



# PEER TUTORING PROGRAM TUTOR HANDBOOK



Medical Student Academic Support Services and Academic Advising  
UTRGV School of Medicine Office of Student Affairs  
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Welcome to the EXCITING world of helping others achieve excellence.....

*Dear Tutor/Mentor:*

*Welcome to the tutoring program and the Learning Resource Center at the University of Texas Rio Grande Valley School of Medicine (UTRGV).*

*In choosing to be a tutor/mentor, you have accepted an important and satisfying responsibility. As a peer tutor and mentor, you can assist another student to realize his or her academic potential. Your positive interaction with a peer student may make a critical difference in a student's educational endeavors. Your role involves both the command of SOM modules and strong interpersonal skills.*

*The purpose of this tutoring manual is twofold. First, it is to provide you with information specific to the tutoring program at SOM UTRGV. Secondly, it is a resource that may be of benefit to you as you build and improve your tutoring process. The information is designed to help you achieve the best results possible in the tutoring process as well as provide material that may assist you in becoming both an efficient and effective tutor. Feel free to email me, call, or stop by for additional information.*

*We look forward to working with you in the upcoming academic year!*



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Office of Academic Advising and Support Services



# Mission Statement

*The tutoring program at UTRGV School of Medicine provides opportunities and assistance for all students to develop the content-based, learning, and critical thinking strategies required for both academic and professional success. Our SOM tutoring Program comprised of trained peer faculty tutors, forms supportive and collaborative relationships with students, assisting them to practice the active, collaborative, and problem based learning strategies they will use in the health profession. Tutoring services are available as follows:*

## **1. Faculty Tutoring**

*Faculty members provide tutoring in their area of specialties that include but not limited to, biochemistry, microbiology, histology, anatomy, physiology, genetics, pharmacology, immunology, cell biology, molecular biology etc.*

*Faculty tutors who are module directors or facilitators are also available at study halls and review sessions as needed.*

## **2. Peer Tutoring**

*Selected Year 2 student's/ peer tutors provide tutoring to Year 1 students. Peer tutors have successfully completed the SOM modules. These peer tutors have gone through prescribed training, and they are qualified to facilitate tutoring to their peers.*



# Job Description

## Peer Tutors

While reporting to the Director of Medical Student Academic Support, peer tutors will provide an additional level of academic support to students wishing to receive help with their modules outside of the classroom environment. The Tutoring Program serves the dual purpose of providing an opportunity for tutors (who are also medical students) to reinforce their knowledge and critical thinking skills while simultaneously helping their colleagues achieve the same goal. Tutors will serve as a facilitator of the learning process, filling content gaps as needed.

Specific responsibilities include but not limited to,

1. Providing individual or group tutoring curricular modules
2. Facilitating review sessions for assigned tutees
3. Collaborating with other peer tutors. Faculty tutors and module directors to facilitate review sessions to tutees as needed
4. Assist with assessing and guiding the tutee's reasoning and problem solving skills
5. Assisting tutees with best study skills practices
6. Encourage tutees to conceptualize their understanding of basic science knowledge, practice integration and application of knowledge to all aspects of their learning experiences
7. Assisting with monitoring the progress of your assigned tutees and reporting unusual behavior to the Director of medical Student Academic Support
8. Participating in scheduled tutoring debriefing sessions with the Director of Medical Student Academic Support



# Introduction and Overview



**Assignments Procedure:** Besides your assigned tutoring group, students interested in receiving tutoring in the specialty areas provided by faculty must email Dr. Mercy O. Azeke. Tutors and tutees will be notified of finalized assignments through their UTRGV email.

**Contacting Your Students:** 1. You should contact your students as soon as possible. If you are preparing for an exam, students will understand the delay in scheduling the first tutorial session.

2. Please be discreet in attempting to contact your students. Do not send messages to students through another student. Our programs have been designed

to protect the students' confidentiality.

3. Discuss exam performance (if the student wishes) as well as any other topics of concern.

4. Give the students an assignment to study for the first session. The student must be prepared for each tutorial session. Students who are **not** prepared cannot benefit from your time and efforts and may become ineligible for tutorial services. If you feel that you cannot discuss the lack of preparation with the student, please contact Dr. Mercy O. Azeke.

5. Set up a day, time, and location for the first session. We encourage our tutors to meet at the same time, day, and location each week. Once your regular meeting time/location is set, notify Angelica Martinez in the Academic Advising Office.

