for what is not said.
- Do not overreact; give the communicator a chance.
- Look for nonverbal signs in the message.
- Leave your emotions and prejudices behind.
- Give the communicator eye contact.
- Stop talking.

By practicing these simple techniques, you will be amazed at how quickly your listening skills begin to improve. You'll also begin to see a major difference in how you feel about yourself and your communication abilities.

Guidelines for Better Listening

Using the *Ladder Techniques* to become a Successful Listener

Look at the person

- Don't stare, look in the direction of the person's face.
- Don't look at the floor or ceiling
- Looking away communicates distrust, suspicion
- Looking at the person conveys sincere interest.
- If your eyes are elsewhere, your mind is elsewhere.

Tip: "Listen" to the speaker's body language

Ask questions

- Asking questions helps you gather information.
- Helps you understand the person's feelings, needs, and opinions

Tip: Our assumptions, judgments, and beliefs can distort what we hear. To understand what is being said, you may need to reflect and ask questions.

- Reflect by paraphrasing: "What I'm hearing is." and "Sounds like you are saying."
- Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"

Don't interrupt

- Speak only in turn.
- Hold your idea until the other person is finished

Tip: Interrupting frustrates the speaker. Allow the speaker to finish and don't interrupt with counter arguments.

Don't change the subject.

Emotions. Check your emotions.

- Don't overreact to the words or ideas of others.
- Hear others out. People are entitled to their opinions.

Tip: If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

Responsiveness (show you are listening)

- Be responsive in your demeanor, posture, and facial expressions.

Tip: Nod occasionally, smile and use facial expressions, note your posture to make sure it is open and inviting.

Adapted from Montgomery, R. L., & Estrada, R. (1981). *Listening made easy: How to improve listening on the job, at home, and in the community*. New York, NY: AMACOM.

Boost Your Listening Power

1. Clear your mind

2. Tune In and Show It

3. Show Empathy

4. Did I Get It Right?

5. Respond

6. Everyone Benefits

“Columbia College Peer Mentoring Handbook”, Anneka Rogers Whitmer and Lora Mills

Overcoming the Obstacles to Listening

As you begin your journey to active listening, you will encounter some barriers and obstacles along the way. Don't worry; this is normal and natural. Learning to listen actively and objectively will require some work on your part.

Some of the more common barriers can be overcome with practice, dedication, and a commitment from you to become a better listener.

Noise and distractions.

Learn to tune out common noises and distractions by focusing solely on the person communicating. Giving them your undivided attention can help you do this.

Emotions.

Leaving your emotions aside while listening will allow you to listen with a "clean slate." It is hard

to listen to someone when you are angry or frustrated or sad.

Prejudices.

Your prejudices can cause you to tune out information that may be helpful to you. Your prejudices may extend beyond the message, to the person speaking.

Information overload.

It is difficult to judge how much information may come from a certain situation. Ways to deal with information overload include listening for the main issues, taking notes while listening, and asking questions if the opportunity arises.

Language and dialect barriers.

When a person speaks a language other than your own, you may have trouble with certain sounds and dialects. One way to combat this is to listen intently to the person communicating and to look at his or her lips. Sometimes, watching a person's lips can help with translation.

Attention Deficit Disorder (A.D.D.)

If you have attention deficit disorder, this may be a hard barrier to overcome. You can get medical advice and/or prescription medication to assist you in focusing your attention.

Nonverbal communication.

It may be that a person's body language is so distracting that it is difficult to listen to them because of this nonverbal communication. Try to be patient and focus your attention on the message, not the messenger.

Impatience.

This is another difficult barrier to overcome, but it can be overcome with work and concentration. Don't let your immediate need for satisfaction cheat you out of information that may be needed later on. If you feel yourself becoming impatient, use positive self-talk to relax yourself and bring yourself back into focus.

Lack of interest.

There are few things worse than a person who is boring. However, just because the person may lack communication skills, this does not mean that their message is unimportant or trivial. Try to focus on the information that you need and try to ask yourself, how can I use this information to help others and myself?

Conquering these barriers will assist you in becoming a more dynamic, active listener in almost every situation, from work to love, from business to friendship.

Active listening will help you in more ways than you can imagine. It allows you to be more active in your own life, and in the lives of those you love. It allows you to be able to help others on a level that you never dreamed you could. It allows you to garner information and data that will be helpful to you for the rest of your life. Most importantly, however, listening can help you build stronger, more productive, more caring, and compassionate relationships. Everyone loves a person who speaks well, but a person who listens well endears herself for eternity.

Self-Esteem

Self-esteem develops when the primary needs of life have been appropriately satisfied. Research indicates that high self-esteem can be gained when people experience positive feelings within four distinct conditions. *The Four Conditions of Self-Esteem are:*

CONNECTIVENESS: the feeling a person has when they can gain satisfaction from associations that are significant, and these associations are affirmed by others.

UNIQUENESS: the special sense of self a person feels when they can acknowledge and respect qualities or attributes that make them special and different, and when they receive respect and approval from others for these qualities.

POWER: a sense that comes from having the resources, opportunity and capability to influence the circumstances of their lives in important ways.

MODELS: reference points that provide the individual with human, philosophical, and operational examples that help them establish meaningful values, goals, ideals, and personal standards.

All four of these conditions should be present continuously for high sense of self-esteem to be developed and maintained. No one condition is more important than another. If any one condition is not adequately provided for, there is a decrease in distortion of self-esteem.

An individual with high self-esteem will:

Act independently. They will make choices and decisions about such issues as time usage, money, jobs, clothing, etc., and s/he will seek friends and entertainment on their own.

Assume responsibility. They will act promptly and confidently, and will sometimes assume responsibility for obvious chores or needs such as dishes, yard work, comforting a friend in distress, without being asked.

Be proud of accomplishments. They will accept acknowledgement of achievements with pleasure and even compliment himself/herself about them now and then.

Approach new challenges with enthusiasm. Unfamiliar jobs, new learning and activities will be interesting and people with high self-esteem will involve themselves confidently.

Exhibit a broad range of emotions and feelings. They will be able to laugh, giggle, shout, cry, express affections spontaneously, and in general, move through various emotions without self-consciousness.

Tolerate frustration well. They will be able to meet frustration with various responses such as waiting through it, laughing, speaking up firmly, etc., and can talk about what frustrates them.

Feel capable of influencing others. They will make confident impressions and effects on family members, friends, and even authorities; such as teachers, ministers, bosses, etc.

Individuals with low self-esteem will:

Demote their own talents. They'll say, "I can't do this or that ..., I don't know how., I could never learn that."

Feel that others don't value them. They will feel unsure, or downright negative, about their parents' or friends' support and affection.

Feel powerless. Lack of confidence, or even helplessness, will pervade many of the individual's attitudes and actions. They will not deal forcefully with challenges or problems.

Be easily influenced by others. Their ideas and behavior will shift frequently, according to whom they are spending time with; and will be frequently manipulated by strong personalities.

Express a narrow range of emotions and feelings. Just a few characteristic emotions: nonchalance, toughness, hysteria, sulking, will be expressed repetitively. Family and friends can predict which stock responses can be expected for any given situation.

Avoid situations that provoke anxiety. The tolerance for stress, particularly fear, anger, or chaos-provoking circumstances, will be low.

Become defensive and easily frustrated. S/He will be "thin-skinned," unable to accept criticism or unexpected demands, and have excuses for why they couldn't perform

Blame others for their own weaknesses. They will rarely admit to mistakes of weakness and frequently name someone else, or unfortunate events, as the cause of their difficulties.

THE BENEFITS OF HIGH PERSONAL SELF-ESTEEM

The benefits of high self-esteem are many. Most importantly, the individual who has high self-esteem will have a greater opportunity to realize her/his *IDENTITY* in adulthood.

Other effects that will strengthen her/his abilities for life are:

Clarity of self-strengths, resources, interests and directions, i.e. *The person who knows and respects his personal resources will attract and seize opportunities to use them*

Effectiveness and satisfaction in interpersonal relationships, i.e. *The individual who learns how to relate effectively to others will have a strong ability to fulfill her/his social and personal needs throughout life.*

Clarity of direction, i.e. *When one has self-confidence, that person is better able to analyze and choose appropriate directions for life.*

Personal productivity--at home, in school, and at work in later life, i.e. *The person who feels competent and valuable will want to perform and learn how to use her/his time effectively.*

By helping individuals enhance their self-esteem, you can promote these benefits and greatly strengthen their resources for life. Many people have a real need to realize their identity and feel good about themselves. If someone can achieve satisfaction of this need at the appropriate time, ideally before they are twenty, s/he will carry it forward and be ready to assume responsibility for fulfilling his/her own life's needs. But when self-esteem is not adequate, people will continue to spend their energies seeking ways to feel worthwhile in all that they do.

Clemes, Harris, Amish Clark, and Reynold Bean. *How to Raise Teenagers' Self-esteem*. Los Angeles: Price Stern Sloan, 1990. Print.

Encouraging Students

Praise is one of the most influential tools a tutor (mentor) can use. It encourages students to develop good study habits, utilize productive thinking and reasoning skills, and learn course content. When used at the right time, it lets students know when they are learning important material and exhibiting those learning skills likely to lead to independent learning. Praise is also a tool which can affect whether students will or will not return for more tutoring sessions. Students who leave tutoring (mentoring) sessions feel support and a sense of progress will likely return.

One of the simplest and most effective ways to praise someone is to say “good” and to use the person’s name. It very effectively communicates the point that the tutor appreciates the input and that the person has done well. Praise is needed to indicate to students when they are headed in the right direction both in terms of content and learning skills. Without praise from the tutor (mentor), the result can be confusion and uncertainty about what the student has done and what he or she knows.

Another way to praise is to use non-verbal behavior such as a smile or a head nod. More effective praise results from using a combination of ways to praise, such as a smile, a head nod, and the compliment of “That is right.” Develop your own style, but remember that praise is a powerful tool in guiding and motivating students toward becoming successful independent learners.

Make a conscious effort to compliment the Mentee as you see improvement throughout the semester.

Mentoring Session Topics

Adapted from "Columbia College Peer Mentoring Handbook",
Anneka Rogers Whitmer and Lora Mills

ICE BREAKERS

- What are your goals for this semester?
- Do you have a major in mind?
- What interests you?

GOALS:

- What goals have you set for this semester?
- What would you like to accomplish?
- Do you have a plan?
- Do you have a major in mind?
- How do you feel about the progress you have made so far?
- Have you researched the steps you will need to take to get there?

