A Guide to Curricular Peer Mentoring in CRDS

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1. Statement of Purpose

The purpose of this guidebook is to aid future peer mentors in understanding the roles and responsibilities that come with mentorship, as well as to provide a deeper understanding of peer mentoring specifically within Community Rehabilitation and Disability Studies (CRDS) courses. It is anticipated that as a result of this guidebook, future peer mentors will have a deeper understanding of how to be a curricular peer mentor to first year students, and present information in ways that elicit metacognition. Through the integration of CMCL507 material, host instructor experiences, and our personal experiences, we have developed a thorough overview of the peer mentoring position. We have added supplementary information on how to develop effective tutorials and seminars, as well as how to develop rubrics and discuss course work. Additionally, through student feedback we were able to identity aspects of peer mentoring that students find to be most useful for their learning experience. Becoming aware of, and familiar with, all sections outlined, will allow future peer mentors to develop meaningful relationships and discussions with studentswhile promoting knowledge growth.

1.1.A Foundation of the Guidebook

This guidebook was developed as a senior student practicum project, with contributions made by numerous senior level CORE 595 students from various academic years. This project was created to aid in the further development of the peer mentoring role, within CRDS courses. Aspects of the guidebook have been informed by our personal experiences in the role, as we assessed areas that could be additionally refined in order to elevate service delivery within the peer mentoring program.

This project was grounded in the theory of Developmental Support as produced by theorist, Maryann Jacobi (1991). Jacobi (1991) states that the developmental support perspective focuses on adult development. This developmental theory places an emphasis on the importance of mentors and suggests that the ideal mentor will "have achieved a self-created role and be involved in expanding it, know who (s)he is and how (s)he affects other people, places and things, and be ready to encounter risks to their self-esteem in achieving full potential" (Jacobi, 1991, p.525). Jacobi (1991) adds that effective mentoring only provides students with stimulation at just one stage beyond their current cognitive level. Therefore, the mentor needs to

be aware of, and responsive to, the developmental stage of the students. This is related to the role of Peer Mentors as they have the responsibility to be conscientious of the areas students struggle with.

An importance is also placed on the student-professor relationship. This relationship assists in promoting the development of "the students' intellectual competence, autonomy purpose and integrity" (Jacobi, 1991, p.523). Additionally, successful student-professor relationships are characterized by accessibility, authenticity, knowledge, and an ability to talk with the student. The peer mentor's will develop their own mentee-mentor relationships with students, provide depth in knowledge on course topics, create relevant supplementary material, and will guide students with metacognitive practices in mind. To assist future peer mentors with these tasks, supplementary materials will be suggested and summarized with the intent of complementing the current course concepts.

2. Role Description

The intent of this section is to give a general overview of what curricular peer mentorship is in the context of the university and specifically within CRDS. This section, firstly, describes what curricular mentorship is by university standards. Next, this section will outline how CRDS has adapted that mentorship role to serve as a practicum in a senior level practicum course. By defining this role and what the goal of mentorship is, readers can gain a deeper understanding of how to effectively implement mentorship in a classroom setting.

2.1.A Curricular Peer Mentoring at the University of Calgary

Curricular peer mentoring at the University of Calgary is a program that integrates a peer mentor into undergraduate classrooms. Peer mentors are senior level undergraduate students who have previously taken thecourse they are mentoring and are now working with instructors to provide support and guidance to new students. The goal of curricular peer mentorship on our campus is to "encourage student engagement and to build stronger learning communities across campus" (Curricular Peer Mentoring, n.d.). The role of a peer mentor in an undergraduate classroom is to uphold the goals and values set by the peer mentoring network on campus and to provide both formal and informal support to students inside and outside of the classroom. Additionally, peer mentors partake in regular classroom procedures and work closely with their host instructors to effectively communicate and deliver course objectives. Once awarded the position of a peer mentor, mentors are also enrolled in a senior-level credit course to support them in their mentorship and to offer guidance and new resources to aid in their development. In this course, peer mentors are given the opportunity to share their experiences as mentors and are encouraged to reflect on their growth throughout the term. Further, this course challenges mentors to engage in literature surrounding topics in peer mentoring, effective ways to instruct and deliver material, and more.

2.1.B Peer Mentorship in CRDS

The peer mentorship program in CRDS functions slightly differently than other mentorships on campus. Given that the position also acts as the mentor's senior level practicum, there are added elements in order to complete the practical requirements from the student's practicum course. The CRDS mentorship offers mentors a hybrid position of "curricular peer mentor" and "practicum supervisor." CRDS mentors are still asked to partake in a senior level credit course, CMCL 507: Collaborative Learning and Peer Mentoring. As mentioned above, the course provides peer mentors with guidance and resources and challenges them to engage in literature and topics surrounding peer mentorship and more. Peer mentors in CRDS are given the

opportunity to work alongside instructors in CORE 205 and 207 classrooms as tutorial and seminar facilitators and practicum supervisors. Mentors are not asked to provide instruction to students, but "serve to emphasize and encourage formation of links with subject material and their own reflections on how and why such links should occur" (Curricular Peer Mentoring, n.d.).

2.1.C Peer Mentoring in CORE205/207- Role Description

Developed through the Curricular Peer Mentoring Network at the University of Calgary (n.d). Specifically, a CRDS peer mentor does the following:

Senior level students acting as Peer Mentors to fulfill their own CORE 594/595 practicum requirements assume two roles, 1) working with first year students on course content in and out of the course classroom and 2) supporting and supervising first year students in their community based practicums.

Curricular Mentoring Role

- Design tutorials, pop up seminars and in class discussions, relevant to the course content and practicum experience, to further enhance student learning.
- Create assignments that allow students to link theory to practice through reflection and reinforcement of course content.
- Evaluate student learning associated with practicum and providing adequate rationale for suggested evaluations; (these evaluations are reviewed and approved by the course instructor prior to release)
- Be organized, prepared and available to assist with student questions
- Provide extra support to students surrounding lecture material, assignments, and practicum experiences
- Maintain ongoing communication with course instructors.