**Reminder:** Only assigned students should be tutored. If a student would like to attend tutoring that is not assigned to your group, please have them contact Dr. Mercy O. Azeke. Group dynamics are very important to a successful tutoring group and if unannounced or unassigned students show up for group, the students who regularly attend may be reluctant to participate because they may be shy about performing in front of those not fully participating in tutoring.

**Scheduling Tutoring Hours:** Tutors have a commitment of 3-5 hours per week that is compensated at a rate of \$15/per hour



## **Personnel/Paperwork/Payroll Procedures**

**Personnel procedures:** You will need to email Angelica Martinez your resume at [angelica.martinez01@utrgv.edu](mailto:angelica.martinez01@utrgv.edu) . We need this information to complete the hiring process. You will receive an email from Human Resources to give you information on completing your background check and some online paperwork, once the paperwork process has begun, you have three (3) working days in which to complete it. A criminal background check is also required on all final candidates for all jobs. You will receive an employee ID number to be paid. Angelica Martinez will let me know when you have completed everything or if you have not started Human Resources paperwork. Please keep on schedule so the hiring process will run smoothly. I am always available for any help you may need you may contact at 956-296-1908, by email [mercy.azeke@utrgv.edu](mailto:mercy.azeke@utrgv.edu), or just stop by the office.

**PAPERWORK:** **Tutors will need to complete and submit a Tutor/ Mentor's Progress Report of all Sessions for each student they tutor/mentor.** All questions on this form must be answered so that we may be kept informed as to the student's progress and any problems the student or tutor/mentor may be experiencing. This is a requirement and must be turned in along with your time sheets in order to receive payment.

**Payroll:** Hourly employees are paid on a semi- monthly basis. Time Entry must be completed and approved via Web Time Entry in order for pay to be processed. Login to Web Time Entry is available through [my.utrgv.edu](http://my.utrgv.edu) portal, Oracle 24/7 icon. In order to be compensated, time cards must be submitted to the Payroll Office on the **FIRST** working day following the pay period. Direct deposit is highly recommended. If you are enrolled in direct deposit, your check will be deposited to your bank account. If you are not enrolled paper checks will be available at the Bursars Office — it is important that your name and home address is correct in the HR system. You may contact payroll at 956-665-2558 or by email at [payroll@utrgv.edu](mailto:payroll@utrgv.edu) for more information.





## Semi – Monthly Payroll Schedules and Deadlines

Pay Period Start Date	Pay Period End Date	<b>Timecard Due Date</b>	Payday
9/1/2017	9/15/2017	<b>9/18/2017</b>	9/22/2017
9/16/2017	9/30/2017	<b>10/2/2017</b>	10/6/2017
10/1/2017	10/15/2017	<b>10/16/2017</b>	10/23/2017
10/16/2017	10/31/2017	<b>11/1/2017</b>	11/7/2017
11/1/2017	11/15/2017	<b>11/16/2017</b>	11/22/2017
11/16/2017	11/30/2017	<b>12/1/2017</b>	12/7/2017
12/1/2017	12/15/2017	<b>12/18/2017</b>	12/21/2017
12/16/2017	12/31/2017	<b>1/3/2018</b>	1/8/2018
1/1/2018	1/15/2018	<b>1/16/2018</b>	1/22/2018
1/16/2018	1/31/2018	<b>2/1/2018</b>	2/7/2018
2/1/2018	2/15/2018	<b>2/16/2018</b>	2/22/2018
2/16/2018	2/28/2018	<b>3/1/2018</b>	3/7/2018
3/1/2018	3/15/2018	<b>3/16/2018</b>	3/22/2018
3/16/2018	3/31/2018	<b>4/2/2018</b>	4/6/2018
4/1/2018	4/15/2018	<b>4/16/2018</b>	4/23/2018
4/16/2018	4/30/2018	<b>5/1/2018</b>	5/7/2018
5/1/2018	5/15/2018	<b>5/16/2018</b>	5/22/2018
5/16/2018	5/31/2018	<b>6/1/2018</b>	6/7/2018
6/1/2018	6/15/2018	<b>6/18/2018</b>	6/22/2018
6/16/2018	6/30/2018	<b>7/2/2018</b>	7/6/2018
7/1/2018	7/15/2018	<b>7/16/2018</b>	7/23/2018
7/16/2018	7/31/2018	<b>8/1/2018</b>	8/7/2018
8/1/2018	8/15/2018	<b>8/16/2018</b>	8/22/2018
8/16/2018	8/31/2018	<b>9/4/2018</b>	9/7/2018






# Forms and Office Procedures

It is very important to keep accurate records because 1) it improves our efficiency and effectiveness in tutoring students 2) it provides the necessary dates for reports and projects and 3) it enables us to evaluate our program and to plan for our future needs.



