



**Instructionally Related Activities (IRA)
Request for Continuing Recognition - Fiscal Year 2008-2009**

Please note that this form has been updated (see sections 6, 7, 8, and 11 below).

Completed forms should be no more than five pages in length.

1. Program/Activity Name:	<u>Lesbian, Gay, Bisexual, and Transgender Programs: LGBT Peer Counseling & Mentoring Team</u>							
2. Coordinator (Cal Poly Faculty or Staff member): <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Erin Echols</u> <i>Name</i></td> <td style="width: 50%;"><u>Coordinator, Pride Center</u> <i>Title</i></td> </tr> <tr> <td><u>Student Life & Leadership</u> <i>Department/Unit</i></td> <td><u>Student Affairs</u> <i>College/Division</i></td> </tr> <tr> <td>_____ <i>Signature</i></td> <td>_____ <i>Date</i></td> </tr> <tr> <td><u>eechols@calpoly.edu</u> <i>E-mail Address</i></td> <td><u>756-7153</u> <i>Phone Number</i></td> </tr> </table>	<u>Erin Echols</u> <i>Name</i>	<u>Coordinator, Pride Center</u> <i>Title</i>	<u>Student Life & Leadership</u> <i>Department/Unit</i>	<u>Student Affairs</u> <i>College/Division</i>	_____ <i>Signature</i>	_____ <i>Date</i>	<u>eechols@calpoly.edu</u> <i>E-mail Address</i>	<u>756-7153</u> <i>Phone Number</i>
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3. Program Category: <input type="checkbox"/> College <input type="checkbox"/> University Interest <input checked="" type="checkbox"/> University Interest Student Affairs								
4. Description: (Briefly describe in 1-10 sentences the nature and purpose of the program/activity.) <p>The LGBT Peer Counseling and Mentoring Program seeks to diminish the stress of lesbian, gay, bisexual, transgender and questioning students at Cal Poly. It also hopes to provide services for the friends, roommates, and family members of LGBT persons in their questions and conflicts. Through a variety of social support and educational interactions, students involved in this program will discuss homophobia, self-esteem, coming out, gender identity, and isolation issues.</p> <p>The Peer Counseling program will have trained student leaders who will provide individual counseling in the Pride Center with no appointment necessary, as well as at other locations by appointment. These Peer Counselors will also facilitate drop-in groups on specific nights of the week where students can seek support from other students on LGBT issues, as well as talk about academic and social stresses.</p> <p>The team will provide confidential phone and internet counseling through chat services and email. This service is identified as a more comfortable communication method for many of Cal Poly's questioning or newly out students. There will also be short-term Peer Counselor facilitated groups on specific topics such as coming out issues, gender issues, and family issues relating to sexuality.</p> <p>The LGBT Peer Counselors will be trained in basic counseling and outreach skills. This service would not serve as a professional therapeutic service, but will be staffed by caring and knowledgeable students who will be trained to make referrals to our campus counseling services when appropriate.</p>								
5. Estimated Numbers Involved: <p>a. students projected to be active participants, with their major(s) of origin The LGBT Peer Counseling and Mentoring Team would be comprised of 10-15 students. The majors of student participating in the 2007-08 year are listed in section 8. The number of students who participate in the counseling services will be 35.</p> <p>b. target audience, if any <u>X</u> students _____ others</p>								
6. FY '08-'09-Key Learning Outcomes: List what students will learn, do and value as a result of their participation in this IRA program/activity. (Use action verbs to describe cognitive, affective and performance skills.)								

Intellectual Growth

- Demonstrate the ability to analyze and respond to issues and concerns of the students they are counseling
- Utilize both personal experiences and observations of their clients to form treatment plans

Effective Communication

- Speak coherently and effectively about LGBT student experiences and campus/area resources
- Speak to clients after reflecting on their clients' issues
- Describe how they can influence clients through writing and speaking

Enhanced Self Esteem

- Gain more self-respect and respect for others through self-reflection and communication with other peer counselors
- Function without the need for constant reassurance from the program coordinator or other peer counselors

Realistic Self-Appraisal

- Articulate their own personal skills and abilities relating to peer counseling

Leadership Development

- Articulate their leadership philosophy and counseling style
- Explain how the dynamics of a group counseling session differs from individual counseling
- Exhibit the ability to visualize the purpose and desired outcomes of counseling sessions

Healthy Behavior

- Explain how self-discovery and the coming out process have a direct relationship with accomplishing lifelong goals

Meaningful Interpersonal Relationships

- Demonstrate active listening skills and take others' points of view into consideration while counseling

Collaboration

- Describe their counseling experiences and seek feedback from other Peer Counselors to improve their counseling skills
- Work as a team to contribute to the achievement of group goals
- Identify and exhibit effective listening skills

Appreciating Diversity

- Understand their identity within the LGBT community as well as other identities within the LGBT culture
- Articulate advantages and challenges both within the LGBT community and in society as a whole
- Articulate and challenge stereotypes of the LGBT community

Personal and Educational Goals

- Explain the effect of their own personal and education goals on their clients

7. FY '08-'09 Assessment Plan/Strategies:

- a. List the assessment methods that will be used to determine the degree to which the intended learning outcomes have been met by participating students.