Site Supervisor Role

- Contact students' practicum sites to provide a direct source of communication for the CRDS program

- Discuss student goals and professionalism with the site in a professional manner ensuring that students are interacting effectively with the population being served.
- Maintain ongoing communication with students in bi-weekly practicum seminars and online through the designated D2L course shell.

CORE 594/595 Student Role

- Crossing over to the CMCL side, peer mentors reflect on their learning and experience through choice articles that serve to enhance non-traditional learning and acquisition of non-traditional roles
- Coordinate a practicum project for CORE595 that is relevant to CRDS and CMCL, with the objective of deepening individual understanding of practicums, peer mentoring, and the community

3. Host Instructor and Peer Mentor Expectations

This section will outline the various expectations that host instructors have for peer mentors, specifically within CORE205 and CORE207. Additionally, this section includes what peer mentors can expect of their host instructors inside and outside of the classroom. In outlining specific expectations of both parties involved, a more refined overview of the peer mentoring role will be provided. Both parties are to assess the following expectations, and collaboratively evaluate any revisions that may need to be made, before starting the semester together.

3.1.A Host Instructor Expectations of Peer Mentors

- The peer mentor is expected to:
    - attend all lectures for CORE205/207
    - participate in class discussions to help facilitate learning
    - remained attuned to student learning towards the development and facilitation of engaging content enhancing tutorials related to in- class course content,
    - develop and facilitate interactive practicum seminars for students to discuss areas of interest, check-in about practicums, and address student assignments
    - track the attendance of students at tutorials and seminars
    - evaluate student assignments related to practicum, within a reasonable amount of time, and send the grades to the host instructors for approval
    - maintain open lines of communication with the host instructor around any areas of difficulty, and coordinate meetings when necessary
    - maintain positive relationships with community partners as the practicum supervisor for CORE205/207 students (see section 4 for more details)

3.1.B Peer Mentor Expectations of Host Instructors

The host instructor is expected to:

- maintain open lines of communication with the peer mentors throughout the semester
- allow time for potential meetings that the peer mentors will coordinate, should difficulties arise
- provide the peer mentors with an outline of what assignments the mentors will be responsible for prior to the start of the course
- work with peer mentors to develop clear grading schemes for the peer mentors to follow when marking student work
- support peer mentors through difficulties with students, tutorial development, and general advice
- alert peer mentors of any changes to the course outline, course assignments, or grading responsibilities as necessary

4. CORE 205/207

This section contains information relevant to the role of a peer mentor in the classroom settings of CORE 205/207. Mentors have a significant, but a peripheral, role in the classroom that is maintained by regular-in class attendance that can lead to the strengthening of the educational relationship between the mentors and students. As well, the presence of mentors within the classroom gives them observational opportunities; therefore, mentors can use their observations to devise mentoring activities that supplement lectures or instructors' activities.

4.1.A Classroom presence

In CORE 205 and 207, peer mentors are there to foster collaborative, reciprocal learning among students. When instructors engage students in structured debates, paired discussions, or small group discussions, peer mentors can help facilitate conversation or drive discussion towards learning goals (Smith, 2013). Therefore, the regular, physical presence of peer mentors during lectures is essential as it allows them to be integrated within the classroom setting. Regular in-class presence can result in the establishment of a working relationship with the course instructors and students. Further, peer mentors will be reintroduced to course content, which can improve the relevance and effectiveness of the support they provide to students. Conversely, the more absent and less integrated a peer mentor is within the classroom environment, the less accessible and relevant the mentor will be to students (Smith, 2013). As well, peer mentors might have the responsibility of facilitating out-of-class group sessions or have individual meetings with students where they will play a crucial role in facilitating or reinforcing student learning. Therefore, peer mentors should be adequately familiar with course content and learning methods. That, again, highlights the importance of course attendance. Additionally, peer mentors model participation by being in the classroom, which can encourage students to actively participate.

Mentors also get the opportunity to communicate with students before or after class to give unsolicited tips, feedback, or encouragement to individuals or to subsets of students (University of Calgary, n.d). That opportunity to communicate can further allow peer mentors to touch base with students regarding their practicums. Often, practicum seminar meetings occur bi-weekly in CORE 205/207, therefore, mentors can get in-person practicum updates or address problems before or after class.A key responsibility ofbeing apracticum supervisor is assessing the progressive development of students in their practicum sites and communicating with studentsabout their practicum placements. Therefore,attending class maybe the only opportunity to touch base with students about their practicums as some students do not attend seminars.

4.1.B Pre-term preparation

Since peer mentors fill the role of practicum student themselves, at the beginning of each term, peer mentors should have a consultation with the course instructors to communicate about

roles and expectations for CORE 205/207 (University of Calgary, n.d). Together, an appropriate set of in-class or extracurricular roles that can promote peer mentors' integration into the course can be determined and outlined. Furthermore, during the term, peer mentors should have regular meetings with the course instructors to communicate about mentoring in general, and to provide guidance and support relevant to the classroom setting as well as other responsibilities of mentors.

4.1.C Establishing Boundaries within the Classroom

The role of a peer mentor is differentiated from the roles and responsibilities of instructors. Therefore, for peer mentors, there is a lack of a formal, official authority and a resulting freedom that can allow for a mentor/student relationship fostered by a safe environment (Smith, 2013). Although instructors put effort into creating safe, judgement free classroom environments, to some students, a safe environment might mean the absence of the instructor's presence where student shortcomings are not witnessed. As such, the social aspects of the mentor's role become emphasized through direct interaction and exchange of information that can lead to further understanding of course content (Smith, 2013). Consequently, the relationship between the peer mentor and students becomes an educational relationship. This is not to say that peer mentors do not have any authority, however, because in CORE 205/207, mentors have the authoritative role of teaching during tutorials, supervising practicums, and grading practicum-related student work. With that, the role of a peer mentor could become blurred in the eyes of students and peer mentors themselves. Boundaries need to be continually re-established to prevent the breaches of roles and trust. Furthermore, course instructors should also define and articulate the course-specific roles of peer mentors to all parties involved so that boundaries can be clearly established and communicated without confusion (Smith, 2013). When boundaries are established, the instructors, peer mentors, and students are all held accountable to their roles and that can drive a successful classroom.