In order for the Academic Advising office to keep good records, we utilize the following forms:

-  Tutor Session Sign-In Sheet
-  Tutor Time Sheet
-  Tutor/Mentor Progress Report

All forms should be turned into: Angelica Martinez located at EMEBL 3.160, Academic Advising Office, (956) 296-1924 (P)



# Tutor Session Sign-In Sheet

## TUTOR Sign-in Sheet

**Tutor (s) Name:** \_\_\_\_\_ **Module:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time Start:** \_\_\_\_\_ **Time End:** \_\_\_\_\_

**Room # & Bldg:** \_\_\_\_\_

**Student's Name:** *Please Print your name, then Sign*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Additional attendees not assigned to group:**

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*\*Please return these sheets at the close of each week (every Friday), these are required by each student in order to get full credit. This is the student's responsibility. Feel free to reach us at 956.296.1924 for more information or email us at angelica.martinez01@utrgv.edu, or mercy.azeke@utrgv.edu.*

**For Office Use Only**

Received on: \_\_\_\_\_

Initial: \_\_\_\_\_



## Tutor Time Sheet

# TUTOR Time Sheet

Peer Tutor Name: \_\_\_\_\_

Week(s) of: \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

[illegible]

Peer Tutor Signature

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date (mm/dd/yyyy)

Supervisor Signature

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date (mm/dd/yyyy)

*\*Please submit these sheets on the FIRST working day following the pay period, time sheets are required by each student in order to get full credit. This is the students responsibility. Feel free to reach us at 956.296.1924 for more information or email us at angelica.martinez01@utrgv.edu or mercy.azeke@utrgv.edu*



# Tutor Progress Report

## TUTOR Progress Report

Name of Tutor \_\_\_\_\_

Module(s) \_\_\_\_\_

Student's name \_\_\_\_\_

Number of sessions attended \_\_\_\_\_

Actively participated (asked questions, answered questions, etc.): \_\_\_\_\_ yes \_\_\_\_\_ no

Student was prepared: \_\_\_\_\_ yes \_\_\_\_\_ no

Is the student able to grasp concepts? \_\_\_\_\_ yes \_\_\_\_\_ no

Is the student able to reproduce information when asked? \_\_\_\_\_ yes \_\_\_\_\_ no

Does the student relate to others in the group? \_\_\_\_\_ yes \_\_\_\_\_ no

Do you expect the student to perform satisfactory on the next test? \_\_\_\_\_ yes \_\_\_\_\_ no

In your opinion, does the student need additional service from the office Academic Support Services?

\_\_\_\_\_ yes \_\_\_\_\_ no

Additional Comments:

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*\*Please return these sheets at the close of each week (every Friday), these are required by each student in order to get full credit. This is the student's responsibility. Feel free to reach us at 956.296.1924 for more information or email us at [angelica.martinez01@utrgv.edu](mailto:angelica.martinez01@utrgv.edu), or [mercy.azeke@utrgv.edu](mailto:mercy.azeke@utrgv.edu)*

### For Office Use Only

Received on: \_\_\_\_\_

Initial: \_\_\_\_\_



# Tutor Contact Form

## CONTACT INFORMATION

**Name:** \_\_\_\_\_

**Street Address:** \_\_\_\_\_

**City/ ST/ Zip  
Code** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

## AGREEMENT AND SIGNATURE

**By signing this form, I affirm that this is a part time position with payment.**

**Name (printed):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Thank you for completing this form and for your interest in working for us.**



## Student Guidelines

The purpose of tutoring is to help clarify concepts, provide assistance in applying concepts to specific problems and point out ways participating students can improve their methods of study. Tutoring can be a useful adjunct to personal study time but should never be considered a substitute for it or for attending lectures, laboratories and carefully reading as a resource and to promote academic success.

The following guidelines have been established:

1. Tutored students are encouraged to attend classroom lectures and laboratories (unless illness prevents).
2. Students must come prepared for each tutoring session by having read the assignment for that session.

Know that participation in the tutoring program can only enhance your academic success.

Since learning to schedule time and to follow through on time commitments is essential to success in medical school and medical practice, we also ask that you attend scheduled tutoring sessions regularly and promptly. If at some point you determined that tutorial assistance is no longer necessary, please inform both the tutor and Dr. Mercy O. Azeke.

