The benefits of peer mentoring

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new opportunities for collaboration

increased confidence

expanded networks

a clearer sense of direction

learning new skills and boosting knowledge

guidance and support during tough times

improved decision-making and ability to handle change

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Building Effective Peer Mentoring Services

Charles Andrew Taylor

Building Effective Peer Mentoring Services:

Developing Effective Student Peer Mentoring Programs Peter J. Collier,2015-10-09 At a time when college completion is a major issue and there is particular concern about the retention of underserved student populations peer mentoring programs offer one solution to promoting student success This is a comprehensive resource for creating refining and sustaining effective student peer mentoring programs While providing a blueprint for successfully designing programs for a wide range of audiences from freshmen to doctoral students it also offers specific guidance on developing programs targeting three large groups of under served students first generation students international students and student veterans This guidebook is divided into two main sections The opening section begins by reviewing the issue of degree non completion as well as college adjustment challenges that all students and those in each of the targeted groups face Subsequent chapters in section one explore models of traditional and non traditional student transition persistence and belonging address what peer mentoring can realistically achieve and present a rubric for categorizing college student peer mentoring programs The final chapter in section one provides a detailed framework for assessing students adjustment issues to determine which ones peer mentoring programs can appropriately address Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer mentoring program The initial chapter in section two covers a range of design issues including establishing a program timeline developing a budget securing funding getting commitments from stakeholders hiring staff recruiting mentors and mentees and developing policies and procedures Subsequent chapters analyze the strengths and limitations of different program delivery options from paired and group face to face mentoring to their e mentoring equivalents offer guidance on the creation of program content and resources for mentors and mentees and provide mentor training exercises and curricular guidelines Section two concludes by outlining processes for evaluating programs including setting goals collecting appropriate data and methods of analysis and by offering advice on sustaining and institutionalizing programs Each chapter opens with a case study illustrating its principal points This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer mentoring programs or considering refining existing ones It may also serve as a text in courses designed to train future peer mentors and leaders **Developing Effective Student Peer Mentoring Programs** Peter J. Collier,2023-07-03 At a time when college completion is a major issue and there is particular concern about the retention of underserved student populations peer mentoring programs offer one solution to promoting student success This is a comprehensive resource for creating refining and sustaining effective student peer mentoring programs While providing a blueprint for successfully designing programs for a wide range of audiences from freshmen to doctoral students it also offers specific guidance on developing programs targeting three large groups of under served students first generation students international students and student veterans This guidebook is divided into two main sections The opening section begins by

reviewing the issue of degree non completion as well as college adjustment challenges that all students and those in each of the targeted groups face Subsequent chapters in section one explore models of traditional and non traditional student transition persistence and belonging address what peer mentoring can realistically achieve and present a rubric for categorizing college student peer mentoring programs The final chapter in section one provides a detailed framework for assessing students adjustment issues to determine which ones peer mentoring programs can appropriately address Section two of the guidebook shifts from the theoretical to the practical by covering the nuts and bolts of developing a college student peer mentoring program The initial chapter in section two covers a range of design issues including establishing a program timeline developing a budget securing funding getting commitments from stakeholders hiring staff recruiting mentors and mentees and developing policies and procedures Subsequent chapters analyze the strengths and limitations of different program delivery options from paired and group face to face mentoring to their e mentoring equivalents offer guidance on the creation of program content and resources for mentors and mentees and provide mentor training exercises and curricular guidelines Section two concludes by outlining processes for evaluating programs including setting goals collecting appropriate data and methods of analysis and by offering advice on sustaining and institutionalizing programs Each chapter opens with a case study illustrating its principal points This book is primarily intended as a resource for student affairs professionals and program coordinators who are developing new peer mentoring programs or considering refining existing ones It may also serve as a text in courses designed to train future peer mentors and leaders Transformative Practices for Minority Student Success Dina C. Maramba,Timothy P. Fong,2023-07-03 Between 2000 and 2015 the Asian American Pacific Islander population grew from nearly 12 million to over 20 million at 72% percent recording the fastest growth rate of any major ethnic and racial group in the US This book the first to focus wholly on Asian American and Native American Pacific Islander Institutions AANAPISIs and their students offers a corrective to misconceptions about these populations and documents student services and leadership programs innovative pedagogies models of community engagement and collaborations across academic and student affairs that have transformed student outcomes The contributors stress the importance of disaggregating this population that is composed of over 40 ethnic groups that vary in immigrant histories languages religion educational attainment levels and socioeconomic status This book recognizes there is a large population of underserved Asian American and Pacific Islander college students who given their educational disparities are in severe need of attention The contributors describe effective practices that enable instructors to validate the array of students specific backgrounds and circumstances within the contexts of developing such skills as writing leadership and cross cultural communication for their class cohorts as a whole They demonstrate that paying attention to the diversity of student experiences in the teaching environment enriches the learning for all The timeliness of this volume is important because of the keen interest across the nation for creating equitable environments for our increasingly diverse students This