Overall, in CORE 205/207, peer mentors become accessible resources that students can use to further their knowledge. Mentors have a legitimate but a peripheral role within the classroom community that allows them to not only support students as well the instructors, but it gives them the added advantage of observing the students and the classroom environment. Peer mentors can then use their observations to plan peer mentoring activities that correlate with the lectures or activities of the instructors to enhance student understanding of course material.

5. Practicum/Pop Up Seminars & Course Tutorials

This section of the guidebook contains information about the collaborative work Peer Mentors take part in for CORE 205 and 207. The role of a CRDS peer mentor involves developing and leading presentationsand developing correspondingassignments.Throughout the semester each week alternates between seminars or tutorials. The mentors are responsible for leading seminars on their own with their assigned group of students. However, tutorial sessions bring seminar groups together which are led in combination with each other. The following documents will provide insight on what goes into creating seminars and tutorials, along with examples of memos, presentations and assignments used in the past.

5.1. Seminar

The seminar can be thought of as personalized time between mentors and their assigned group of students as it gives them the opportunity to get to know each other better. As a peer mentor in CORE 205/207, one of the expectations is that mentors stay up to date with their students' practicum progress. Since seminars are a reduction of class size it allows mentors to develop a time and space where students may feel more comfortable to share their practicum experiences, questions or concerns. However, seminar participation is a part of the student's final grade, so the goal is to cultivate sessions that encourage students to engage. Since each peer mentorgroup is separated, this also allows the mentors to design their sessions in a way that is unique and representative of the mentor they want to be. Furthermore, seminars are a place where mentors can provide their students with extra clarification on course assignments and tips or resources that are useful for university students.

5.1.A Topics & Activities

Practicum Progress --"Check In"

"Check Ins" are a key activity that mentors use to stay updated on their students' progress. At the startor end of seminar, the students can either sit in a circle or remain at their desks to discuss an aspect of practicum as it relates to the session's topic. Before each seminar, mentors can prepare a question or statement for their group to help start a conversation about their practicum placements. For example, if it is the beginning of the semester, mentors can ask students to say their name, placement, one thing their excited about, and one thing they think may pose a challenge. Overall, check-in's give students the opportunity to hear about each other's sites and help facilitate discussion around relatable experiences. In addition,mentors can usecheck-ins to grasp how the students are doing at their practicum placements.

Assignment Expectations and Due Dates

Throughout the semester students tend to contact their mentors for furtherclarification on upcoming assignments within the course. Mentors can use a portion of seminar time to address common questions onexpectations and due dates. The

aim is to provide as much assistance, guidance, examples and clarification as possible without doing the assignments for the students.

Critical Reflections— "Blogs"

During the semester, students are asked to write a number of critical reflections which are also referred to as blogs. These writing assignments not only help mentors track where students are at in their placements, but they encourage students to critically think about their experiences. Moreover, critical reflections allow students to connect their experiences to course content and assess how it applies to their personal and professional growth. Student blogs are typically marked by the peer mentors so it is important that mentors go over what is required, which can be done in seminar. In the past, mentors have asked students to use the "What, So What, Now What" framework to write their blogs (See Seminar Activity examples).

University Life & Resources

Peer mentors are usually individuals in their senior-level practicum of the CRDS program. As students themselves, mentors can use their knowledge aboutonline or on campus resources that exist and may be useful for students in their sections. Mentors can include a list of relevant resources in their presentations or simply remind students of them at the end of each seminar. For example, room and contact information for the U of C Wellness Centre, Student Success Centre: Writing and Academic Support, Student Accessibility Services, or the Taylor Family Digital Library.

Student Questions or Concerns

At the end of each seminar it is important to open the floor to student questions or concerns. Mentors should encourage students to ask questions because more often than not the answer is about information the whole group can benefit from hearing. Also, it is important to acknowledge that some students will wait until the session is over to address the mentors alone about a question or concern, they think is unique or personal. Mentors can also give students their contact information and availability (e.g. student email), so students know when they are free to answer other questions or concerns as they come up.

5.1.B Seminar Examples

I.   Seminar Memo

Seminar 1 Memo

Date: September 16th, 2019

- *Mentor Introduction*—2 minutes
    - Introduce yourself, then provide students with contact information and availability (Email, Phone number)
- *Discuss expectations for the semester*—25-30 minutes
    - Tutorial (Mandatory, marked for participation, assignments)
    - Pop-Up Seminars (Based on student demand for clarification on projects)
    - Critical Reflections (Written/Spread throughout the semester)
    - Review Practicum Workbook
        - Practicum Timesheet
        - Calendar to track blogs
        - Sheet for contact info
        - Sheet for goals
        - Discuss Ethics form
- *Questions or Concerns*—3 minutes
- *Activity: Check-In* (Take Attendance)—15-20 minutes
    - Student Introduction/Questions:
        - Ask students to introduce themselves (Name, Program, Year)
        - Is your practicum placement confirmed? If yes, where are you going?
        - Name a high and a low (One thing you're excited about, one thing you're worried about)

II.   Critical Reflections/ Blogs
A critical reflection is not a summary of what happened or a paper about how you felt during an experience. A critical reflection helps individuals assess their learning, make meaning of a situation, or describe, analyze and critically reflect on an experience.

Framework—The 3 W's

What?