We are also very interested in your ideas about how we can improve our present program and what additional services you think would be useful. I understand that I will complete a **Program Feedback** form for each course and turn it in within one week from the last tutoring session.

.....

I have read the tutoring guidelines and agree to adhere to the guidelines as stated.

Tutee name (please print): \_\_\_\_\_

Tutor signature \_\_\_\_\_ Date: \_\_\_\_\_



## Tutor Feedback Form

**Name of Tutor:** \_\_\_\_\_ **Today's Date:** \_\_\_\_\_  
**Module:** \_\_\_\_\_ **Number of sessions with this tutor:** \_\_\_\_\_

**How helpful has Tutoring been to your course work and/or preparing for the exams?**

Unacceptable	Barely Acceptable	Probably Helpful	Moderately Helpful	Extremely Helpful
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**What has been helpful about Tutoring?**

My Tutor	Unacceptable	Barely Acceptable	Probably Helpful	Moderately Helpful	Extremely Helpful
Assisted with schedule/ or structuring time	1	2	3	4	5
Encouraged group support (emotional)	1	2	3	4	5
Promoted group discussions	1	2	3	4	5
Gave resource tips	1	2	3	4	5
Provided study tips	1	2	3	4	5
Aided in figuring out what to study	1	2	3	4	5
Aided in learning how to approach material	1	2	3	4	5
Aided in understanding concepts	1	2	3	4	5
Aided in applying or integrating material	1	2	3	4	5
Practice testing	1	2	3	4	5
Explained charts, graphs ,etc.	1	2	3	4	5
Other:	1	2	3	4	5



My Tutor	Not At All	Very Rarely	Occasionally	Frequently	Always
Was knowledgeable of the subject materials	1	2	3	4	5
Demonstrated effective communication	1	2	3	4	5
Showed enthusiasm and motivated the group	1	2	3	4	5
Knew when to intervene and when to hold back	1	2	3	4	5
Was sensitive to different learning styles and cultural differences.	1	2	3	4	5
Made sure that I was actively engaged in the learning process	1	2	3	4	5
Was sensitive of the self-esteem of students	1	2	3	4	5
Demonstrated good time management & organizational skills	1	2	3	4	5

**Overall I would give my Tutor a grade of:**

0	1	2	3	4	5	6	7	8	9	10	11	12
Completely dissatisfied										Completely Satisfied		

What would you like to change about the Tutoring program, group, tutor's approach, or additional comments: (please use the other side if needed.)



# The First Tutoring Session

The first meeting with your tutee is often crucial in establishing the atmosphere of your later tutoring sessions. During the session, you must establish that you are an approachable, empathetic person who will be able to help them understand the subject. You might want to refer to this list at your first tutorial meeting with each new tutee.

- ✓ Check that you have each other's name, phone number, and email.
- ✓ Have each student sign the Tutor Sign-in Sheet.
  - This form must be turned in with the Tutor's Time sheet.
- ✓ Address attendance expectations. Hand out form "Student Guidelines for Participation in the Peer Tutor/Mentor Program." Each student must sign the form and return it to you by the end of the first session.
- ✓ Hand out the Tutoring Program Feedback Form. Remind the students that they will complete this form at the end of the Block when the tutoring sessions have been completed.
- ✓ Share with the students your study skills and your approach to this course when you took it.
- ✓ Discuss your respective expectations and role as a Tutor.
- ✓ Work on specific topics so that the student leaves the sessions with a directed and focused plan for their individual study.
- ✓ Identify what will be covered at the next session with the understanding that the student will be prepared.
- ✓ Begin to get to get to know the students so as to make ongoing assessments
  - Every two weeks Tutors will need to complete and submit a Tutor's Progress Report form for each student
  - All questions on this form must be answered so that we may be kept informed of the student's progress and any problems the student/tutor may be experiencing.



# **Your Role as a Peer Tutor/ Mentor**

**When you tutor:**

- ✓ Be open, caring, encouraging and supportive.
- ✓ Be aware of outside interference with learning.
- ✓ Respect and value each student as an individual.
- ✓ Be courteous and cooperative with other peer employees.

**Help students become independent learners...**

- ✓ Encourage students to do their own thinking.
- ✓ Probe their understanding of the matter in question.
- ✓ Keep their course material well organized.
- ✓ Suggest what more they can do.
- ✓ Do not do their work for them.



## PROBLEMS...

Should a problem occur, **DO NOT** hesitate to come and discuss them with Dr. Azeke immediately. We will help you work out strategies for dealing with them yourself or will intervene if this seems most appropriate.