ACADEMIC:

- Has there been any classes where you find the material really interesting?
- What has been your favorite subject so far this semester?
- How are you doing in your classes?
- Have you decided on a major yet?
- If not, what interest you?
- Have you talked to your instructor(s)?
- Have you used the tutoring center for any classes you may be struggling in?
- Have you talked to a counselor about any changes you plan on making? i.e. dropping a class/adding a class

TIME MANAGEMENT:

- How are you managing to get your schoolwork done?
- How much time are you prepared to devote to your homework?
- Are you aware that the number of units in a class directly correlates to the amount of homework needed to succeed?
- Have you set up enough time for studying?
- What sort of things do you do for studying or writing a paper?
- Do you feel like you don't have enough time for you commitments?
- Have you looked at what is entailed in the classes you are considering?

- **Don't have enough time for mentoring session: let's sit down and map out your schedule.**
- What other commitments do you have that need to be balanced with your academics? Prioritize and map out schedule.

STUDY TIPS/STRATEGIES

- If you are succeeding in most of your classes, perhaps you have some skills that you were not aware of. What has been working for you?
- Have you visited your professor's office hours for tips on how to succeed in the class?
- Have you visited the tutoring center, English Writing Center or Math Study Center?

PERSONAL ISSUES:

- *If the person is upset:* What can I do to help you be more comfortable at this time? I am sorry you are going through a hard time/do you feel there is anything specific I can assist you with?
- Who are the toxic people in your life? Perhaps they do not support you or they hold you back from what you need to do to be successful.
- Who are the nurturing people in your life? How do they help/encourage/support you and your goals.
- How are things outside of school?
- What are some other commitments you have outside of school? Do you feel you have your needs met, and you are able to be successful?
- What has been going on? How is this affecting you?
- Would you like to talk about it?
- Offer Resources On/Off Campus/Mental Health/Health Services etc.
- REPEATING ISSUES: I feel like this is something that continues to come up for you: Do you think we could make a new plan or strategy to help you get through this?

RESOURCES:

- What resources have you used on campus?
- Did you know your student fees covers Student Health Services?
- Did you know EOPS offers help with the cost of textbooks? You will need to sign up early and find out what you can do to qualify.
- Did you know about our free tutoring services?
- Did you know that we have computer labs on campus?
- Did you know you can check out calculators from the library?
- Did you know you can ask your instructor to make the textbook available in the library for you to use?

SETTING GOALS:

Be prepared to listen and to support your Mentee in identifying steps (objectives) they can take towards achieving their semester goals at Grossmont College. These objectives should be specific, measurable, and feasible. You and your Mentee will need to understand what is expected and agree on how you will know that an objective has been achieved.

Once you know the challenges your Mentee faces, structure semester goals to address them. If your Mentee indicates that he or she has difficulty with math, a goal for the semester may then be to successfully complete his or her math course. To help the mentee reach their goal, short-term objectives or steps might include:

- Visit my Math Professor's office to introduce myself
- Spend an hour becoming acquainted with the MSC (Math Study Center)
- Schedule time in the MSC twice a week to work on homework.
- Get to know a tutor in the MSC and develop a working relationship
- Attend a math workshop

If the mentee reports that it is hard for them to make new friends then an objective may be to

- Become familiar with campus clubs and activities to increase campus involvement and meet new people.

Other objectives may include

- Spend at least two hours per week using the writing lab to improve English skills.
- Tour the Learning Resource Center to become familiar with library resources and tutoring resources
- Attend a study skills and time management workshop.

Once you and your mentee have identified short-term objectives, complete a Goal Setting Form. Provide your mentee with as much information as possible to help them take the first steps towards completing their objectives.

Mentoring Timeline

Week 1-2: Intros, contracts, meeting schedules, setting boundaries/setting the tone

- Go over Mentor/Mentee agreement (part of setting boundaries/setting the tone)
- Get copies of your mentees Syllabi
- Help Mentee get their student ID's
- Use My WC Online to show your availability for the semester. Small changes week by week is allowed.

Week 3-4: Setting milestones, finding out your Mentees commitment to the program

- Milestones: small, attainable goals that are unique to your Mentee (academic, personal, etc.)
- Re affirm with your Mentee that they want to stay enrolled in the program (don't be afraid to be brutally honest with them)

Week 5-6: Open topics Mentees want/need help with, involvement with campus activities

- Focus on what the Mentee wants to work on/prioritize (study skills, time management, etc.)
- Make the Mentee aware of workshops, clubs, on - campus events, and any other resource on campus (you can also attend these events with them in replace of a meeting)

Week 7-8: Time management, study skills, campus resources

- See what specific areas of time management and study skills to focus on
- Campus Resources: Tutoring Center, Health Center, etc.

Week 9-10: Reassessment of goals and grades

- Progress report (see if they are meeting their expectations/doing well in class)
- Evaluate goals/make adjustments if needed

Weeks 11-12: Planning for next semester

- Counseling Center for help picking classes or anything else that is related
- Takeaways from the semester (what the mentee did well and what the mentee can improve on)

Weeks 13-14: Destress events, prep for finals, study session

- Health Center (destress kits, 3 C's, Someone to talk to)
- Help your mentee plan to set time aside to study for their finals

Weeks 15: Optional meeting, host a group study session, host a group party

- Final meetings (closing thoughts/comments before finals)

Strategies for Effective Mentoring

1. Clearly discuss with your Mentee the goals and expectations of the mentoring relationship.
2. Be yourself and allow Mentees to be themselves.
3. Encourage questions and be a good listener.
4. Do not attempt to handle situations with mentees for which you are not qualified. If you do not know or are not qualified to answer a Mentee's question, say so. A referral is a good response.
5. Be honest and require honesty from your Mentee.
6. Look for behavior patterns and other clues to understand your Mentee's challenges. Let your intuitive skills play a role, and trust yourself.
7. Guide your Mentee towards experiences with success. The more of these there are to build from, the greater are the chances for new success.
8. Use a calm demeanor, a sense of humor, a ready smile, and an openness to cultural differences as tools for mentoring excellence.
9. Look for success markers. Notice when your Mentee is making and keeping commitments, becoming more comfortable with choices, confronting real or potential conflict, taking risks, and acting more responsible.
10. Follow-up on commitments made to your Mentee.
11. Do not correct constantly or be condescending or over critical.
12. Be conscientious about confidential information.
13. Being with your Mentee should not be stressful for either of you. If it is, ask your Peer Mentor Coordinator for help.

"Strategies for Effective Mentoring", Pearl Lopez, Grossmont College EOPS

Understanding Diversity

Be Aware of Yourself

And make others aware of how added stress affects people's thinking and behavior. People who are conscious of their reactions to stress can often catch themselves before they say or do some- thing they will later regret.

Start with Yourself

Managing stress means managing your mind and making sure that the old cultural messages you grew up with do not turn into angry or unfair words or actions.

When Conflicts Arise

And you are either involved or must mediate between parties, remember the 80/20 rule. Usually in a conflict between people of different cultures, at least 80% or more of what takes place comes from cultural misunderstanding and 20% or less has to do with the personalities of the individuals involved.

When Diversity Problems Arise

Look beneath them for the stresses caused by poor management or other factors not recognized or controlled by the people involved. Don't blame diversity when management is ineffective in coaching, motivating and preparing employees for change.

Be Especially Vigilant

Root out trouble before it spreads. Whispering campaigns, the rumor mill, or inappropriate ethnic humor may be attempts to release tension or let off steam, but the damage they do is very hard to repair.

Keep Channels of Communication Open

Let everybody know what is happening. If you are speaking a different language, take time to fill others in on what you are saying.

Be A Listener

If people let off steam with you, listen to their feelings and fears. Point out name-calling, if it appears, as unhelpful, without making a big issue out of it.

Communicating Across Cultures

Communicating with people of other cultures is a learned skill – *a habit*. According to management consultant, Stephen R. Covey. ***A habit is the point where desire, knowledge, and skill meet.*** *Desire* is about wanting to do something. *Knowledge* is seeing what to do, and *Skill* is understanding how to do it.

These three factors are equally important for bridging gaps in cultural understanding. What follows are suggestions in each of these areas:

Desire to communicate across cultures. If you truly see the value of cultural diversity, you can discover and create ways to build bridges to other people.

Know about other cultures. Back up your desire to learn about other cultures with knowledge.

Gain skill in communicating across cultures. With the desire to communicate and gain knowledge of other cultures, you can then work on specific skills.

Look for common ground. To promote cultural understanding, we can become aware of, and celebrate, our differences.

Assume differences in meaning. Don't assume that you have been understood or that you fully understand another person.

Look for individuals, not group representatives. Sometimes the way we speak glosses over differences among individuals and reinforces stereotypes.

Get inside another culture. Immerse yourself in another culture. Consider learning as much about it as possible.

Find a translator, mediator, or model. People who move with ease in two or more cultures can help us greatly.

Celebrate your own culture. Learning about other cultures does not mean abandoning your own.

Ask for help. If you are not sure about how well you're communicating, ask questions.

Point out discrimination. Throughout history, much social change has been fueled by students. When it comes to ending discrimination, you can make a difference.

Dealing with Difficult People by Jamie McCreary, Ph.D.

Hostile-Aggressives

What They Do:

Cutting you down, sniping, exploding...

What Can You Do?

- Stand up to them, but don't fight.
- Take a break to let them cool down.
- Control your own anger and the evidence of it.
- Snipers: Force them to be open by asking about their intentions.
- Exploders: Let them know their point does not come through like that.

Know It All's

What They Do:

Contradicting, overruling, ignoring you...

What Can You Do?

- Be careful and accurate in your statements.
- Ask them to extend and explain what they know.
- Purposely take a subordinate position to end the conversation.
("You're right, absolutely".)
- Thank them for their opinion and do what you want.

Complainers

What They Do:

Whining, criticizing...

What Can You Do?

- Listen and ask factual questions.
- Don't be defensive.
- Only apologize if you are wrong.
- Acknowledge their points without agreeing.
- Don't try to persuade or convince.
- Ask them how they want the conversation to end.

And Remember... Difficult people bother us because of how we feel when we are with them. Our feelings depend on how we look at the situation. If we change how we view the situation... Our feelings will change! Also, don't be afraid to reach out to others for help.

Understanding Students with Learning Disabilities

ATTENTION DEFICIT DISORDER (ADD)

Research over the past few years indicates the number of youngsters who have been diagnosed with ADD is increasing. This trend implies difficult years ahead for schools and teachers. Information and understanding are two important elements needed to work successfully with ADD students. What follows is some recent information which might help identify ADD students in your group or one-to-one peer mentoring session.

CHARACTERISTICS OF THE STUDENT WITH ADD

Easily distracted: Students with ADD notice everything that is going on, particularly changes or quickly-changing things in their environment. This often is perceived as being "hyperactive."

Short, but intense, attention span: Most students with ADD students complain of "boredom" and jump from one project to the next. Some tasks may hold the Students' attention for long periods of time or for short intervals.

Disorganization: Students with ADD have trouble separating material from one project to the next. They find it hard to keep notes, projects, and research separated.

Difficulty following directions: Lack of attention is usually the culprit because students with ADD find it hard to stay focused. They tend to pay less attention to things like directions. Also, studies show that many students with ADD dislike being told what to do.