- This section can include…
    - What happened?
    - What you did.
    - What you expected.
    - A comparison to a previous experience. (What was different?)
    - If you had a reaction. (What was it?)
    - Something you observed.
    - Why your practicum/ practicum site exists.
    - Expectations you have.
- Be objective, straight to the point.
- Do not go into depth on how you felt, or judgements

So What?

- This section can include…
    - Why what you're discussing matters.
    - Consequences.
    - The meaning of the experience.
    - How it links to course content, professional practice or personal development
    - Its impact
- Analyze the experience more in-depth.
- Include what about the situation was important/meaningful to you, how you felt.
- How does it connect to course concepts, CRDS, disability studies?
- What did you learn overall, how did you make sense of it?

Now What?

- This section can include...
    - What you are going to do moving forward. (Will you do something different, the same, similar)
    - How are you going to apply what you have learned?

         o   Connect it to your so what.

         o   How will it impact your professional or personal development?

- Apply what you've learned.

- Talk about how you have changed or grown throughout the experience.

- Mention if you think you will think or act differently in the future because of it.

- What are you going to do next?

Reference: http://connections.ucalgaryblogs.ca/2014/07/30/the-what-so-what-and-now-what-of-critical-reflection/

III.   Rubric—CriticalReflection

	0.25	0.5	0.75	1.0
Depth of Reflection **= 1 point**	Writing demonstrates no reflective thinking.	Writing shows minimal reflective thinking. Writing demonstrates no critical thinking.	Writing is mostly reflective and purposeful. Writing demonstrates critical thinking.	Writing is deeply reflective and purposeful. Writing demonstrates critical thinking and exploration of issues from multiple perspectives.
	0	**0.25**	**0.5**	
Content **= 0.5**	No connections to personal experiences or course content are made. Writing only includes a descriptive list of practicum activities.	Connections to personal experiences or course content are superficial. Supporting examples are general, but relevant	Connections to personal experiences or course content are insightful and relevant. Supporting examples are convincing and specific	
Writing Structure **= 0.5**	Writing is unorganized and incoherent.	Writing lacks organization and is repetitive.	Writing is coherent and structured and concise.	

5.2. Tutorial

Tutorials are held immediately after lectures. There are usually 3-5 sessionsthroughout the semester, depending on how the course is scheduled. Tutorials are typically seen as extensions of course material because they can be based off of material students are learning in class. However, mentors can also develop tutorials around a topic they think would be interesting to explore, or a topic the students want to learn about.Part of being a peer mentor is playing with the course materialand then developing content and activities that extend beyond what the students are taught in class. Like seminars, students are marked for participation, so the goal is to construct tutorials that involve a mix of different learning and teaching styles to keep students engaged. The overall purpose of the tutorial is to support the students to reflect on course content and give them the chance to connect it to their practicum experience, personal growth, and professional development.

5.2.ATutorial Formatting and Styles

Since tutorials usually contain a variety of ways to learn they can include a mix of content that is led by the mentors through presentations, videos, activities, and discussions.

Presentations

A presentation format typically refers to the content mentors go over when discussing key concepts in the material that is being taught. Examples of formats mentors can use include; PowerPoint, Prezi, Keynote, Google Slides, Visme, or Slidebeam.

Videos

Videos can be used at the beginning of the tutorial to introduce the topic or at the end to wrap up central ideas. Another reason for using videos is to highlight other perspectives. Mentors usually aim for short videos that are no more than 10 minutes. The videos used are typically from YouTube and can help further explain a concept, discuss news stories or involve speakers from conferences, such as TEDtalks.

Activities

Activities are used to help keep students engaged and promote interactions between classmates. These can be completed as games that involve the whole class or where students are split into smaller groups. Examples of activities include Kahoot, Jeopardy, cup pong, case studies or debates (see below for further details).

Discussions

Mentors can integrate prompting questions into the tutorial to help stimulate discussion between the students. The purpose of discussions is to expose students to different perspectives in an attempt to help them better understand their own outlooks and how they make sense of the material as it relates to their lives. Discussions can take place in partners, small groups, or include the entire class.

Debrief

Tutorials typically end with a debrief session. During the debrief mentors can quickly review the material that was explored and state the purpose of the tutorial. This time also allows mentors to ask and answer any remaining questions that students have. Furthermore, mentors can use this time to explain the tutorial assignment that corresponds with the session.

5.2.B Tutorial Assignments

For each tutorial that ismade, the mentors also design a correspondingassignment. The tutorial assignment should relate to thecontent in the tutorial (such as, the Power Point presentation, the group discussion, an activity, or a video). The aim is to construct assignments that inspire students to critically reflect and make connections between the content and their practicum placements. Students have a week to complete the assignments, and mentors have the option to create assignments that are to be handed in as a hardcopy, in the D2Ldrop box, or under a D2L discussion forum.Mentors should avoid making assignments that are too long as they are only worth a small fraction of the student's final grade. If the assignments are written, the suggested requirements are word documents, with a 400-600word count. Mentors are also in charge of marking the tutorial assignments and creating a rubric so that students know the expectations.

5.2.C Tutorial Examples
I.   Tutorial Lesson Plan & Assignment
Disability in the Arts

ITEM	DESCRIPTION	TIME (MIN)	Source/ Handout
1.	**Activity 1a—**Water Pong(Groups of 5 or 6)	**10-15**	
2.	**Activity 1b—**Compare & Contrast(Whole Class)	**5-10**	**Whiteboard**
3.	**Mentor Led**—Disability Statistics (Movies & TV)	**10**	**PowerPoint**
4.	**Full Class Discussion**—What does it mean for representation?	**10**	
5.	**Debrief—**DiscussAssignment	**5**	**Posted on D2L**

Disability in the Arts

CORE 205 – Tutorial 4

Activity – Water Pong!