Examples of some problems:

The student keeps missing or canceling sessions.

The student does not prepare for sessions by doing the necessary reading.

The student does not answer your questions or expects you to do all the work.

The student dominates group time interrupting or asking/answering questions

A group member is unkind to another group member.

You should never do a tutee's work. It is often difficult to help students without telling them what to do next, without supplying too many ideas, or without clearing up the mistakes and problems.

The art of being a good tutor is learning techniques such as asking relevant questions or directing the tutees' attention to where they are going wrong and what further information they need.

As a tutor, you are a representative of the Office of Student Affairs. Your role is to **help the student understand the subject**, not to get an "Honors" in the Block.

**TOGETHER**  
**WE WILL**



## Tips for Tutors

### 1. **Wait...Be Patient.**

Give the student time to think about and respond to a prompt. Don't rush to fill in the answer. Rephrase or simplify a question when necessary.

### 2. **Ask One Question at a Time.**

Don't ask questions in rapid-fire succession, or it will seem like an inquisition.

### 3. **Be Positive.**

A word of encouragement can sometimes be the key to getting a student enthused. Never belittle, patronize or ridicule a student.

### 4. **Be Firm.**

Make your expectations clear and challenge the student to produce the best work possible. Never do the student's work for him or her.

### 5. **Be Truthful.**

If you do not know the answer to a question, don't be afraid to admit it.

### 6. **Use Learning Resources.**

Use the text, lecture notes, and other learning resources to demonstrate where to find answers to questions.

Correct any mentions that the Tutor is the main or sole source of information.



# Tutoring Techniques

## 1. Questioning

Ask yourself:

- a. How does the student feel about the subject?
- b. What does the student want to accomplish in this session? (Ask them what they want to accomplish in the session or tutoring in general, i.e. clarification on unclear topics, help with efficient preparation, how to understand a topic, how to weed out unnecessary information, how accomplish all the assignments.
- c. What do I think needs to be accomplished in this session?
- d. What questions can I ask to help us establish the best focus for this session?
- e. What is the best way for the student to understand the material?

## 2. Provide instruction

- a. Use examples. The best way to use this method is by providing examples. Start by presenting simple, exaggerated examples and gradually increase the dichotomy.
- b. Use a rule or procedure. Often it is important that the student knows how to apply a given rule. Present the student with a problem and ask (s)he to solve it using the rule. If the student cannot do this yet, break the rule into smaller parts. Remember: the student must be able to use the rule, not just describe it or recite it!
- c. Facilitate recall. You can help the student best by encouraging (s)he to understand the meaning behind the information, learning more than just factoids.

## 3. Require a response

- a. Ask the student to apply his/her knowledge of the material. This will reinforce understanding and learning during the tutoring session. If the learning task requires examples of concepts, require the student to give new examples.
- b. Active participation is very important for retention.

## 4. Giving feedback

Students must receive information about whether or not they are able to apply the material they are studying.



# METHODS OF TUTORING & APPROPRIATE LEARNING ACTIVITIES

**Problem Solving Techniques** - Academic reasoning problems can be solved through careful, persistent analysis. The solution may not be apparent initially, but by pinpointing information, one can soon resolve the presented problem.

- A. Look at the problem and find a point “where some sense can be made.”
- B. Work the problem by breaking it into small sequential steps
- C. If a written description is hard to follow, visualize a mental picture of the ideas in order to see the situation better
- D. Ask yourself questions about the problem and/or use diagrams; **be active in the learning** process.

## 2) **Recall** (i.e. labeling parts of a diagram; reconstructing a graph)

- A. Practice quizzing the student with a list of diagrams. Give a sample question such as, “List the five components of (whatever subject). Only correct the student when needed and continue until the student can do it with ease.
- B. Student may supplement their study with flash cards.
- C. Mnemonics use visual associations, however these should be used not as a substitute for higher order learning.
- D. Help students learn how to map out concepts, come up with a drawing to help recall, or create a song to an already known tune and substitute concept or details needed for recall of information.

## 3) **Concept** (learning meanings of concepts, systems, understanding relationships, classifying, categorizing)

- A. Define concepts with a clear definition with the most understandable vocabulary
- B. Identify examples to encourage deeper learning of the topic and make the information more accessible to recall.