book serves as an important resource for predominantly white institutions who are admitting greater numbers of API and other underrepresented students It also offers models for other minority serving institutions who face similar complexities of multiple national or ethnic groups within their populations provides ideas and inspiration for the AANAPISI community and guidance for institutions considering applying for AANAPISI status and funding This book is for higher education administrators faculty researchers student affairs practitioners who can learn from AANAPISIs how to successfully engage and teach students with widely differing cultural backgrounds and educational circumstances **Captivating Classrooms** Nicholas D. Young,Christine N. Michael,Jennifer A. Smolinski,2018-11-23 Captivating Classrooms explores the specific role that student engagement plays in education it argues that there are myriad factors that undergird meaningful student learning and participation such as motivation exciting teaching strategies reinventing literacy instruction and authentic assessment This book is an extremely valuable handbook for school leaders teachers and support staff as well as for parents of PK 12 students aspiring educators and higher education faculty who prepare pre service teachers and administrators This is a must read for those who are committed to helping all students find their purpose and passion in education

Handbook of Youth Mentoring David L. DuBois,Michael J. Karcher,2013-04-30 This thoroughly updated Second Edition of the Handbook of Youth Mentoring presents the only comprehensive synthesis of current theory research and practice in the field of youth mentoring Editors David L DuBois and Michael J Karcher gather leading experts in the field to offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people This volume includes twenty new chapter topics and eighteen completely revised chapters based on the latest research on these topics Each chapter has been reviewed by leading practitioners making this handbook the strongest bridge between research and practice available in the field of youth mentoring *High* David Sheff,Nic Sheff,2019 Provides information on drug and alcohol use shares the stories of families who have lived through addiction and teaches readers how to navigate peer pressure and stress **ISCoS Textbook on Comprehensive management of Spinal Cord Injuries** Harvinder Singh Chhabra,2015-01-01 SCI needs management by a team comprising of doctors physiotherapists occupational therapists nurses vocational counsellor psychologist assistive technologist orthotist and social worker Since the available textbooks did not address the requirements of all disciplines the need for the proposed textbook was reinforced **Belonging in School** Dominique Smith,Douglas Fisher,Nancy Frey,Vincent Pompei,Rachael Stewart,2024-02 This book presents evidence based modules that feature actions and strategies teachers can apply to help students feel more included Interactive features such as essential questions and reflective prompts are designed to engage educators and deepen their understanding of the importance of connection and belonging in a student s educational experience **Reviews of National Policies for Education Higher Education in Kazakhstan 2017** OECD,2017-03-15 Higher education policy is the key to lifelong learning and this is particularly important as the ageing population is increasing