- Split into groups of 5 or 6
- Throw ping pong ball. If the other teams gets a ball in your cup, your team will answer a question.
- You have 10 seconds as a team to think of a movie or tv show that has a character with a disability.
    - If you are able to answer the question your team can keep the cup on the table. If you are not able to answer the question, remove the cup and give the other team a point.
- We will play for 5 to 10 minutes – try to come up with as many answers as you can and write them down.
    - The team with the most cups on the table at the end, will win!
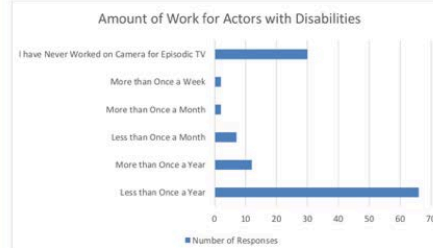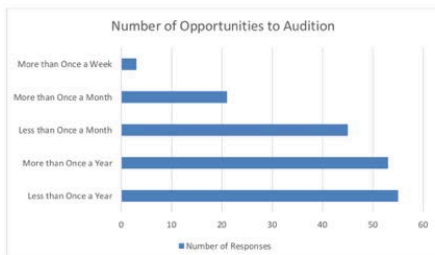
Compare and Contrast

- What characters were you able to think of? Was it hard to come up with examples?
- Now, consider whether is was true representation.
    - Did the actors portraying characters with disabilities actually have a disability?
    - Were they the main characters?
    - How were these characters portrayed?
    - Is this true representation?

Statistics
Movies

Of all movies from 2007 to 2016, 2.7% of all speaking characters were presented as a person with a disability (Smith, Choueiti & Pieper, 2017).

Within this 2.7%

64.5% were physical disabilities	31.5% were mental	21.8% were communicative	67.7% were males	32.3% were female – Less than a third were female - an increase from 2015	74.5% or % are white	Only 1 LGBTQ character	Age 40 and older

Number of Opportunities to Audition

More than Once a Week	
More than Once a Month	
Less than Once a Month	
More than Once a Year	
Less than Once a Year	

■ Number of Responses

Amount of Work for Actors with Disabilities

I have Never Worked on Camera for Episodic TV	
More than Once a Week	
More than Once a Month	
Less than Once a Month	
More than Once a Year	
Less than Once a Year	

■ Number of Responses

Statistics
TV

All of series regulars on prime-time broadcast programming as of 2017, 2.1% are people with disabilities (GLAAD Media Institute, 2018-2019)
- The highest percentage in 9 years

Inclusive of debilitating disease like cancer, HIV/AIDS, mental illness, severe burns causing physical abnormality

4 were LGBTQ characters

Of the top 10 shows as of March 2016, 4.8% of actors actually had a disability (Ruderman Family Foundation, 2016)

- Lack of representation points to a systemic problem of ableism in the television industry
- Public stigma of disability is perpetuated with no public outcry for more intentional representation of disability in the arts
  - Contrasting other marginalized groups like the LGBTQ community
- What do you guys think?

Tutorial Assignment

- **Answer the following questions in a word document and submit it to the appropriate D2L Dropbox by the beginning of next class.**
  - Considering the types of disabilities, we typically see portrayed in the media (physical disabilities, mental illness, disease), how might this contribute to societal perceptions of disability?
  - Television and movies are influential in North America and globally. With limited and accurate representation, how might this impact people with disabilities perception of themselves?
  - How might experiencing double discrimination as a person with a disability, impact opportunities in professional sectors? (i.e., being disabled and female).

II. Rubrics
CORE 205—Tutorials2.5% (2.5% x 4=10%)

	0.5	0.75	1
Participation	Student showed up	Student showed up and participated in class discussion	Student showed up, actively participated in class discussion, and posted assignment on d2l.
Depth of Reflection	Lacks understanding of tutorial topic	General reflection, only lists ideas.	Shows in depth reflection, able to understand different perspectives
Grammar and Spelling	Well organized and structural writing with few spelling and grammatical errors.		

CORE 207—Tutorials5% (5% x 3= 15%)

	0.5	1	1.5	2
Content **= 2**	Student does not demonstrate an understanding of the topic presented in tutorial. The content provided by the student is not consistent with the topic.	Student shows a poor understanding of the topic presented in tutorial. The content provided by the student has elements of the topic but does not fit the topic well.	Student shows a good understanding of the topic presented in tutorial. The content provided by the student is strong and plausible demonstration of this topic	Student shows an excellent understanding of the topic presented in tutorial. The content provided by the student is a perfect demonstration of this topic.
	0.25	0.5	0.75	1
Writing Structure/ Spelling and grammar **= 1**	Writing is unorganized and incoherent. More than 5 spelling and grammar errors.	Writing lacks organization and is repetitive. 3-4 spelling and grammar errors.	Writing is mostly organized and concise. 1-2 spelling and grammar errors.	Writing is coherent and structured. No spelling and grammar errors.

5.2.D Additional Tutorial Topic Ideas

- Eugenics

- Models of Thinking (Models of Disability)

- Assistive Devices

- John O'Brien's Five Service Accomplishments & Valued Social Roles

- Inclusive vs. Segregated Education

- Disability & Advocacy

- Homelessness

- Stereotypes

- Disability in the Media

- Healthcare

- Housing/Independent Living

6. Survey Material & Student Feedback

This section of the guidebook contains the results from a survey sent out to students in CORE 205 and 207 during the 2019-2020 school year. The hope is that the feedback provided serves as a guideline in helping future mentors develop seminars and tutorials. The following feedback may also give insight on what past students found to be the most and least beneficial throughout the mentoring process. Moreover, the results include a list of suggestions in regard to topics and styles of learning that students would like mentors to explore. Using Survey Monkey, the survey consisted of seven questions that were formatted as written responses or check the box. The survey was sent out via email and was completed anonymously. Results are limited as only 34 of 63 students participated in the survey. The analysis and findings are presented below. Survey answershave been grouped together to reflect common responses and avoid repetition, in addition, a few direct quotes from students have been included.