Symptoms of depression: Studies show that students with ADD display some symptoms of depression. In some cases, boredom or daydreaming may be mistaken for depression. If the student is on medication (as many are), the medication may contribute to this.

Easily frustrated and impatient: Students with ADD are often very direct and to the point about things. This bluntness may be perceived as rude or offensive to those trying to work with the student. Butting into conversations and interrupting others may figure into this.

Verbal communications: Some students with ADD cannot keep from talking all the time, while others seem to never speak. Students with ADD may seem as if they are not listening when they are being spoken to.

CONDITIONS THAT MAY MIMIC ADD are.....

Anxiety disorders

Depression

Bipolar disorder/manic-depressive illness

Seasonal Affective Disorder

Students with ADD are usually on some form of medication. Very often the medication can alter the students' behavior. Inform your supervisor of any students you believe may be struggling with severe ADD symptoms. The supervisor will evaluate the student's application and address your concerns. Also, the school may be willing to inform the Program of any diagnosed ADD student/participants.

STRATEGIES FOR WORKING WITH STUDENTS WITH ADD

- Have the student sit near the front of the room. This permits you to make and maintain eye contact throughout your discussion.
- When tutoring, try to monitor the student's progress regularly. Get the student started on a project and employ the strategy known as Prompt, Praise, and Leave (PPL).
- Constantly encourage organization. Help the student arrange his/her binder into some organized manner. Encourage the use of day planners, assignment sheets, and any other organizer.
- When giving directions, be sure to give clear, direct instructions. Have the students re-peat the directions back to you. Repeat the directions again if necessary.
- Use multisensory approaches to instruction. A combination of verbal, auditory, tactile, and kinesthetic seems to work best.
- Encourage and support the student. Avoid negative feedback.

ENCOURAGE THE USE OF MEMORY STRATEGIES FOR ADD STUDENTS

Verbal Memory Skills

- Repetition (used with isolated bits of information)
- Repetition without "chunking"(simple repetition)
- Repetition with "chunking"
- Chunking (placing longer series of items into smaller "chunks")
- Spontaneous visual linking (developing mental images of isolated words)
- Auditory Cueing (auditory stimuli to trigger response)

Visual Memory Skills

- Spontaneous verbal rehearsal (labeling figures as they are viewed)
- Visualization (creating a visual image)
- Revisualization (recalling something seen previously)
- Visual Cueing (visual cue/stimuli to trigger response)

Associative Memory Skills

- Visual association (associating a visual *image* with the *information* presented)
- Categorization/Classification (conceptual groups to make the material more relevant/meaningful)
- Integration (new information/knowledge with prior knowledge)
- Cueing by key words/phrases (using "buzz words" and phrases to begin a new chain of ideas)
- Acronyms (creating words/sentences using the first letter of each item on a list)

DO I HAVE A LEARNING DISABILITY?

A Learning Disability (LD) Is:

- A disorder which affects the manner in which individuals with average or above average intelligence take in, retain, and express information. Like interference on the radio or a fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain.
- Commonly recognized in adults as a deficit in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but still troublesome, are problems in organizational skills, time management, and social skills. Some adults with LD may also have language-based and/or perceptual problems.
- Often inconsistent. A learning disability may present problems on Mondays, but not on Tuesdays. It may cause problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only one specific academic area, such as writing, math or foreign language.

A Learning Disability Is Not: A form of mental retardation or an emotional disorder.

Some Common Characteristics of College Students with LD:

Reading Skills

- Slow reading rate and/or difficulty in modifying reading rate in accordance with the difficulty of the material.
- Poor comprehension and retention.
- Difficulty identifying important points and themes.
- Poor mastery of phonics, confusion of similar words, difficulty integrating new vocabulary.

Written Language Skills

- Difficulty with sentence structure (e.g., incomplete sentences, run-on sentences, poor use of grammar, missing inflectional endings).
- Frequent spelling errors (e.g., omissions, substitutions, transpositions, invented spellings).
- Difficulty copying from a book or the chalkboard.
- Difficulty in writing quickly.
- Poor penmanship (e.g., poorly-formed letters, trouble with spacing).
- Difficulty organizing and developing compositions.

Mathematica/ Skills

- Incomplete mastery of basic math facts (e.g., multiplication tables).
- Number reversal (e.g., 123 to 321 or 231).
- Confusion with operational symbols, especially + and x.
- Difficulty with copying problems from one line to another.
- Difficulty recalling the sequence of operational processes.
- Inability to understand and retain abstract concepts.
- Difficulty comprehending word problems.

Organization and Study Skills

- Time management difficulties.
- Difficulty starting and completing tasks.
- Repeated difficulty recalling what has been taught.
- Difficulty following oral and written directions.
- Lack of overall organization in written notes.
- Short attention span during lectures.
- Inefficient use of library reference materials.

If you think you have a learning disability, please call (619) 644-7112 to set up an appointment to see one of our ARC counselors to discuss the **learning disability assessment process**. You may also stop by our office (room 60-120) to make an appointment. At the time you are making your appointment with a counselor, you will be given a self-assessment questionnaire (purple book) or a disability verification form that your doctor needs to fill out.

If you have further questions, please call Carl Fielden, the DSPS learning disabilities specialist, at (619) 644-7111.

Emotional, Legal, and Referral Issues

Emotional Issues

Never date someone you are trying to help as a way of relating to her or him. A relationship of this nature would compromise your role as a peer helper and could possibly lead to emotional problems for both you and the mentee (the person who has to come to you for help).

Be sensitive to emotional attachments that might develop between your mentee and you. Even though you may be flattered, forming a romantic relationship with the peer you are trying to help is not ethical. Be direct about the boundaries and purposes of the relationship. Only under completely different circumstances might a romantic relationship be appropriate. Anytime you are getting involved emotionally, evaluate your need. Emotional attachment distorts your ability to be objective and may only add to the person's problem. Under these circumstances, it may be prudent to refer the person to another peer helper.

Legal Issues

By law, the following situations are outside the bounds of confidentiality and must be reported:

- Sexual or physical
- Possession of illegal weapons or declaration of intent to harm self or others
- Illegal activity of any kind

When you encounter such issues working with someone, by law you are required to report the situation to someone in authority, such as a school counselor, principal, or police officer. If you anticipate that any of these issues may be involved or mentioned inform the person or group – before such information is revealed.

Referral Issues

Always be ready with people and resources to contact and share these with your mentee. If you are concerned about your ability to help, reach out to your peer mentor coordinator.

Those who talk of personally destructive behavior, including suicide and drug use, or who have delusional plans (which could indicate psychological disturbances) must get professional care. You cannot help in these situations, other than by getting the person professional help. Contact your peer mentor coordinator if you feel overwhelmed with such situations. In dealing with a legal minor, never make a referral without consulting with your Peer Mentor Coordinator.

Varenhorst, Barbara, PhD. *Training Peer Helpers: Coaching Youth to Communicate, Solve Problems, and Make Decisions*. Minneapolis, MN: Search Institute, 2010. Print.

Learning Styles

The Naturalistic Learner - Your mantra: Let's investigate the natural world.

Naturalistic learners often understand the patterns of living things, and they apply scientific reasoning to the world. You recognize (and can classify) different types of plants or animals. You also empathize with animals. Some well-known careers for those with naturalistic intelligence are farmer, naturalist, animal behaviorist, and scientist.

Tips for the way you learn:

- Observe and record data
- Create a "living system" for the material you are trying to learn. Imagine the new material as an ecosystem or a pattern for you to figure out.
- Write about nature, daily life, or people as a topic so you become engaged in your assignment.

The Bodily-Kinesthetic Learner - Your Mantra: Movement is fundamental.

Bodily-kinesthetic intelligence means you think in movements. The fundamental ability to use movements for either self-expression or precision to achieve a goal is crucial for surgeons, athletes, mimes, choreographers, and directors.

The best way for you to retain information is to associate it with an activity. Dance, acting, and sports are easy for you to master. Relate what you are trying to learn to one of these activities, and you will retain information and gain understanding.

Tips for the way you learn:

- Perform a skit to show the action of the idea you are trying to learn
- Make a game out of the material
- Apply what you are learning to hands-on models or in-practice examples
- Stay active when you are in a situation in which you need to concentrate. You can squeeze a stress ball when talking with someone or walk around while reading a book.

The Musical Learner - Your Mantra: That sounds good to me!

You probably sing to yourself while walking down the street. Keep it up! Musical intelligence is associated with enjoying music, singing (vocalists), making music (composers), and playing an instrument (instrumentalists). You are sensitive to sounds and the emotions music conveys. You have a unique ability to know when something is off key.

Tips for the way you learn:

- Listen to music while you study to connect its patterns and sounds with the subject you are studying. Replay the same song just before a test.
- Create a rhyme, song, or chant for material you would like to memorize.
- Associate what you're learning with a song you like.
- Use your ability to distinguish sounds as well as hear the beat, tone, or chord in a song by learning an instrument or mixing sound.

The Visual-Spatial Learner - Your mantra: What you see is what you get.

Visual-spatial intelligence allows you to see and modify things in your mind. With an understanding of the visual world and its relation to physical items, you are good at solving spatial problems, designing, and doing crafts. Interior designers have remarkable spatial abilities, as do painters.

Tips for the way you learn:

- Use art projects to create representations of the content you are learning.
- Draw related images next to your notes (along with arrows between ideas) to create connection and reference points.
- Organize with color. Use different-colored highlighters, paper, index cards, folders, or tabs to create a visual system for finding things and grouping topics.
- Visualize your topic. When you are learning something new, imagine what it looks like.

The Logical-Mathematical Learner - Your mantra: Why? Well, because it is logical.

Logical-mathematical intelligence is often what we refer to when we call someone – such as a mathematician or an engineer – smart. You possess the ability to understand complex problems, both logical and mathematical. This intelligence asks questions, finds solutions, and reflects on the problem-solving process.

Tips for the way you learn:

- Think about what you are trying to learn as a puzzle or a formula
- Ask question and allow yourself to experiment with your own hypothesis to find solutions or new answers.
- Concentrate on symbols, designs, and words to bridge mathematical and verbal logic.
- Create an outline to understand your subject step by step. Doing so will allow you to stay organized and track what you're learning in a logical sequence.

The Verbal-Linguistic Learner - Your mantra: Tell me in words – written or spoken – and I will understand

Verbal-linguistic intelligence (along with logical-mathematical intelligence) is often associated with doing well in school. You have the ability to use words effectively for reading, writing, listening, and speaking. The poet has been described as the epitome of verbal-linguistic intelligence.

Tips for the way you learn:

- Use words to explain complicated subjects.
- Ask questions.
- Engage in the Socratic Method, digesting information through a question-and-answer exchange.
- Hone your native ability to tell a story.

The Interpersonal Learner - Your mantra: I understand what you mean.