## Example of a case-based tutorial

Case History and Questions (Student Version)	Intended Outcomes ( Tutor )
<p>1. Initial history: Jack is an 82-yr-old man with a long history of a heart murmur. He has increasing shortness of breath, especially on exertion (exertional dyspnea), and is undergoing a comprehensive evaluation of cardiac function.</p>	<ul style="list-style-type: none"><li>• Review unfamiliar terms.</li></ul>
<p>3. Based on your conclusions from auscultation, drawn a pressure versus time graph during one complete cardiac cycle for Jack's left ventricle (add units to the axes to indicate the size and duration of pressure changes).</p>	<ul style="list-style-type: none"><li>• Review sites for heart valve auscultation.</li><li>• Relate heart sounds to the events of the cardiac cycle.</li><li>• Make a differential diagnosis of aortic stenosis.</li><li>• Develop a quantitatively accurate Wigger's diagram, noting the high ventricular pressure generated in aortic stenosis.</li><li>• Correlate events in the left ventricle and aorta.</li><li>• Note the delayed upstroke in aortic pressure with delayed ejection through a stenotic aortic valve; predict lower aortic systolic pressure.</li><li>• Review definition and determinants of systolic, diastolic, mean, and pulse pressures.</li><li>• Explain that decreased stroke volume will produce decreased systolic blood pressure.</li></ul>



- Predict a baroreceptor reflex response that increases heart rate and diastolic blood pressure.
- Discussion of muscle hypertrophy due to the chronic increase in left ventricular afterload.
- Discussion of the mean electrical axis of the heart and possible left axis deviation.
- Review Starling's forces and edema formation.
- Explain the progression from left ventricular hypertrophy to chronic left heart failure and how this results in edema.



## Psychological Aspects of Tutoring

Students coming for tutoring may display the following characteristics:

- ❖ **Negative attitude, high frustration intolerance:** "I studied all night and still got the lowest score on the test. I cannot do this work! "
- ❖ **Hopelessness, helplessness:** "I'll never get it. " or may verbalize about the inability to concentrate.
- ❖ **Passivity, non-involvement:** sometimes evident in inattention, boredom, or low level of participation (in tutoring)
- ❖ **Over-demanding of self, has unrealistically high expectations:** "You need to make sure I will pass the final."
- ❖ **Confusion, disorientation:** "I'm not sure what to expect. I do not know what to do."



Your task is to help the student see solutions so that s/he can get through his/her obstacles and difficulties. In many situations, you need only to reassure the student that the situation is indeed manageable, and that others have successfully dealt with such a problem.

- ❖ Use as many mobilizing techniques as possible to help stimulate preparation -- questions, problems, and mini-tasks to be accomplished by the next session.
- ❖ Encourage and praise all activities and successes.
- ❖ If evasion continues, you should ask in a non-threatening way why the student has come for tutoring and what s/he expects from you. A sample opener might be, "You know that we have met several times already, but we have not gotten much done -- what do you think we should plan for future sessions?"
- ❖ Determine what the tutee does know and reinforce that s/he has some foundation in the subject matter.



- ❖ Give structure and order to the session.
- ❖ Be specific as to what is essential and what is not.
- ❖ Involve student continually with questions, problems.
- ❖ Explain the significance of active participation in the learning process.
- ❖ Spend the first session -- possibly even the second -- on building a relationship.
- ❖ Be pragmatic, yet understanding.



The goal is to encourage independent study skills while focusing on the positive qualities the tutee already possesses. You are a role model for the tutee, as well as a tutor; students will automatically look up to you.

Remember that it is possible to do your tutoring successfully and have fun! 😊



# Communication Strategies

## **EXAMPLES OF POSSIBLE SITUATIONS AND SUGGESTIONS FOR DEALING WITH THEM.**

### **1. Slow vs. Fast Learners and Problems of Blending Them Together in a Group.**

Since it is a rule that "You shouldn't leave the slow ones behind for the fast ones, "you may want to ask for "burning questions" at the beginning. Announce what you'll be covering during the session, and let students know they are free to leave if it isn't what they need to concentrate on or to leave when the group has covered the information relevant to their needs. This gives the faster learners a chance to cover quickly what they want to learn, and lets the tutor spend the rest of the session going over in more detail or more slowly the information needed by the slower learners.

### **2. What To Do When/If Tutees Are Not Prepared**

Always come prepared with questions to ask the students in case they do not have questions of their own. If they have no questions, you may say, "If you have no questions for me then I'll ask you questions."

If one student is not prepared for a session, you may say, "I see you haven't had time to prepare for this session", then concentrate on those who have prepared.