6.1. Survey Questions and Feedback

1. **What aspects of having a peer mentor do you find beneficial for you?**

This question returned 34 responses, but the majority relate to peer mentors being beneficial through providing advice, guidance, and tips, as well as assignment expectations, reminders, due dates, and feedback. Other responses reflected that mentors are beneficial in regard to sharing experiences, being accessible, encouraging students to think deeper about course content, and being a resource that is knowledgeable about the CRDS program.

- *"Proving helpful tips (assignments). Sharing experiences working in this field and helping us make connections between learning and application."*
- *"I like having someone we can talk to and go to for advice or guidance whether it's for class assignments or about the program. The fact that they've gone through all the struggles we may face and know what to do to solve them is nice because it makes us feel less lost."*
- *"The fact that they are fellow students and are easier to talk to about minor concerns than professors."*
- *"Having the chance to be more expressive/open about my experiences, which helps with public speaking"*
- *"Help with goal setting, and having positive reminders, ensuring all due dates are met"*

Based on these responses, it is evident that students view mentors as individuals who can provide them with valuable information. It is essential that mentors are aware of additional campus resources because sometimes students are unaware that they exist. Also, students may feel more comfortable addressing mentors instead of professors since they share the common university experience of being a student. Lastly, students are aware that mentors already have practicum experience, and that mentors may be knowledgeable enough to offer helpful advice to guide students through their practicum process.

2. **What aspects of having a peer mentor do you find least beneficial for you?**

Although there were 32 responses, 50% of students said there were no aspects about having a peer mentor that they found were least beneficial. However, other responses suggest that tutorial and seminar times were held at late times. Also, a few students felt as though they

lacked clarity on expectations as a result of inconsistency between mentors. Lastly, some students found it least beneficial when mentors continued to share tips about assignments after they began or were close to completing them.

- *"The only downside is the time of the seminars. Unfortunately, they are quite late"*
- *"Sometimes what peer mentors say contradict with other mentors or professors, which makes things confusing"*
- *"Sometimes the peer mentors aren't always on the same page, not so much this semester, but from classes I have had in the past. Also, sometimes the expectations of assignments that peer mentors are marking have not always been explicit in the past and lead to confusion and frustration"*
- *"Sharing tips about assignments too close to when they are due"*

From the following feedback, it can be concluded that the time of tutorial may present challenges for student learning, and therefore requires additional effort in order to make the environment more actively engaging. Tutorial and seminar times are out of the mentors' control. Since they are typically held in the evening, students are encouraged to bring food and are typically given a short break after lectures before the tutorial or
seminar sessions begin. Additionally, since each mentor is assigned their own group
of students, they may choose to lead their session in different ways. It is important for students to keep in mind that each mentoring group is unique, meaning that expectations and the way seminars are presented may be different from each other. Lastly, mentors try to provide as much information as possible before students begin assignments, but in some cases questions about assignments come closer to the due date, so mentors then address them in tutorials or seminars to clarify for everyone.

3. What topics would you like to see in a seminar?

Of the 30 responses, many requests surrounded topics that would help the students prepare for work in the field of disability. For example, students wanted to see discussions involving the types of disabilities that exist. Moreover, students also would like to see mentors create case studies and scenarios around working with people with disabilities to elicit their

problem-solving skills and practical skills. Also, other students wanted more in depth information, and resources about job, volunteer, or student opportunities and tips.

- *"Practical application of learning within the various practicum placements. Ideas on how to create change."*
- *"How to handle working in a medical setting"*
- *"Case studies on particular disabilities"*
- *"Scenarios about how to react to some common experiences when we don't know what to do, how to communicate, or difficult situations in a practicum setting"*
- *"Seminars that hold controversial or interesting topics"*
- *"Different kinds of job or career opportunities after graduating with a CRDS degree"*
- *"Practicum professionalism, tips on how to set boundaries and be respectful"*
- *"Family support resources and experiences in practicum"*
- *"University tips, study places, resources and how to prepare for stressful weeks"*

From the feedback provided, it can be seen that students want seminars to be focused primarily on the practical aspect of the course, rather than course material. Many first-year students enter the program with minimal experience working with people who have disabilities and would like to see seminars focus on developing practical skills for working in the field. Seminar sessions are more personalized to mentors and their assigned group of students. At the beginning of the semester, mentors ask students if they have any requests of topics, they would like the mentors to go over, which helps guide the development of future seminars. Mentors collaborate before each seminar to review any information they deem relevant to be shared within each section.

4. What topics would you like to see in the tutorial?

Amongst the 28 responses, a general request is that mentors further extend topics discussed in class and explore how to apply it to student practicums and out in the community. Also, students mentioned a few other topics they felt have not been addressed in the course.

- *"Inclusivity in the community"*

- *"Legal side of ethics"*
- *"Things that are relevant to the degree including equal amounts of medical and social model perspectives"*
- *"Activism towards certain subjects- how to contribute change to certain situations"*
- *"I would love to see a topic related to older people"*
- *"Appropriate language/ terminology"*
- *"Special education and Inclusive education"*
- *"Work in Medical settings"*