Interpersonal learners thrive on social interaction. Friends often ask you for advice because you are understanding and in tune with the people around you and their motives, emotions, perspectives, and moods.

Your ability to manage relationships helps you understand situations and take a leadership role when necessary. You enjoy teaching and sharing your thoughts.

Careers that require insight and that ability to read what someone else is thinking or feeling - such as teaching, psychology, or sales - would be great match for those with interpersonal intelligence.

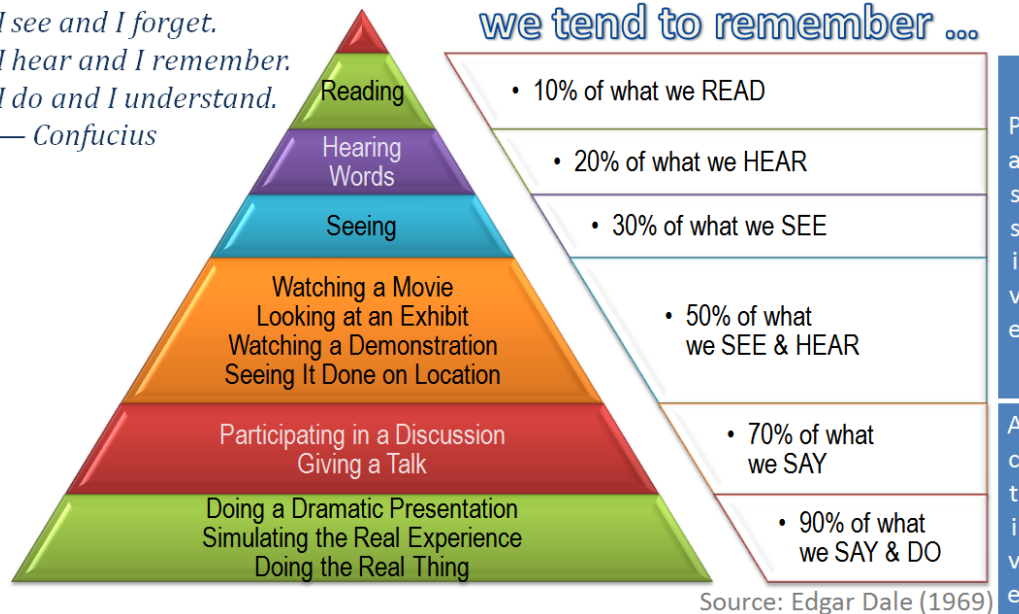
Tips for the way you learn:

- Give and receive feedback
- Talk out problems
- Work on large-group projects so you can use your social abilities to divide up tasks and understand all aspects of the project.
- Be part of active learning through mentoring, tutoring, or an apprenticeship. This activity will reinforce your own knowledge or abilities

The Cone of Learning

sparkinsight.com

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



Being a Successful Student

Think ahead and choose carefully

- Be prepared for your classes: skill level needed & prerequisites / recommendations.
- Select classes for your academic goal. Get counselor help in course selections.
- Balance your course load – course difficulty and units.
- Balance your course load with other work and home responsibilities.
- Select course days / times that fit your overall weekly schedule & resources.
- Times for classes? Think biorhythms and attention span.
- Schedule spaces between your classes: relax, socialize, questions for instructor.
- Arrive at your next class on time by careful scheduling.

Build a strong academic foundation for course success.

- English, reading, research, computer, and study skills.

Use time management tools.

- Create a weekly schedule: classes, studying, work, and home activities.
- Transfer syllabus information (deadlines and exams) to planner.
- Use a monthly planner to plan ahead and prioritize study activities.

Create a quality study environment.

- Schedule a minimum_of two hours for each hour in class.
- Study at regular times and locations. Minimize distractions and maximize resources.
- Study together: study-buddies, study groups, and SI groups through AAC.

Be “study smart.”

- Refer to syllabus and planner for due dates and exams. Prioritize study.
- Learn how to read textbooks efficiently.
- Surround yourself with study tools, including computer and flash-drive.
- Organize & integrate your notes and course material in binders and dividers.
- Emphasis your best learning mode. How do you learn best

Be “class smart.”

- Attend all class sessions and be on time.
- Know the “rules of engagement” in class through the syllabus.
- Develop the skills needed to be effective in online classes.
- Be attentive and an active listener.
- Participate in class- discussions, questions, group projects.
- Take notes in class- rewrite / organize and review.
- Relate what you are learning to life experiences or your future goals.
- Be prepared for class- have texts, materials, and assignments ready.

Get tutoring; get it early!

- Writing Center, Math Study Center, Tutoring Center
- Tutoring is an academic support. Be proactive, make it part of your schedule.

Review and prepare for exams.

- Develop a routine of ongoing review for exams.
- Be clear on what the test will cover and what type of test will be given.
- Learn test-taking skills to match with the type of test given.
- Evaluate the exam outcomes to better prepare in the future exams.

Know and use your campus resources.

- Go online to Grossmont College’s Academic Resources.

Develop a support team for student success.

- Meet with your instructors during office hours to seek clarification on course content or assignments. Instructors are also advisors and mentors.
- Meet with your counselor regularly to clarify goals & track progress through educational planning and course advising; to develop success strategies and find solutions to your individual challenges.
- Make personal connections with other students who are motivated and serious about college. Think beyond age, gender and major.
- Seek others on campus and in the community as role models and mentors.

Be a strong self-advocate.

- College success is a priority to you. **Share this with others!**
- Have clear goals and reasons for those goals. **Be motivated!**
- Be accountable to yourself. **Use self-discipline!**
- Develop critical thinking skills. **Solve problems well!**
- Develop strong written and oral communication skills. **Represent yourself!**
- Use campus and community resources. **Be proactive!**
- Associate with positive and supportive people. **Build a winning team!**
- Nurture yourself mentally and physically. **Live healthy!**

How to Study

Efficient ways of study are not a matter of guess. Psychologists have been working for years on how to study. Research on the best methods of study has been conducted at the top universities --including Stanford, Ohio State, and Chicago. There, careful experiments with groups of students have thrown light on ways of study that are best. By using these ways, you should learn more easily, remember longer, and save hours of study time. The suggestions that follow are based on the results of these experiments.

1. Make and Keep a Study Schedule

Set aside certain hours each day for homework. Keep the same schedule faithfully from day to day. The amount of time needed for study will vary with the individual student and the courses on his/her schedule. Three to four hours of study each day is suggested for the average junior college student.

2. Study in a Suitable Place — The Same Place Each Day

Is concentration one of your study problems? Experts tell us that the right surroundings will help you greatly in concentrating. Your study desk or table should be in a quiet place as free from distractions as possible. You will concentrate better if you study in the same place every day.

3. Collect All the Materials You'll Need Before you Begin

Your study desk or table should have certain standard equipment paper, pen, ink, and eraser and a dictionary. For certain assignments you will need a ruler, paste, a compass, or a pair of scissors. With all your materials at hand, you can study without interruption.

4. Don't Wait for Inspiration to Strike -- It Probably Won't

We learn a lesson about studying from observing an athlete. Can you imagine seeing an athlete who is training for a mile run sitting on the field waiting for inspiration to strike before he starts to practice? He trains strenuously day after day, whether he wants to or not. Like the athlete, we get in training for our tests and examinations by doing the things we're expected to do over a long period of time.

5. A Well Kept Notebook Can Help Raise Your Grade

Guidance counselors tell us there's a definite relationship between the orderliness of a student's notebook and the grade he makes. Set a special section for each of the subjects on your schedule. When your teachers announce important tests and examinations, you'll find how priceless orderly notes can be.

6. Make a Careful Record

Why lose time phoning all over town to find someone who knows the assignment? Put it down in black and white, in detail, in a special place in your notebook. Knowing just what you are expected to do and when you are expected to do it is the first long step toward completing important assignments successfully.

7. Use "Trade Secrets" for Successful Study

Flash cards are "magic helpers." On the front of a small card, you write an important term in history, biology, English, etc., and on the back, a definition or an important fact about the term. Carry your flash cards with you. At odd times, take them out and ask yourself the meaning of the term. If you don't know, turn to the other side and review the answer.

8. Good Notes are Your Insurance Against Forgetting

Learn to take notes efficiently as your teachers stress important points in class and as you study your assignments. Good notes are a must for just-before-test reviewing. Without notes, you will often have to re-read the whole assignment before a test. With them, you can call the main points to mind in just a fraction of that time. The time you spend in taking notes is not time lost but time saved.

9. Perhaps You've Asked, "How Can I Remember What I've Studied?" -- One Secret of Remembering is Over-Learning,

Psychologists tell us that the secret of learning for future is over-learning. Over-learning is continuing your study after you have learned the material well enough just barely to recall it. Experts suggest that after you can say, "I have learned the material," you should spend extra study, one-fourth of the original study time. In an experiment study, students who over-learned the material remembered four times as much after 28 days had passed.

10. Frequent Reviews Will Pay You Well -- In Knowledge, Grades and Credits

Without review, the average student can forget 80% of what he has read in just two weeks! Your first review should come very shortly after you study the material the first time. This early review acts as a check on forgetting and helps you remember far longer. Frequent reviews throughout the course can pay you well in pre-test peace of mind.

11. Last, Add Will-Power to Follow Through!

Suggestions about how to study help us no further than we help ourselves. As with most everything in our lives, the slogan is, "It's up to you!" If you try earnestly to increase your study efficiency, the improved skills should become your permanent habit. The result can be a definite improvement of your performance at school -- and the satisfaction that comes from making this school year one of your very best.

Preparing for Exams

TEST ANXIETY

What is test anxiety? Test anxiety is a sense of unease and apprehension, frequently accompanied by physiological symptoms such as upset stomach, restlessness, sleep problems, irritability, and “nervous” eating that precede the taking of an exam. Test anxiety can also make it difficult to concentrate, which increases forgetting (blocking) and making “careless” errors. Test anxiety is not fear of an actual exam; it’s the racing heart, sweaty palms, sense of threat, and urge to flee that someone experiences when *imagining* the outcome of not doing well on an exam.

What causes test anxiety? It’s natural to worry about whether you will do well on a test. Indeed, some degree of pre-test anxiety is good, for it focuses the mind on the task at hand and creates physiological and psychological arousal to meet the challenge. Problems arise, however, when the anxiety grows to the point of harming performance. Test anxiety is caused by the content of the test-takers internal mental messages, or self-talks. Usually the self-talk focuses on imaginary “terrible” outcomes of doing poorly on the exam.

Some examples...

Exaggerating the importance of the test: “If I do poorly on this test, I’ll do poorly in class. If I do poorly in class, I won’t get into law school. If I don’t get into law school, I’ll be a failure and die of shame.”

Confusing performance on an exam with self-worth: “If I do poorly on the exam, I’ll show I’m incompetent.”

Not studying: “Yikes! I didn’t study and I don’t know this material.”