If a student is repeatedly unprepared (2 + sessions), ask to meet privately with the student and express concern. Ask if he/she wants to continue meeting with the group, point out that the student is not receiving the intended full benefit of the tutoring service and cannot unless he/she adequately prepares. (see page 22 for more suggestions)

If no one in the group is prepared for the session, you may dismiss by saying, "I see you haven't had time to prepare for this session. Let's set up a time to meet after you've have a chance to prepare." (this is an OPTION. Encourage your group to notify you in advance that they have too any assignments in other courses to adequately prepare for the tutoring session before you spend valuable time preparing)

### **3. Interpersonal Issues or Group Dynamics**

If one student is dominating the group, direct your next question to another student by calling his/her name, looking directly at him/her pointing, etc. (Being unassertive or showing a lack of leadership will encourage continued behavior of this kind.)

When students answer questions for other students in the group, "judge" each answer. Add



anything the student left out, or say, "I have to disagree with what was just said," and give the correct answer, pointing out what was wrong with the incorrect response. This evaluative statement makes it clear that, even though students do offer answers to questions, the tutor is in charge and will decide on the adequacy or correctness of any student's contribution.

Please be careful of accepting students into your group after tutees have bonded and developed trust among the group. Be cognizant that adding a student to a group may change the dynamics and interactions among group members. You might ask the participants how they feel about adding an additional member to the group. **Always check with Academic Support Services before allowing other students to attend your tutoring sessions.**



# Study Group Personalities

## What to do when you encounter:

### **An overly talkative tutee**

He may be an “eager beaver” or a show-off. He may also be exceptionally well-informed and anxious to show it or just naturally garrulous. Don't be embarrassing or sarcastic, you may need his traits later on. Slow him down with some difficult questions. Interrupt with: “That's an interesting point, let's see what the group thinks of it.” In general, let the group take care of him as much as possible.

### **Highly argumentative tutee**

Combative personality, professional heckler, or May be normally good natured but upset by personal or school problems. Keep your own temper firmly in check, don't let the group get excited either. Honestly try to find merit in one of her points—express your agreement (or get the group to do so). . . Then move onto something else. When she makes an obvious mis-statement, toss it to the group, let them turn it down. As a last resort talk to her privately to try to find out what is bothering her and see if you can win her cooperation.

### **A tutee that's too helpful**

Really trying to help but actually makes it difficult, keeps others out. Cut across him tactfully by questioning others. Thank him, suggest “we put others to work.” Use him for summarizing.

### **A rambler**

Talks about everything but the subject. Uses far-fetched analogies, gets lost. When she stops for breath, thank her, refocus her attention, by restating the relevant points, and move on. Grin, tell her that her point is interesting, point to blackboard and in a friendly manner indicate, we are a bit off subject. Last resort; glance at a watch. (If this is a pattern, please let Academic Support services know so they can reach out to determine the source of this behavior. This behavior could have affects on the tutees ability to study, focus, or complete assignments.)

### **You have a personality clash**

Two or more members of the group clash. This can divide the group into factions. Emphasize points of agreement, minimize points of disagreement (if possible.) Draw attention to subject. Cut across with direct question on topic. Bring a sound member into the discussion. Frankly ask that personalities be omitted.

### **An obstinate tutee**

Won't budge! Has difficulty seeing your point of view. Ask for group feedback by voting. Don't spend too much time on it. Tell her the time is short, you will be glad to discuss it later; ask her to accept group viewpoint for the moment.



### **A tutee who focuses on the wrong subject**

Not rambling, but is just off base. Take the blame; "Something I said must have led you off subject, this is what we should be discussing. Restate point.

### **A griper in the group**

Has pet peeve. Complains frequently. If he/she has legitimate complaint, point out that we can't change policy in tutoring; students and staff can operate as best we can under the system as it is place. Suggest a private discussion later or refer his/her complaint to Academic Support. Alternative: have a member of the group answer her/his concern. Indicate the pressure of time.

### **Groups and side conversations**

May be related to subject. May be personal. Distracts members and yourself. Don't embarrass them, but call one by name and ask him a question. OR call one by name, then restate last opinion expressed or last remark made by group member, and ask his opinion of it. If, during the study group, you are in the habit of moving around the room, saunter over and stand casually behind those talking. (this should not be made obvious to group.)

### **Inarticulate**

Lacks the ability to put thoughts into proper words. He/She is getting the idea, but cannot convey it. He/She needs help. Don't say "What do you mean by this?" Instead say, "Let me repeat that." (and then put it into better words.) Twist his/her ideas as little as possible, but have them make sense.