From the feedback provided, it can be seen that there is a multitude of topics students would like to see within tutorial sessions. However, it should be noted that the topics students would like to learn about may differ, amongst different groups of students. Like seminars, at the beginning of the semester it is essential for mentors to ask students if there are any specific topics they would like to see covered. Getting request from students makes it easier for the mentors to plan sessions that are interesting and that students are eager to engage in. Furthermore, when students get to explore a topic that they are interested in, they may be more willing to join into the discussions and actively participate in the activity.
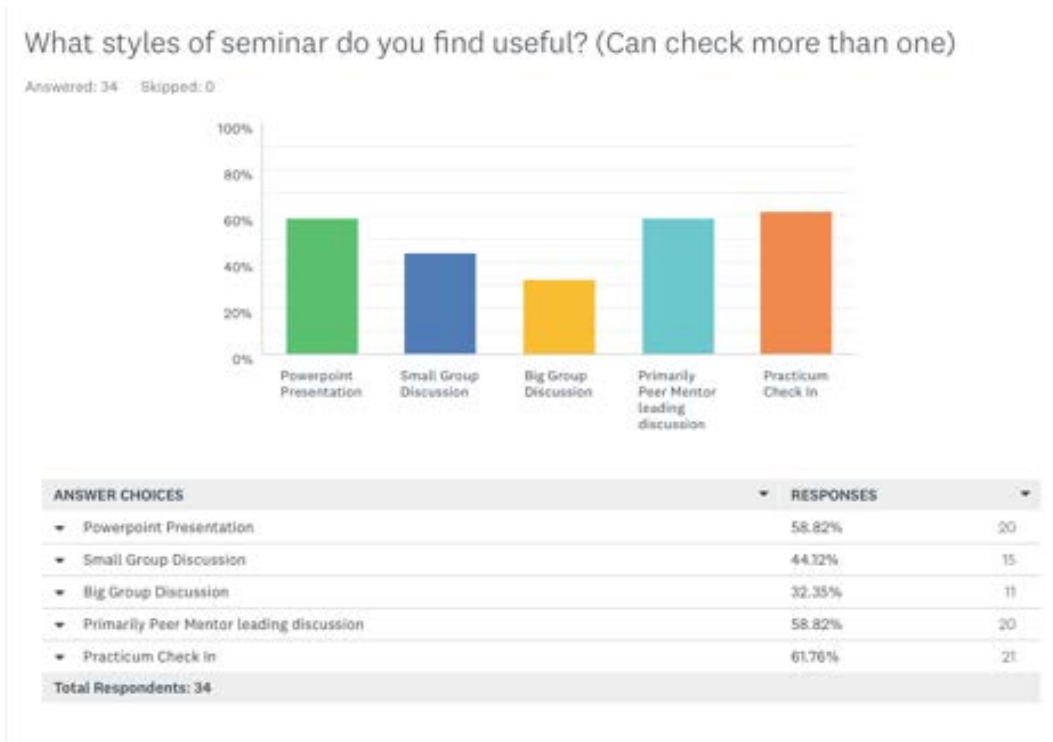
5. Suggestions of styles you haven't seen that you would like peer mentors to try in seminar or tutorial.

The majority of responses of the 26 rendered by this question were students requesting mentors to continue using styles they already do but more frequently. For example, students wanted mentors to incorporate more games, Kahoots, and case studies into the seminars and tutorials. Furthermore, the students wanted the mentors to be more involved in the discussions sharing more of their own experiences as well as providing extra resources they find helpful.

- *"Lots of small group chats, although PowerPoints are helpful to sum up more info"*
- *"Direct interaction with each student, doing discussions and being available"*
- *"Use of kahoot to encourage peer communication"*
- *"A session that helps us find useful links in case we are stuck with classes or other stuff"*

- *"More emails/Mass emails"*
- *"More case studies"*
- *"Guest speakers or other CRDS speakers"*
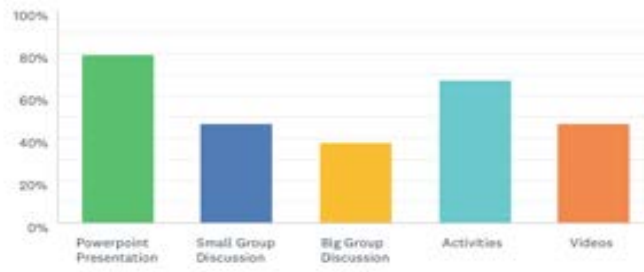- *"You are doing great! More information about projects and assignments that are in the class"*

Tutorial and seminar sessions fall after a 2-hour lecture where some students may be regarded as passive learners. For this reason, mentors try to create tutorial sessions that include active learning strategies. By incorporating interactive activities, with videos, PowerPoint presentations, small group discussions, case studies, and other interactive activities, the hope is that students are able to explore the material in different ways. Additionally, as mentors we acknowledge that each student learns in different ways which is why it is important to include a variety of learning strategies such as visual, auditory, reading/writing or movement.

What styles of seminar do you find useful? (Can check more than one)

Answered: 34   Skipped: 0

ANSWER CHOICES	RESPONSES	
Powerpoint Presentation	58.82%	20
Small Group Discussion	44.12%	15
Big Group Discussion	32.35%	11
Primarily Peer Mentor leading discussion	58.82%	20
Practicum Check In	61.76%	21
Total Respondents: 34		

What styles of tutorial do you find useful? (Can check more than one)

Answered: 34   Skipped: 0

ANSWER CHOICES	RESPONSES	
Powerpoint Presentation	79.41%	27
Small Group Discussion	47.06%	16
Big Group Discussion	38.24%	13
Activities	67.65%	23
Videos	47.06%	16

Total Respondents: 34

7. Peer Mentor Testimonials

The following section encompasses the reflections of 4 peer mentors and their experiences working in CORE 205 and 207 classrooms. The intent of this section is to offer personal perspectiveson the role of a peer mentor and to help readers gain a deeper understanding of what this role means. In each testimonial, the peer mentor reflects on their growth in their role and describes what their contribution has meant to them.