Solutions to Test Anxiety

- Acknowledge that you get nervous before tests and try to become aware of the roots of your test anxiety. Keep a journal of pre-test feelings and symptoms. Be attentive for the images and messages in your internal self-talk. If you don't prepare adequately for the exam by studying, and you care about your performance, then it's realistic to feel anxious about the possibility of failing.
- *Dispute negative messages you give yourself: "You're not smart enough to do well."*
- *Realistically appraise the exaggerated importance of an exam.* Remind yourself that a test is only a test and not a measure of your self-worth. Remind yourself that focusing on the grade will distract you from learning the material, which will bring about the opposite of what you are focusing on.

As Part of Test Preparation:

- Give yourself periods of quiet time in which you relax and imagine yourself taking the test. See yourself taking the exam confidently. See yourself coming across a difficult question and taking it in stride and moving on to another question that you can respond to with confidence.
- Focus your awareness on the test by getting your test-taking materials together before test time.
- Sharpen your pencils, get your GradeMaster form or blue book and write your name on it.
- Arrive at the exam 5-10 minutes early and let yourself relax.
- Don't rush before the test. Don't cram, that only increases anxiety.
- Get a good night's sleep. Eat a balanced meal one or two hours before the exam.
- Once in the test situation, stop worrying. Try to flow. If you block, take a few deep breaths; ask the instructor if you can get a drink of water.
- Meditate. Close your eyes and watch your breath; is it shallow or deep? Is there tension in your body? Focus your awareness on your anchor-place for a few seconds, and when you're ready, go back to the exam.
- Realize that test-taking is a skill only partially related to how much a student knows and understands. Like any skill, one improves with practice.

Different Types of Exams

There are several different kinds of exams. Your instructor will likely know well ahead of time what types of questions will be asked. Choose a method of preparation which suits the type of exam you will be taking.

FOR PROBLEM SOLVING:

Go through past homework assignments, lecture notes and your textbook, then:

- Copy problems.
- Mix them up.
- Solve as many as possible.
- Check your answers.
- For any you do not answer correctly, try to find similar problems and keep working them.

FOR SHORT ANSWER:

After reviewing your lecture notes and textbook:

- Make a list of important terms.
- Write down a definition of each term as it was used in the course.
- Think of examples or illustrations of each term.
- Figure out the term or concept's relevance to the course.

FOR ESSAY QUESTIONS:

Review old essay assignments and select a number of topics that seem central to the course. Then...

- Write the thesis statements containing the subject and three main points.
- Write an outline for each thesis statement (the more details-facts, figures, illustrations and quotations, the better.)
- Write as many essays for each of these as possible, only giving yourself as much time for each as you will have on the exam itself.
- Look over your trial essays, paying attention to areas that could be improved.

FOR OBJECTIVE TESTS: (Multiple choice, true/false, and matching questions.):

- Study concepts and examples, as well as facts.
- Study your texts and notes by actively looking for the kind of material that can be answered objectively (i.e. Dates, Names, and Precise Details.)
- Get old copies of multiple-choice, etc. exams. Look for patterns in questions and answers throughout certain disciplines.

Reasons to Review Returned Tests

1. Check the point total to make sure it is right. Look for mistakes in grading.
2. Know what questions you missed and why you missed them. The reason you missed the question is often as important in taking your next test as the answer.
3. Study the instructor's comments, especially for essay questions, so that you will know what is expected next time.
4. Look for kinds of questions and tricky questions that the instructor likes to use. See if the questions came from the text or the lecture. Concentrate more on that source for the next exam.
5. Correct and understand what you missed. This is information you need to know. It may appear on a later test or the final.
6. Analyze the type of problems you missed so you can review strategies for that type of question.
7. Review to put information into long term memory.
8. You want to ask questions while the test is "fresh."
9. Review how you studied for the exam. Look for better ways.
10. Reviewing gives you a good reason to talk to your professors and let them know you want to improve.

Balancing Life

How to improve sleep:

- Go to bed at the same time nightly.
- Create bedtime routine ½ hour before bedtime (ex: warm shower or bath, brush teeth, read, listen to soft music).
- Exercise daily (though not within three hours of bedtime).
- Consider non-addictive supplements such as Rescue Remedy Sleep or Melatonin.
- If lactose tolerant, consider drinking one cup of milk before bedtime.
- Remove all activities from the bedroom, including video games, TV, using phone, games, budgets and hobbies.
- Try “white noise.” Use fan or white noise sound machine.
- Purchase candle or another means to create relaxing smell such as lavender or vanilla.
- Learn and use progressive relaxation techniques.
- Keep a tablet or planner next to bed to jot down actions to follow up on so that you can give yourself permission to stop thinking about it.
- Eliminate caffeine and nicotine use, especially after 3:00 pm.
- Eliminate or limit alcohol intake before bedtime.
- Don’t eat large or heavy meals just before bedtime.

How to improve study habits:

- Limit study time to maximum of two hours at a time.
- Spread classes and homework out throughout the week so that homework and classes are not all crammed into large marathon blocks of time.
- Identify or create and specify a study environment that is conducive to task. Example: campus or public library, desk and upright chair, not on bed or lounge chair, away from TV and distractions. Arrange tools needed such as place for books, paper, computer/printer, access to internet, pens/pencils.
- Consider playing soft classical music to stimulate the brain, yet not distract. MP3 headphones are available in the campus library for this purpose.
- Read with a goal in mind as opposed to reading for comprehension. Example: find and highlight the main point or sentence for each paragraph. Read the chapter summary first and then set goal of finding summary points while reading the chapter. Keep highlighter or pen in hand to improve focus. Write in page margins the main point of the page or how this page relates to class lecture.
- Make use of tutoring resources on or off campus.
- Study with a friend or classmate.

How to improve time management:

- Meet with counselor or life coach to learn how to create weekly schedule and how to effectively use planner.
- Use only one system, not multiple lists, calendars or planners. Include all personal, academic and work related activities on one planner.
- Include study time in weekly schedule.
- Enter all course syllabi information, such as test dates, paper due dates and quizzes into planner for the entire semester.
- Identify and adhere to a planning time each week for updating planner.
- Always have planner available to write information down as it occurs to you.
- Take a personal development class such as PDC 130 Study Skills and Time Management (1 unit) or PDSS 101 Study Strategies for Students with Disabilities (1 unit) or PDC 120 College and Career Success (3 units).

How to improve health:

- Take multi- vitamins every morning (not as effective in the evening).
- Have breakfast.
- Include Omega 3s, especially fish oil supplements, in daily intake.
- Cardiovascular exercise daily for at least 30 minutes. Examples: walking, running, treadmill, swimming, jump roping, bicycling, aerobic dance.
- Learn meditation or yoga and include in daily schedule.
- Consider seeking neurofeedback treatments.
- Limit use of TV and video games.
- Take a nutrition course such as HED 155 Realities of Nutrition (3units).
- Plan healthy meals ahead of time.
- Eliminate or reduce soda and sugar intake.
- For dinner eat meals light on starch and sugar and reduce snacks.
- See a licensed health care professional.
- Take prescribed medication.
- Get a health appraisal.

How to improve academic performance:

- Meet with a counselor at least once each semester.
- Always have an up-to-date academic plan.
- Take one or more personal development courses.
- Sit toward the front of class.
- Regularly meet with instructors during their office hours.
- Use tutoring services.
- Do homework and attend all classes.
- Consider advantages of taking summer and short term courses.
- Consider advantages of taking full-time load.
- Reduce work hours.

- Party less.
- If DSPS eligible, make use of accommodations.
- Make use of priority registration and choose instructors carefully using ratemyprofessors.com website and/or ask tutors and classmates.
- Before enrolling, go to bookstore and examine course textbook to assess if your academic skills match course rigor.
- Organize binders, folders and backpack and separate by course/subject.
- Request instructor progress reports mid-semester (form at EOPS and DSPS).
- Learn more about AD/HD. Write a research paper about AD/HD for a class assignment.

How to improve social skills:

- Meet with a counselor or therapist.
- Learn to say “no.”
- Set boundaries for yourself and others.
- Spend more time working on yourself than others.
- Take an effective communication workshop on campus or attend an effective communication class through adult schools or community education.
- Learn when to speak up and when to keep quiet.
- Practice or role-play with your life coach social and/or family scenarios that are challenging you.
- Practice good hygiene.
- Listen more.

How to work on life balance:

- Schedule personal time throughout the week.
- Align exercise and/or hobbies with significant others to create time for building and maintaining relationships.
- Set clear written goals for yourself and share with your life coach and significant others. Visualize how you want to be. Refuse to admonish yourself for not living up to your own expectations.
- Establish a daily quiet time for you. Perhaps this can be incorporated with exercise or yoga.
- Organize home. Establish places for keys, purse, wallet, coats, mail, etc. Use drawer organizers to hide and organize clutter.
- Work with your life coaching on following problem solving processes, i.e., clarify the problem, brainstorm possible solutions, choose the best solution(s), act, evaluate results.

How to improve money management:

- Monitor expenditures for one month to create baseline.
- Eliminate or reduce unnecessary expenditures such as Starbucks coffee and snack foods that add up.
- Create system using envelopes or manila folders to sort money into categories based on established expenditures. Example: depending on when you get paid, sort money weekly, bi-weekly or monthly into folders....one for rent, one for utilities, one for transportation, etc.
- Include account or file for depositing 10% reserves for emergencies and unplanned for expenses.
- Take a money management class such as Bus 195 Personal Finance (3 units).
- Meet with financial aid advisor.
- Apply for financial aid.
- Apply for scholarships.

How to limit or reduce the use of alcohol or drugs:

- Attend weekly AA meetings.
- Attend “Friends of Bill W” meetings on campus.
- Talk with a counselor on campus.
- Make an appointment with a therapist.
- Schedule displacement activities during time of substance use.
- Change network of friends, environments and/or activities that support substance abuse.

How to improve parenting skills:

- Meet with a counselor, life coach or therapist for tips.
- Create family rules and schedules and be consistent in expecting children to adhere to these rules.
- Create a list of household chores and identify who does what chores (include you). Be specific, i.e., what and at what time/day will it be accomplished. What are the consequences if it is not done?
- Create routines for bed, dinner, getting ready in the morning. Be specific.
- Stick with rules, schedules and consequences. Don’t punish. Punishment only leads to learning how to avoid punishment, not the intended behavior change.
- Talk with teachers to formulate a plan of action for your child if appropriate.
- Find daily periods to just be with your children and listen (not tell). Be available for them to talk even if occasionally they don’t. Be interested in what is important to them, even if it is not an interesting subject for you.
- Create an organized environment at home.

Engagement Opportunities

There are several places on campus where you can learn more about student engagement on campus and in the community. Among them are The Common Ground 60-206 and ASGC, both located in Griffin Center building 60.

