



# EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

**A.** Division: Educational Services      Effective Date: September 2004

**B.** Department / Program Area: Student Development/First Nations      Revision:  New Course

If Revision, Section(s) Revised: C  
Date of Previous Revision: January 2004  
Date of Current Revision: September 2004  
**E:** 3

**C:** FINA 1100      **D:** Aboriginal Mentor Support

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	<b>Calendar Description:</b>  This course trains aboriginal students to work as peer helpers, mentors and tutors. The course includes training in peer support skills and peer tutoring strategies. The focus of the training is for students to learn to help their peers in ways that empower those being helped.	
<b>G:</b>	Allocation of Contact Hours to Type of Instruction / Learning Settings	<b>H:</b> Course Prerequisites:  Instructor permission
	Primary Methods of Instructional Delivery and/or Learning Settings: - instructor directed seminar	<b>I:</b> Course Corequisites:
	Number of Contact Hours: (per week / semester for each descriptor) 4	<b>J:</b> Course for which this Course is a Prerequisite
	Number of Weeks per Semester: 15	<b>K:</b> Maximum Class Size: 25
<b>L:</b> PLEASE INDICATE:		
<input type="checkbox"/>	Non-Credit	
<input checked="" type="checkbox"/>	College Credit Non-Transfer	
<input type="checkbox"/>	College Credit Transfer:	
SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

<p><b>M:</b> Course Objectives / Learning Outcomes At the end of the course, the successful student should be able to:</p> <ol style="list-style-type: none"> <li>1. Communicate effectively in a helping role.</li> <li>2. Recognize and respect individual differences that affect learning and life choices.</li> <li>3. Promote personal and academic skill development of self and others.</li> <li>4. Help other students access information and resources.</li> <li>5. Help others in an ethical manner.</li> </ol>
<p><b>N:</b> Course Content:</p> <ol style="list-style-type: none"> <li>1. Communication Skills       <ol style="list-style-type: none"> <li>a. Listening</li> <li>b. Speaking</li> <li>c. Assertiveness</li> </ol> </li> <li>2. Principles of Helping</li> <li>3. Understanding Self and Others as Holistic Beings       <ol style="list-style-type: none"> <li>a. Values, needs, roles, and personal style</li> <li>b. Individual differences</li> </ol> </li> <li>4. Roles and Relationships       <ol style="list-style-type: none"> <li>a. Roles of tutor, tutee and instructor</li> <li>b. Creating productive helping and tutoring relationships</li> </ol> </li> <li>5. Responsibilities of Peer Helpers, Mentors and Tutors</li> <li>6. Characteristics of the Successful Learner       <ol style="list-style-type: none"> <li>a. Knowledge</li> <li>b. Skills</li> <li>c. Attitudes</li> </ol> </li> <li>7. Principles of Tutoring</li> <li>8. Structure of a Tutoring Session</li> <li>9. Tutoring Techniques for:       <ol style="list-style-type: none"> <li>a. Tutoring writing</li> <li>b. Tutoring content</li> <li>c. Tutoring study strategies</li> </ol> </li> <li>10. Coping with Problems in the Helping Relationship</li> <li>11. Ethical Issues in Peer Helping</li> </ol>
<p><b>O:</b> Methods of Instruction</p> <p>Classes will be experiential in nature using a combination of short lectures, demonstrations, structured activities, and group discussions. Students will participate in role plays and other exercises designed to focus on developing specific aspects of helping skills. Video and audio equipment may be used in practice and for evaluation purposes.</p>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>Students may be required to purchase a textbook.</p>
<p><b>Q:</b> Means of Assessment</p> <p>Selection of evaluation and assessment tools for this course will be based on:</p> <ol style="list-style-type: none"> <li>1. Adherence to college policy regarding number and weighting of evaluations.</li> <li>2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing i.e. individual, group, oral, written, descriptive, reflective, practice.</li> <li>3. A developmental approach to evaluation that is sequenced and progressive.</li> <li>4. Evaluation being used as a teaching and learning tool for both students and instructors.</li> <li>5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and course/instructor evaluation.</li> </ol>

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

---

Course Designer(s)

---

Education Council / Curriculum Committee Representative

---

Dean / Director

---

Registrar