7.1.A T's Reflection

As a peer mentor one of the first factors that an individual needs to understand is what a mentor is and what a mentor does. I personally believe that to be an effective mentor, one must also establish what their own beliefs and values are about learning and teaching. Throughout my experience my beliefs and values changed and became more concrete. While I believe that education is a way of learning, I also think that it is a way of connecting new knowledge to life. I believe that learning is not limited to a set of material that individuals read and memorize, but through genuinely understanding the material and applying it to one's own life. These core values led my mentorship. As a mentor I got to encourage and witness my students' growth in seeing them develop critical thinking, make connections and come to understand course content as it relates to their own lives. Nevertheless, peer mentoring helped me gain a sense of who I am as a leader as I grew in my own personal and professional development. At the beginning of the process I felt as though I lacked confidence, and public speaking was not my greatest skill, so this became my motivation to be a mentor and push myself out of my comfort zone. What I initially knew was that a CRDS peer mentor includes developing and presenting seminars and tutorials for students, marking their work and staying updated on students' progress in their practicums. Now, I know that mentoring includes much more than a list of tasks. The role of a mentor also includes being someone that students can come to as a resource or when they are in need of assistance or guidance. Furthermore, it entails cultivating meaningful partnerships that have a lasting impact on the individuals involved.

7.1.B M's Reflection

The journey of being a peer mentor gives students the opportunity to come full circle in their education. Coming into university as a first-year student, I felt unsure of what it truly meant to build community and create effective change. However, after having been given the opportunity to mentor other students, my own perceptions have shifted significantly. I feel as though I have become a better leader and advocate, while continuing to progress as both a learner and the teacher. To me, being a peer mentor has meant more than merely providing students with supplementary material to deepen their understanding. Although this has been a crucial part of the role, it is only a fraction of what peer mentors do. The role of a peer mentor is

to help facilitate growth in the students whom you are working with, and to support them in their learning experience. As a peer mentor, my role has been to challenge students' perceptions, elicit critical thinking, and help to bridge the gap between lecture and practice in the field. Education is imperative to creating effective leaders in the disability community, and through being a peer mentor, I believe I've been able to aid students in growing and developing these leadership qualities. For me, the best part about being a peer mentor is seeing the students develop from a surface level understanding of disability to being able to recognize the deeply rooted systemic barriers that exist. Witnessing students having their personal revelations about the world around us has been a true pleasure and knowing that I have been able to contribute to their growth means so much to me.

7.1.C A's Reflection

I had chosen to peer mentor because, when I was in my first year, I had positive experiences with the peer mentors that I had. I found them to be useful resources when I needed help understanding course content or to navigate through the CRDS program. They had a lasting positive impact on me; therefore, I wanted to do the same for other first-year students. Throughout the year, I have come to understand the significance of my role as a mentor. I think that I have played a role in making some first-year students comfortable with course content, practicum experiences, and general integration into university. However, the students, the instructors, and the peer mentoring course that I took all had a lasting impact on *my* learning, personal growth, and overall development not only as a mentor but a student. Before starting my mentoring journey, I was a bit apprehensive because I doubted my leadership skills. I wasn't too eager with the prospect of having to be partly responsible for other people's experiences in their learning processes. However, I was able to step out of my comfort zone and acted in ways that allowed me to be viewed as a competent leader, or at least a competent 4th-year student, when I was mentoring. I further had to consider who I was, what my values were and how those interacted to influence my approaches to mentoring. That enabled me to reprioritize my goals and learning objectives so as not to disadvantage the students. It also enabled me to more easily learn about teaching and learning processes and, again, that also influenced the way I mentored. In all, I have come to regard peer mentoring as a mutually beneficial relationship between mentors and students. I gained an overall improvement in my professional, leadership and

organizational skills while helping students enhance their learning and practicum experiences. I leave peer mentoring with a sense of achievement and satisfaction and, hopefully, the students I mentored have had positive experiences as well.

7.1.D K's Reflection

Upon reflection on my experience as a mentor, I am able to identify evident growth in my leadership abilities. This mentorship has granted me the opportunity to be reflective not only within my own practice, but in disability studies in general. Given that I had the opportunity to mentor a class that I took in my first year of university, I was able to assess my growth as a disability studies student. Having a better understanding of the foundational elements of this program I felt comfort and confidence in supporting and guiding students throughout their first-year experiences. Even so, this position challenged me in many ways to step out of my comfort zone and to find new and innovative ways to engage with students. I found myself continuously reflecting on my practice and seeking guidance from my instructors and fellow mentors. In doing so, I was able to work collaboratively to find ways to deliver tutorials and seminars to students and to effectively communicate as well. It was important to me to find ways to connect with students inside and outside of the classroom as it increases student engagement with the material being presented in class. I wanted my role as a mentor to provide students with a positive outlet to connect with disability theory and bring what they have learned into the community. For me, I felt a responsibility to uphold the values of our program in this mentorship and I wanted to challenge myself to continuously try to do so in my interactions with my mentee students. My experience as a mentor has been rewarding as I have watched my mentee students grow and develop new skills both inside and outside of the classroom and I take pride in knowing I took part in that. Finally, this opportunity allowed me to develop new leadership and advocacy skills that I can bring into the community moving forward.

8. Conclusion

The objective of this guidebook is to help future peer mentors understand the roles and responsibilities of mentoring, particularly within CRDScourses. Created by four students in CORE 595, this guidebook is informed by personal experiences of mentoring, host instructor experiences, and CMCL507 peer mentoring material. This project follows the theoretical framework of Development Support, which focuses on adult development, and emphasizes the importance of mentors and mentorship. Furthermore, the type of mentoring emphasized in this guidebook is curricular peer mentorship, in which educational relationships are encouraged between students to further student engagement in learning communities. In the context of introductory CRDS courses, peer mentors have variable roles including those of teaching assistants, peer mentors, site supervisors, and practicum students. Accordingly, expectations around responsibilities and roles should be discussed prior to the start of the term to ensure that boundaries are established and to promote accountability. Overall, peer mentoring has been a valuable experience. In helping students enhance their learning and become integrated within the university learning community, we have personally grown and developed as well. In reading this guidebook, we hope future mentors gain a deeper understanding of what it means to be a curricular mentor for introductory CRDS courses.

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