The Common Ground (Room 60-206) is Grossmont College's student cross cultural space that also houses the student food pantry known as Gizmo's Kitchen. Students can check out board games, study, participate in a social justice dialogue or presentation, engage in community service projects, meet new friends, watch a movie, or just relax by enjoying a free cup of coffee or tea that is offered daily. Throughout the semester, there are opportunities to attend leadership workshops focusing on social justice and inclusion. The Common Ground is also home of Grossmont College's Safe Zone trainings which focuses on creating a safe space for LGBTQ students. The Common Ground has 2 computers that students can use but mostly it's a place where you can feel at home and make friends.

Student clubs and organizations enrich life at Grossmont College by providing numerous leadership opportunities for students, as well as a place to enhance social and professional connections. Getting involved at Grossmont College is easy. Simply join one of our existing campus organizations - or create your own! Go to <http://www.grossmont.edu/campus-life/clubs-orgs/current-student-organizations-clubs.aspx> The Network and Leadership Club was founded by Peer Mentors in the Fall of 2017. This would be a great place for your mentee to participate and feel engaged on campus.

Recommended activities to help students feel connected to campus:

Mentor/Mentee contacts are not limited to calls, texts, e-mail, and formal sessions. There is a wide variety of activities that can benefit your mentor/mentee relationships and help to reach semester goals and objectives. You are expected to keep meetings on campus grounds rather than off campus. The following list of activities will provide more ways to get to know your mentees and connect them to the college.

- Arrange to have lunch or coffee in the student center or Cafe 200. The informal environment may provide a good opportunity to get to know more about your mentee. This can be a time for mutual sharing about general background, family, and interests.
- Attend theater performances, athletic events, or cultural events on campus. If there is a reception, lecture, or honorary event for a person in a field of interest to your mentee, make arrangements to attend together.
- Find out each other's favorite authors or type of reading. Take your mentee to a campus book reading or go to the library and try to find books by these authors.
- Visit a four-year university through the Transfer Center. Go with your mentee to SDSU, USD, or UCSD.
- Go with your mentees to the Grossmont College Career Center to research career interests.

FALL 2018 Academic Calendar

Fall 2018 Academic Calendar

Full-Semester Courses	August 20 - December 15
Late Registration and Add Code Required	August 20 - September 3
Holiday (Labor Day)*	September 3
Last Day to Drop Classes Without a "W" on Your Record	September 3
Last Day to Apply for a Refund	September 3
Last Day to Apply for P/NP (CR/NCR)	September 21
Last Day to Drop Classes	November 9
Holiday (Veterans Day)*	November 12
Holiday (Thanksgiving)*	November 22 - 24
Final Examinations	December 10 - 15
Instructor Grade Deadline	December 20

8-Week Sessions	August 20 - October 12	October 15 - December 7
Late Registration and Add Code Required	August 27	October 23
Last Day to Drop Classes Without a "W" on Your Record	August 27	October 23
Last Day to Apply for a Refund	August 27	October 23
Last Day to Drop Classes	September 28	November 22
Instructor Grade Deadline	October 15	December 20

ADULT RE-ENTRY, STUDENT EMPLOYMENT & CAREER CENTER

Bldg. 60, Room 146

Mon-Tues 9am-6pm
Wed-Thurs 9am-5pm

Fri 9am-1pm

Adult Reentry: (619)644-7697

Student Employment: (619)644-7611

Career Center: (619)644-7614

- Adult re-entry orientations and seminars
- Career assessments
- Career development counseling
- Job search instruction: resume, interview, and application preparation
- Student online employment services
- Career library

ACCESSIBILITY RESOURCE CENTER (A.R.C.)

Bldg. 60, Room 120

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm

Fri 8am-1pm

Phone: (619)644-7112

VP: (619)567-7712

Academic and support services for students with disabilities

TRANSFER CENTER

Bldg. 10, Room 173

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm

Fri 8am-1pm

Phone: (619)644-7215

- Assistance with transfer to any four-year college or university
- One-on-one counseling for University/Link students and Pre-professional majors
- Transfer workshops

EOPS/CARE

Bldg. 60, Room 125

Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm

Fri 8am-1pm

Phone: (619)644-7617

- State funded program for economically and educationally disadvantaged students, offering:
- Priority registration
- Personal/academic counseling
- EOPS grants/book vouchers
- Summer Institute Program

GROSSMONT

COLLEGE



SPECIALIZED SERVICES FOR STUDENTS

CASHIER'S OFFICE

Bldg. 10, Room 110

Mon-Tues 8am-6pm, Wed-Thurs
8am-5pm, Fri 8am-1pm

Phone: (619)644-7660

Payment of fees and parking tickets

Note: Parking permits must be purchased via WebAdvisor and will be mailed within 3 business days.

LEARNING & TECHNOLOGY RESOURCE CENTER

Bldg. 70

Mon-Thurs 7:30am-8:30pm

Fri 7:30am-2:30pm

Tech Mall Phone: (619)644-7748

Library Phone: (619)644-7355

- Assistive Technology Center
- ESL/Independent Studies
- English Writing Center
- Library
- Math Study Center
- Tutoring Center

OPEN COMPUTER LAB

Mon-Thurs 7:30am-9:00pm

Fri: 7:30-3:00pm

CAIWORKS/NEW HORIZON

Bldg. 60, Room 125

Mon-Tues 8am-6pm

Wed-Thurs 8am-5pm

Fri 8am-1pm

Phone: (619)644-7552

- Programs that serve student/parents who are on cash aid or low income and are in vocational majors, with
- Academic/Personal Counseling
- Priority registration
- Child care funding
- Textbook assistance
- Work study (if eligible)

VETERANS RESOURCE CENTER

Bldg. 21, Room 253

Mon-Tues, 8am-6pm

Wed-Thurs 8am-5pm

Fri 8am-1pm

Phone: (619)644-2237

- Computer assistance
- Peer support, mentoring
- Financial aid information and application assistance
- Referral to on/off campus resources
- Academic Counseling

ADMISSIONS & RECORDS

Bldg. 10, Room 150

Mon-Tues 8am-6pm

Wed-Thurs 8am-5pm, Fri 8am-1pm

Phone: (619)644-7186

- Admissions & Registration
- Transcripts
- Student ID Card
- Veterans Services
- International Student Admissions
- Graduation Evaluation
- Petitions

Grossmont College Mission:

Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential and to developing enlightened leaders and thoughtful citizens for the local and global communities.

STUDENT AFFAIRS

Bldg. 60, Room 204
Mon-Thurs 9am-5pm
Fri 9am-1pm
Phone: (619)644-7600

- Associated Students of Grossmont College
- Inter-Club Council
- Student clubs and organizations
- Leadership/activity programming
- Student discipline
- Student grievance process
- Campus Posting
- Free Speech

FINANCIAL AID

Bldg. 10, Room 109
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm, Fri 8am-1pm
Phone: (619)644-7129

- Grants
- Work Study
- Loans, Fee Waivers, etc.
- Scholarships

NEXTUP FOR FOSTER YOUTH

Bldg. 60, Room 125
Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7617

State-funded program that provides extra support to students who were in foster care, including specialized academic, career, personal and crisis counseling, extra book money, transit or gas cards, and grant money

STUDENT HEALTH SERVICES

Bldg. 60, Room 130
Mon-Thurs 9am-5pm
Fri 9am-1pm
Phone: (619)644-7192

- Registered Nurse available for Injury/First Aid/ Illness assessment/immunizations requirements/TB Screening/Ftu shots
- Affordable referrals for medical/dental/basic needs
- Confidential Mental Health Counseling
- Immediate Crisis intervention
- Health education & wellness events
- Blood Drives
- Griffin Kitchen Food Pantry

Visit our website for service hours, and current events
<http://bit.ly/2wJw007>

WELCOME TO GROSSMONT COLLEGE! QUICK TIPS FOR GETTING AROUND

- ✓ Application and registration start online at www.grossmont.edu.
- ✓ Once registered, get your college photo ID at Admissions & Records. Bring a form of photo ID such as California license, passport, etc.
- ✓ An orientation video and self-guided tour is available at www.grossmont.edu keywords: "video orientation" or use the QR code reader on your smartphone.
- ✓ Never miss a deadline! Download the FREE iPhone or Android GradGuru app to stay up to date on Admissions & Records, Financial Aid and Counseling deadlines.
- ✓ Need help? Text "courage" to 741741. The Crisis Text Line is free, open 24 hours a day, 7 days a week and confidential.



ASSESSMENT CENTER

Building 10, Room 172
Mon-Tues 8am-6pm
Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7200

- Assessment/Placement Testing
- TOEFL Testing
- Prerequisite Clearances

BOOKSTORE

Bldg. 62, Room 600B
Mon-Thurs 7:30am-7pm, Fri 7:30am-2pm
Phone: (619)644-7674

Textbooks, supplies, snacks, book rentals

STUDENT ACTIVITIES WINDOW

Bldg. 10, Next to Financial Aid
Mon-Thurs 9am-5pm
Fri 9am-1pm
Phone: (619)644-7602

- Semester/monthly transit passes
 - Benefit cards (purchase for a variety of discounts on and off campus including movie tickets, bookstore discounts, food, etc.)
 - Outgoing fax service
 - Postage stamps
 - Campus Vendors
 - Campus club accounting
- Note: All transactions are cash only.*

COUNSELING CENTER

Bldg. 10, Room 162
Mon-Tues 8am-6pm, Wed-Thurs 8am-5pm
Fri 8am-1pm
Phone: (619)644-7208

- Academic/Transfer Counseling
- Career Counseling
- Personal Counseling
- College Success Strategies
- International Student Counseling
- Orientation/Advising
- Counseling Classes
- Veterans Counseling
- PUENTE and UMOJA Programs

PUBLIC SAFETY

Parking Structure, Lot 5
Open 24 hours
Law Enforcement

Emergency
Phone: 911

Life-threatening situations, medical emergency, fire, crime/disturbance in progress, chemical spill

Non-Emergency
Phone: (619)644-7800

Crime report (not in progress), suspected drug activity, request for presence to preserve peace

Campus & Parking Services

Phone: (619)644-7654
Automobile assistance, lost & found, parking citations/enforcement, safety escorts