### **When a tutee is definitely wrong**

Member comes up with a comment that is obviously incorrect. Say, "I can see how you feel" or "That is one way of looking at it." Say, "I can see your point, but can you reconcile that with the (true situation). Must be handled delicately.

### **When you're asked for your opinion**

Trying to put you on the spot. Trying to have you support one view. May simply be looking for your advice. Generally, you should avoid solving their problems for them. Point out your view is relatively unimportant, compared to the view of the people in the group. Don't let this become a phobia. There are times you must and should give a direct answer. Before you do so, try to determine their reason for asking your view. Say, "First, let's get some other opinions, Janie, how do you look upon this point?" (Select a member to reply).

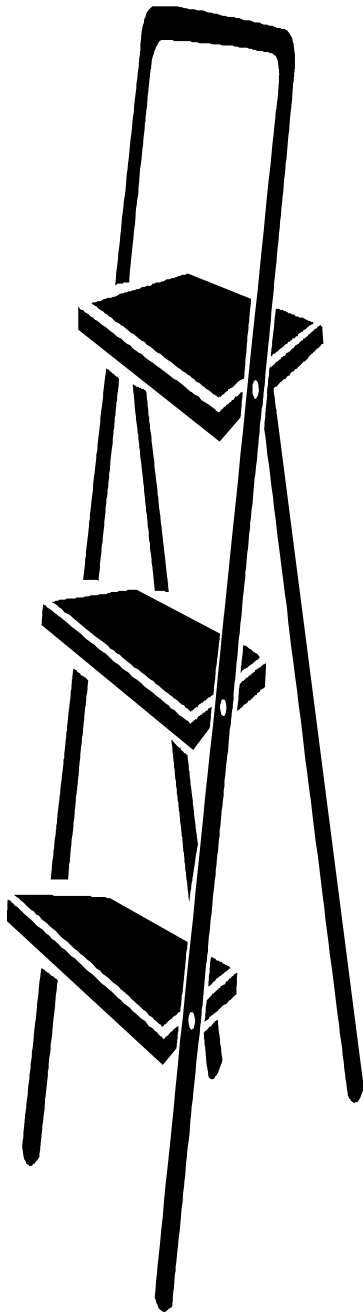
### **A tutee what will not talk**

The student seems bored, indifferent, or feels superior. The student could be timid or insecure. Your action will depend on what is motivating her/him. Arouse the student's interest by asking for her/his opinion. Draw out the fellow next to her/him, then ask the quiet one to tell the student next to her/him what he thinks of the view expressed. If he is seated near you, ask his opinion so that he will feel that he is talking to you, not the group. If he feels "Superior" ask for his view after indicating the respect held for experience (Don't overdo it here. Group members might resent it.) Irritate him for a moment by tossing a provocative query. If the sensitive person will not talk, compliment him the first time he does speak out. Be sincere!



## Six Basic Guidelines for Better Listening

Use the **LADDER** Technique to become a Successful Listener!



**L**ook 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.

**A**sk questions.

Asking questions helps you gather information. It will help you

**D**on't interrupt.

Speak only in turn.

Hold your idea until the other person is finished.

**D**on't change the subject.

**E**motions.

Check your emotions.

Don't overreact to the words or ideas of others.

Hear others out. People are entitled to their opinions.

**R**esponsiveness.

Respond in your demeanor, posture, facial expressions



# Active Learning

**What's the difference between passive and active learning?**

**A Tutor is helping a Student working on a problem...**

**Encourages Passive Learning:**

Tutor: Here, let me show you how to do that.

**Encourages Active Learning:**

Tutor: What section of the textbook discusses this?

**Passive is when...**

- ✚ The tutor lectures or explains without engaging the student with questions.
- ✚ Tutor answers the student's questions rather than asking the student to call upon prior knowledge and skill to try to figure them out, or to consult the lecture notes, textbook, or other reference materials.
- ✚ Tutor solves homework problems rather than asking the student to solve them.

**Active is when...**

- ✚ The student does something to participate in learning to seek mastery of the material.
- ✚ Tutors foster active learning by structuring activities that require students to do the work.

**Active Learning...**

- ✚ Makes tutoring more interesting and fun.
- ✚ Fosters appreciation of learning.
- ✚ Helps students practice self-expression, critical thinking, and self-initiated inquiry.



### **Final Note**

This ***Peer Tutoring Program Tutor Handbook*** contains current policies and procedures to be used at this time. Revisions may be forthcoming, as needs change.