in many countries It is a major driver of economic competitiveness in an increasingly knowledge driven global economy and it also brings social cohesion and Learning Communities and Student Affairs ,2007 Building Effective Program Strategies for Youth-adult Partnerships Stacy Schwartz Olagundoye,2008 **Peer-to-Peer mentor program in middle school** Aaron McBride,2017 Research has revealed there is a challenge for students when they transition into middle school Research also proves that peer based interventions are proven to be productive in many ways This project explores peer to peer mentoring in a school setting between older and younger students An effective mentorship program must focus on building relationships between the mentor and mentee as well as guide mentors to be good mentors and role models The peer to peer mentor program uses research based strategies to help implement in a K 8 building Training lessons pre and post assessments and parent permission letters are included to be used to implement the program *Developing Effective Drug Education Programs* Lowell Horton,1992 This booklet discusses obstacles to effective drug education programs and suggests components that should be included in order to ensure effective programs The first section presents six questions to ask of one s drug education program noting that a poorly conceived program can do more harm than good The second section focuses on convincing students to delay beginning use of alcohol Ten warning signs of drug and alcohol use are presented in the third section These signs range from a drop in grades to a display of obvious behavior associated with intoxication or drug use The fourth section discusses confronting social attitudes toward alcohol use This section describes myths associated with alcohol use and the distorted messages which children receive from beer commercials The fifth section provides the following suggestions for designing effective drug education programs 1 articulate goals of the program 2 focus on the gateway drugs 3 start early 4 plan a comprehensive program 5 provide teacher inservice 6 mobilize positive peer pressure 7 involve parent networking and 8 build evaluation into the program An annotated bibliography of references and resources is included ABL **Creating Effective Undergraduate Research Programs in Science** Roman Taraban,Richard L. Blanton,2008-07-24 This is the first comprehensive data based study of the benefits to students who actively participate in authentic science research programs The book features contributors from a variety of institutions who bring together studies of undergraduate research programs They focus on identifying the successful elements of each program and then draw valuable conclusions about the effects those programs have on the students Providing much needed information about the organization and administration of programs and the challenges to create and sustain viable research opportunities this essential resource Features a variety of perspectives including those of external evaluators longtime program directors participants and administrators Identifies the characteristics of effective programs and the kinds of gains that faculty and administrators can expect from them Examines the barriers to research opportunities including lack of departmental and institutional resources and inadequate faculty compensation Can be used as a primer for creating programs and for determining their effectiveness **Developing an Effective Teacher Mentor Program** Melvin P.

Heller,Nancy W. Sindelar,1991 School districts considering a mentoring program need to consider four things 1 the reasons for a teacher mentor program 2 how to start such a program 3 administrative support needed for a successful program and 4 pitfalls to avoid The reasons for having a mentor program are that it benefits the new teacher the mentor and the school The new teacher s opportunities to exchange views with an experienced teacher is a distinct benefit to him her The mentor benefits also however because of the opportunity to share views experiences and strategies The improved teaching that usually results is an asset to the school Starting a program involves six stages establishing a rationale setting criteria for the selection of mentors defining roles inviting the mentors training the mentors and evaluating the program To be successful the program must have administrative support from the board of education the superintendent the central office staff the teacher union and the principal As with any new program anticipating problems can help to avoid them Some pitfalls are overdependence on the part of the protege ego problems on the part of the mentor and the evaluation dilemna arising from the mentor s dual role of confidant and evaluator Mentorship programs promote professionalism by providing continuous staff development during the first year of teaching AMH *The Theory and Practice of Peer Mentoring in Schools* Rey A. Carr,2011-07-17 With a variety of options available to establishing effective peer mentoring programs this short book provides the basics to create and sustain successful peer mentoring programs where students provide responsible positive support to each other for academic and personal achievement **The Handbook of Minority Student Services** Charles Andrew Taylor,1986 **RQ** ,1990 **Vioces [i.e. Voices] for Democracy** Paul Kelleher,Rebecca Van der Bogert,2006 *Gender, Race, and Ethnicity in the Workplace: Organizational practices and individual strategies for women and minorities* Margaret Foegen Karsten,2006 Resource added for the Human Resources program 101161

Unveiling the Magic of Words: A Review of "**Building Effective Peer Mentoring Services**"

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