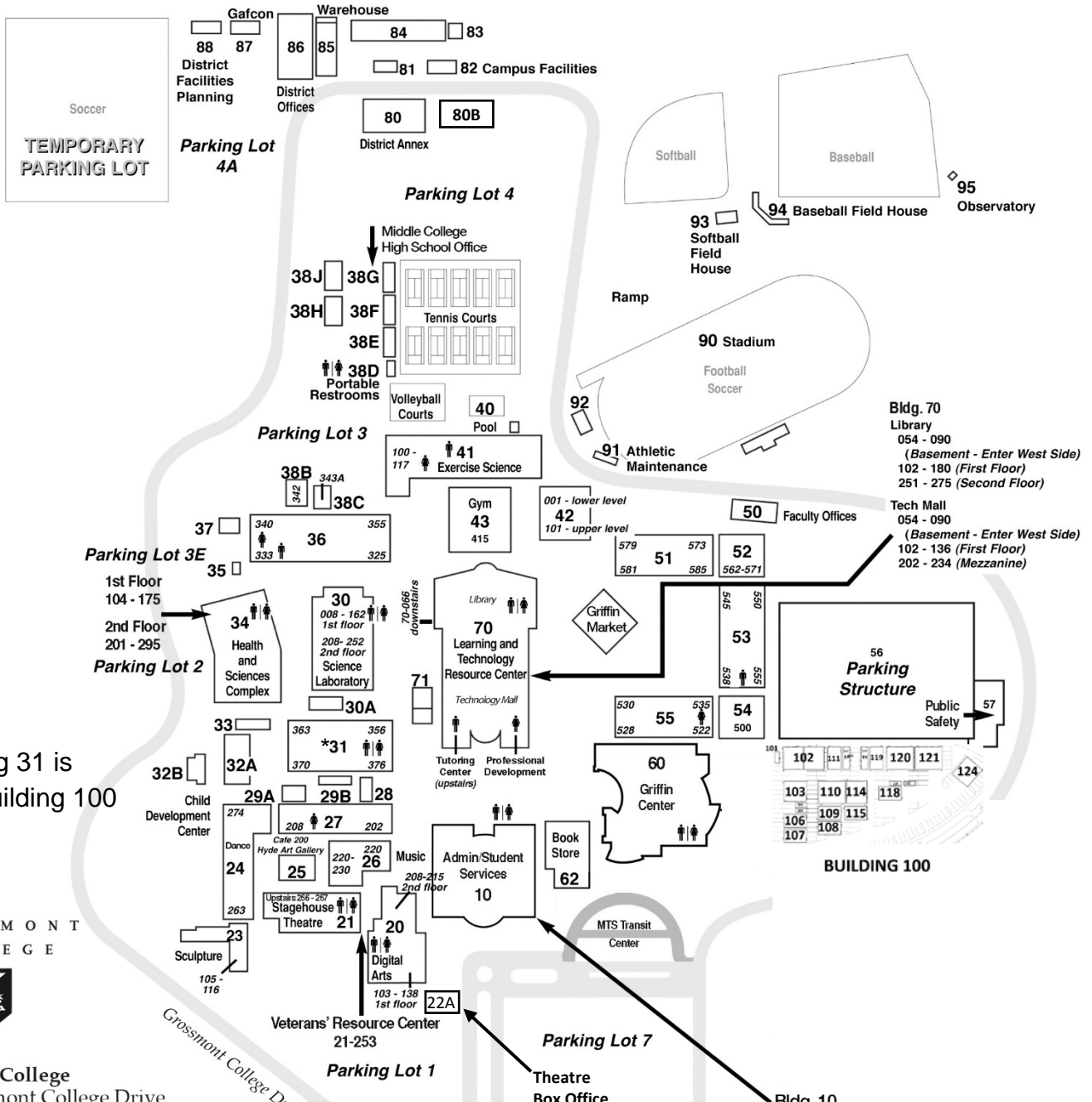
GRIFFIN DINING SERVICES

Griffin Foodcourt & Java Market
Griffin Student Center
Mon-Thurs 7:30am-7:30pm; Fri 8am-2pm

Griffin Market
500Quad
&

Café 200 Market
Building 200
Mon-Thurs 8am-2pm; Fri closed

Grossmont College Campus Map

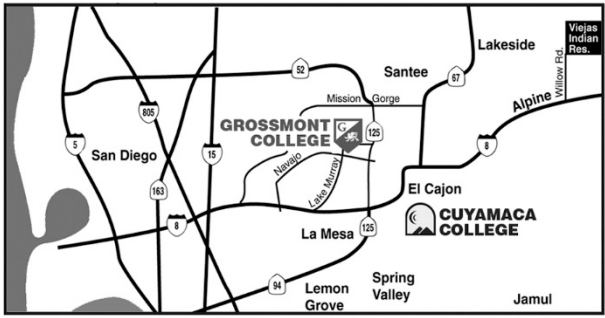


*Note:
Building 31 is
now Building 100



Grossmont College
8800 Grossmont College Drive
El Cajon, CA 92020-1799
Phone (619) 644-7000
Fax (619) 644-7922
www.grossmont.edu

*Grossmont College is a
smoke-free/tobacco-free facility.*



- Bldg. 10
Admissions & Records
Assessment & Testing
College Cashier
College & Community Relations
College Conference Room
College Planning &
Institutional Effectiveness
Counseling Center
Deans Offices
Financial Aid
International Student Counseling Office
Instructional Operations
Mail Room & Business Communications Office
President/Vice-Presidents Offices
Student Activities Window
Transfer Center
Veterans Affairs



To Fanita Dr.
and I-125

PERSONAL COUNSELING RESOURCES AND LINKS

GROSSMONT COLLEGE COUNSELING CENTER

CRISIS HOTLINES and REFERRAL DATA BASES

ACCESS and CRISIS LINE (888)724-7240

Consultation and direct intervention is available 24 hours a day, 7 days a week. *Free*

Child Abuse Hotline (858) 560-2191, 800 344-6000

24 hour reporting line

Domestic Violence Hotline (888) 385-4657

24 hour domestic violence hotline (Spanish available) *Free*

211 San Diego (Dial 211)

Provides comprehensive, confidential information and referrals to ALL health and social service programs in San Diego County 24/7 *Free*

<http://www.211sandiego.org/>

Network of Care for Mental Health in San Diego County

Comprehensive data base of mental health and other services in San Diego County. *Free*

<http://sandiego.networkofcare.org>

SOCIAL SERVICES RESOURCES FOR ETHNIC AND CULTURAL GROUPS

El Cajon Ethnic and Cultural Support Services

Useful listing of support services, hotlines and counseling services for specific groups

<http://www.elcajonresources.org/support-services.html>

UPAC (619) 229-2999

Provides health and human services to under-served Asian, Pacific Islander, Latino, Middle Eastern, East African, African American and other ethnic populations

<http://upacsd.com>

EMERGENCY HOUSING

211 Shelter Bed Availability (dial 211)

<http://211sandiego.org/shelter-and-homeless-services>

Interfaith Shelter Network (619) 702-5399

www.interfaithshelter.org - Case management, meals, seasonal (October – April) families and singles

El Cajon Social Service Resources

Hotlines, local counseling and basic needs resources

<http://www.elcajonresources.org/hotlines.html>

LOW COST COUNSELING SERVICES

Grossmont College Health Services (619)644-7192

Mental Health Counseling available to Grossmont students (*no fee*)

SDSU School of Counseling and Psychology Clinic (619) 594-5134

6475 Alvarado Road Suite 233, San Diego

Operated through the SDSU PHD PSYCH program *Low fee*

<http://clinpsyc.sdsu.edu/practicum/san-diego-state-university/sdsu-psychology-clinic/>

CCC Center for Community Counseling (SDSU) (619) 594-4918

4283 El Cajon Blvd. Suite 215, San Diego

<http://go.sdsu.edu/education/csp/counseling.aspx>

The Center (LGBT) (619) 692-2077

3909 Centre St., San Diego (M-S 9AM-7PM)

Provides individual, couple, family and group counseling to lesbian, gay, bisexual and transgender clients. HIV testing clinic and AIDS support groups.

www.thecentersd.org

East County Mental Health Clinic (619) 401-5500

1000 Broadway, Ste. 210, El Cajon

Provides crisis intervention, medication, and group, individual and short term therapy for people who are experiencing persistent and severe mental illness or a mental health crisis. *Sliding fee*

<http://www.sdcounty.ca.gov/hhsa/programs/bhs/documents/10 - Zip Code Directory East.pdf>

Heartland Wellness Recovery Center – (619) 440-5133 *Transitional Youth Program 18-24* available

460 Magnolia Ste. 110, CA 92020 (Serves 92019, 92020, 9022) **Walk-in Triage**

Serious mental illness, co-occurring mental health and substance abuse disorders, Medi-cal, Fees are based on a *sliding scale* determined by income if not insured.

<http://www.comresearch.org/serviceDetails.php?id=Ng==>

YWCA – (619) 239-0355 x252 (Intake), 24 hour help line (Domestic Violence Hotline) 619-234-3164

Domestic violence support groups related counseling services.

<http://www.ywcasandiego.org/get-help/counseling-services.html>

San Diego Psychological Association

Free counseling and therapy for people who cannot afford to pay, who don't qualify for State Assistance, and don't have insurance that pays for mental health services and would benefit from short term therapy. One hour of community service for each hour of therapy is required

http://www.sdpsych.org/psychology_2000.php

PSYCHIATRIC ASSESSMENT

Jane Westin Clinic (619) 235-2600

1045 9th avenue (9th and Broadway downtown) San Diego, 92101

Urgent walk in psychiatric evaluation must be uninsured *free*

<http://www.comresearch.org/serviceDetails.php?id=MTc=>

MEDICAL/PSYCHIATRIC

Family Health Centers of San Diego ((619) 515-2300 619-515-2338 (Mental Health)
Provides health services to low-income (sliding scale) Accepts Medi - Cal and other insurance
Psychiatry available – 6 week wait.
<http://www.fhcsd.org>

CONSUMER CREDIT COUNSELING

Consumer Credit Counseling (888)845-5669
Provides debt management and credit counseling (nonprofit)
<http://www.moneymanagement.org/>

DOMESTIC VIOLENCE/RAPE CRISIS CENTER

Center for Community Solutions (619) 697-7477, Domestic Violence Hotline (888-385-4657)
Provides comprehensive services to victims of rape and domestic violence
<http://www.ccssd.org/get-help/>

YMCA Emergency Hotline: (619) 234-3164
Provide emergency housing, legal, counseling and more for women.
www.yvcasandiego.org

ADDITION RECOVERY REFERRALS

<http://sandiego.networkofcare.org/mh/services/advanced-search.aspx?k=%22Substance+Abuse%22>

VETERAN REFERRAL RESOURCES

COURAGE TO CALL – toll free 24/7 help line
1-877-698-7838

VETERAN CRISIS AND SUICIDE **HOTLINE**
1-800-273-TALK, Veterans Press 1 (1-800-273-8255)

VET TALK- PEER SUPPORT PHONE (Vets for Warriors) Vets, active duty and family member support
1855-838-8255

VVSD – Veterans Village of San Diego
<http://www.vvsd.net/index.htm>

NATIONAL CENTER FOR PTSD - WHERE TO GET HELP
<http://www.ptsd.va.gov/public/where-to-get-help.asp>

PTSD INFO AND SCREENING
<http://www.mentalhealth.va.gov/PTSD.asp>

SAN DIEGO VET CENTER 858-642-1500-PTSD, sexual trauma
Richard C. Vattuone, CADC-1, MSW –Readjustment Counselor Therapist
<http://www2.va.gov/directory/guide/facility.asp?ID=522&dnum=All&stateid=CA &v=1>

Resources	Phone
Student Health & Mental Services on Campus	619-644-7192
San Diego Access and Crisis Line	1-888-724-7240
National Suicide Prevention Hotline	1-800-273-8255 (Veterans: press 1)
211 San Diego Confidential information and referrals to ALL health and social service programs in San Diego County	Dial 211 or go to http://www.211sandiego.org
Domestic Violence & Sexual Assault Hotline	1-888-385-4657

You will be able to access the CalWORKs Student Resource Book available in 10-102 or at the EOPS & CalWORKs space in building 60 Room 7552. Phone 619-644-7552. In this book you will be able to find on and off campus resources and services for housing, food, financial aid, healthcare, social services, child services, utilities, transportation and legal.

Scheduling Meeting Times

Mentees will go to My WC Online: <https://grossmont.mywconline.com> and click on REGISTER FOR AN ACCOUNT. Register using your Grossmont College email address, which should look like this: firstname.lastname@students.gcccd.edu Please note that they will only have to register once to access all services available through My WC Online.

To gain access to your college email address use the following link <http://students.gcccd.edu> Then type in your username and password following the same format as shown below.

Username: firstname.lastname (john.doe)
Password: 6 digit birthday no dashes (020695)





If you are having trouble with your account please contact the Tutoring Center at 619-644-7387

To set a mentoring appointment the student will go to <https://grossmont.mywconline.com> and log in using their email address and password. Utilize the drop down menu to choose "Via Rapida Students Only FA 18" then click on LOG IN.

A screenshot of the My WC Online registration page. The page is titled 'Grossmont College' and has a navigation menu on the left. The main content area is divided into two columns. The left column contains a message: 'You have successfully logged out of the system.' Below this, there are links for 'First visit? Register for an account.' and 'Returning? Log in below.' There are input fields for 'EMAIL ADDRESS:' (containing 'irene.palacios@gcccd.edu') and 'PASSWORD:' (containing '*****'). Below these is a dropdown menu labeled 'CHOOSE A SCHEDULE:' with the following options: 'Tutoring Center Summer 18', 'Tutoring Center Summer 18', 'Faculty - Canvas Support', 'Grad Coach Summer 18', 'Study Rooms/Computers Summer 1...', 'Via Rapida Students Only FA 18' (highlighted in blue), and 'Workshops Spring 18'. Below the dropdown are links for 'Having trouble logging in?', 'Using screen reader software?', and 'Receiving unwanted text messages?'. The right column contains a 'First Visit?' section with a link to 'Register for an account'. Below this, it says 'You must register using your Grossmont College email address. (firstname.lastname@students.gcccd.edu)'. It then says 'Your email address will be used to send you alerts confirming appointments and cancellations.' Below this is a horizontal line. Below the line, it says 'To gain access to your college email address use the following link <http://students.gcccd.edu>.' Below this, it says 'Username: Firstname.Lastname (john.doe)' and 'Password: 6 digit birthday no dashes (020695)'. Below this, it says 'If you are having trouble with your account please contact the Tutoring Center at 619-644-7387.' Below this is another horizontal line. Below the line, it says 'This portal gives you access to make appointments and reservations for the following services:'. Below this, there are three questions: 'Are you struggling in one of your classes?', 'Prefer to study with a friend?', and 'Do you need to use a computer for homework?'. Below each question is a bolded instruction: 'Book an appointment with a tutor in the Tutoring Center!', 'Reserve a study room in the Tutoring Center for your tutoring appointment!', and 'Reserve a computer in the Tutoring Center for your tutoring appointment!'. Below the last instruction is a link: 'Do you have a concern that is affecting your academics?'.

Information about peer mentoring will show up along with every mentor’s schedule. Below you can see Emily’s availability, in white, for Tuesday, July 31st. To make an appointment, a mentee clicks one of the white blocks. The program will then send both the mentor and mentee confirmation of the appointment by text or email. If needed, the mentee can cancel the appointment no less than 12 hours in advance. Again both mentor and mentee will get an email and text confirmation of the cancellation.

Mentors need to keep their schedule current and may adjust it each Sunday Morning. During the week, check your schedule every evening and then again every morning to get an idea of what your day will look like in terms of mentoring appointments.

WELCOME, IRENE ▾										
SCHEDULE July 31 - August 6 Via Rapida Students Only FA 18 ▾ ◀ PREV WEEK CURRENT WEEK NEXT WEEK ▶										
🔍 📄 🔍 📁 HELP? Limit to: -- show all --										
Jul. 31: TUESDAY	7:00am	8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Emily Osorio  <small>Administrators Only</small>										
Aug. 1: WEDNESDAY	7:00am	8:00am	9:00am	10:00am	11:00am	12:00pm	1:00pm	2:00pm	3:00pm	4:00pm
Adam Alshaheri  <small>Administrators Only</small>										
Alejandra Brambila  <small>Administrators Only</small>										
Alexandra Alcantara  <small>Administrators Only</small>										

Getting Paid

Every Week you are required to update your availability on My WC Online so that Mentees can make appointments. After your appointment, you will journal the nature of the meeting for documentation purposes, indicate if the student is a no show or if the student is late.

To get paid, every Friday you are required to report your My WC Online hours onto Workday. You will use My WC Online to schedule and journal, then use Workday to report worked hours. Your hours from both online platforms must match and failure to use these reporting platforms will result in not getting paid.

Workday: <https://www.myworkday.com/gcccd>

My WC Online: <https://grossmont.mywconline.com>

Although hours are submitted weekly, you get paid at the end of the month. Either by direct deposit or a mailed check.

Summary

- ✓ Keep your availability current on My WC Online
- ✓ Journal and keep records on My WC Online weekly, preferably Friday.
- ✓ Submit WEEKLY HOURS on Workday every Friday
- ✓ Weekend hours will NOT be approved.
- ✓ The guideline for peer mentoring efforts is 1 hour per week per mentee.
- ✓ You will also get paid for attending training, meetings and specified workshops.
- ✓ CHECK your email for updates and changes to these instructions.

Log In to Workday:

- Use Chrome, Firefox, Safari, Internet Explorer, or Microsoft Edge. Workday recommends Chrome.
- Open a new window – not a new tab in the browser.
- Enter the following URL in the navigation bar at the very top of the browser. Don't use the Google/Yahoo/MSN search box. Yes, you need to enter the **https://**
<https://www.myworkday.com/gcccd>
- Enter your user name then press Tab or Enter.
first_last@gcccd.edu
Note: Ignore spaces in names. Use the hyphen for a hyphenated name.
- Wait! This initial screen will verify your account then load another screen for your password.

- Enter your password. The default is your birthdate. The month and date need two digits. Put in the leading zero if needed. The dashes are required.
[wdMM-DD-YYYY](#)
- Welcome to Workday!
 - Optional. Bookmark this page.
 - Navigation: Press the “Home” icon (top left corner) at any time to return to this page.

Change Your Password

- While logged into the computer, click the CTRL + ALT + DEL keys at the same time.
- Select **Change Password** from the menu selection.
- Enter the old password (see above) once and the new password twice. The new password should follow these rules:
 - Minimum of 8 characters
 - At least one upper case
 - At least one lower case
 - At least one of either a Special Character or a Number
 - The password may not contain the word “pass” or any part of the user name.
- Avoid using commonly guessed passwords, such as:
 - A series of numbers (1234, zip code, house number)
 - Pet name/sibling name/parent name
 - Simple character look alike replacement (1 for i or l, 3 for e, 4 for h, 5 for s, 6 for b of g, ...)
 - P@55w0rd looks interesting but is also easy to guess

Log off to Workday:

- Press the “Home” icon on the top/Left of the screen.
- Press the icon (Cloud) next to your name on the top/right of the page.
- Press “Sign Out” at the bottom.
- **Important:** Close the Browser Window
- You may be tempted to just close the browser window instead of logging off.

Don't. Sometimes, we all forget. It's most likely OK.

If you open the browser in a tab instead of a new window, close the tab, and you don't sign out, the browser will remember your login credentials. The next person logging into Workday will not be prompted for their user name and password; they will log in as you.

If you have any login issues or questions about these steps, please contact the Support Desk at x7547. You can also email Shane Stewart at shane.stewart@gcccd.edu If there is no response, contact Veronica Rosales at 619-668-1748 or email Veronica at veronica.rosales@gcccd.edu

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

Citations

Barr, Scott. Goals and Activities, Life Coaching Handbook, Grossmont College

Clemes, Harris, Amish Clark, and Reynold Bean. *How to Raise Teenagers' Self-esteem*. Los Angeles: Price Stern Sloan, 1990. Print.

"Code of Ethics." *The National Tutoring Association*. The National Tutoring Association, n.d. Web. 01 Aug. 2011.

Florida Tech Counseling and Psychological Services Mentor Training Role Playing

Healthy Relationships. (n.d.) Retrieved July 01, 2011, from <http://www.northcentral.edu/content/healthy-relonships>

Kubany, E. S. (n.d.). *Praising Students* [Informational]. Kubany, Edward S. University of North Carolina, Charlotte.

Lopez, Pearl Ed.D. "Ethical Principles of Mentoring", Grossmont College, EOPS

McCreary, Jamie, Ph.D. *Dealing with Difficult People*. N.d. Informative

Montgomery, R. L., & Estrada, R. (1981). *Listening made easy: How to improve listening on the job, at home, and in the community*. New York, NY: AMACOM.

Omatsu, G. (n.d.). The Power of Peer Mentoring. Retrieved from http://www.csun.edu/sites/default/files/EOP_Peer_Mentor_Booklet.pdf

Sanft, Jensen, McMurray. Utah Valley State College. Peer Mentor Companion. 2008.

Sherfield, R. M., Ph.D. (n.d.). *Listening versus Hearing*.

Simons, G. F., Vázquez, C. I., & Harris, P. R. (1993). *Transcultural leadership: Empowering the diverse workforce*. Houston: Gulf Pub.

"10 Way to Build and Preserve Better Boundaries." *Psych Central*. N.p., n.d. Web. 01 Aug. 2011

Varenhorst, Barbara, PhD. *Training Peer Helpers: Coaching Youth to Communicate, Solve Problems, and Make Decisions*. Minneapolis, MN: Search Institute, 2010. Print.

Whitmer Rogers, Anneka and Mills, Lora. "Columbia College Peer Mentoring Handbook"



Governing Board Members: Elena Adams, Greg Barr, Bill Garrett, Edwin Hiel, Debbie Justeson
Student Members: Edwin Hernandez Armenta, Kyrie Macogay
Chancellor: Cindy L. Miles, Ph.D.
Grossmont College President: Nabil Abu-Ghazaleh, Ed.D.
Cuyamaca College President: Julianna Barnes, Ed.D.