The assessors: Department professional staff and student planning committee

What will be assessed: Student learning and program impact at the university

Achievement will be assessed by: Post survey (student self-assessment), direct observation, interview, and journaling

Criteria used to determine assessment: CSU Student Affairs assessment standards from the CSU Learning Outcomes Conference, CAS Standards (Council for Academic Standards in Higher Education) listed above in item number 6.

Which, and how many students will be assessed: student members of the Peer Counseling Team, students planning the training sessions for the group.

When will assessment be done: Assessment will be complete before the IRA Continuation deadline for the 2008-09 school year, with a continued assessment (if relevant) for programs after this deadline, but within the school year.

Results will be recorded and reported in the form of: spreadsheets of survey results, and summary in a document of journaling. If appropriate, photographic or print media content will be used.

- b. Check the University Learning Objectives below that align with the learning outcomes for this IRA.

University Learning Objectives: All students who complete an undergraduate program at Cal Poly should be able to:

- Think critically and creatively
- Communicate effectively

- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

8. FY '07-'08 Assessment Results: Provide results from assessment of '07-'08 learning outcomes that demonstrates the level of achievement for at least one of the learning outcomes for the program/activity in '07-'08.

The Peer Counseling Team has trained 9 student members. They represent all 6 colleges and 8 different majors.

First Name	Last Name	College	Major	Graduation Year
Jessica	Cresci	CAFES	Recreation	2010
Jen	Ledbetter	CLA	Psychology, Women's Studies	2009
Joseph	Long	CENG	Civil Engineering	2009
Megan	O'Sullivan	OCOB	Business Administration	2010
Daniel	Pfau	CAFES	Animal Science, Biological Science	2010
Anthony	Rust	COSAM	Biological Sciences	2011
Jen	Ton	CAED	Architectural Engineering	2011
Tyler	Whipple	CENG	Mechanical Engineering	2011
Seth	Winkenwerder	COSAM	Biological Sciences	2010

Brainstorming sessions began this past fall, where approximately 15 student volunteers gathered to discuss formats for the Peer Counseling program, training elements that would be necessary for the success of the team, major issues of the students who may come to seek the counseling services, and how the program could be best advertised.

Based off these results, and meetings with staff members from the Counseling Services Department on campus, the Peer Counseling Student Coordinator, Jennifer Ledbetter created an application for potential Peer Counselors. This application was designed to assess the experience and comfort levels of the candidates, their motivations for joining, and their opinions of what the needs are for students on campus.

The application process was followed up with interviews in the winter quarter where students were posed questions such as:

- What are key qualities and traits that you think are important in a peer counselor?
- What are your greatest strengths in a team-building environment?
- Talk about member accountability... to the program, to clients, and to team members.
- What are some things you may need to work on to become a successful peer counselor?

The application and interview process resulted in the acceptance of 9 Peer Counselors into the training program.

Our Peer Counselor training program was created through the work of Jennifer Ledbetter, the Peer Counseling Student Coordinator, the Counseling Services Department, and Erin Echols, the Coordinator of the Pride Center. The training program was based off the learning outcomes set for the team.

The team met for 2 hours every Friday afternoon for 5 weeks in the Winter Quarter.

Select agenda items included:

- In-depth information about campus and area resources
- Reflection techniques of client issues
- Personality types and communication styles
- Creating purpose and moving towards desired counseling outcomes
- Practice in one-on-one counseling
- The development and coming out process for the LGBTQ community

The Peer Counseling Team will be ready to counsel students beginning the first week of the Spring Quarter. During this time, and in following quarters, the team will 1 hour weekly to discuss issues they have seen in clients, and provide feedback for other team members. They will also be provided more training in areas such as group counseling, effective listening, and communicating with clients.

We intend to expand the program to include sexual health and wellness activities if funding is available. These activities such as sexual health workshops and stress reduction workshops would be events that peer counselors could refer their clients to.

The Peer Counseling Team was surveyed after completing Winter Quarter training sessions to determine their level of development through the training process.

The first section of the survey contained 20 questions which were based on the Peer Counseling Team Learning Outcomes as listed in Section 6 of this IRA proposal. Team members were asked to complete a self-assessment using a Likert scale.

Results indicated that the majority of the Peer Counselors rated themselves as Excellent in the following areas after the training process:

- Comfort level in articulating and challenging stereotypes of the LGBT community
- Comfort level in articulating the advantages and challenges both within the LGBT community and society as a whole
- Ability to take others' points of view into consideration while counseling
- Ability to understand and communicate their own identity within the LGBT community as well as other identities within LGBT culture

In the second section of the Peer Counselor Post-Survey, respondents were asked 7 essay questions based on the program's learning outcomes.

Select questions and answers included:

List ways that you feel the Peer Counseling team has become stronger through the training process.

- "I think what made us strongest during training was just the dialogs we had with each other. Pointing out stereotypes and situations we face in our community helps us to see that our problems and observations aren't all unique to us. A lot of us go through similar things and by seeing into each others lives we will be stronger at seeing what our clients are facing."
- "We have a really good sense of what different people on the team are good at and the areas in which some of us are not as strong, or don't feel comfortable working with."

Describe how you would determine the main issue of concern of a client, and how you would respond to it.

- "When searching for the main issue of concern with a client it is in part listening to what a client says they want to talk about and part listening to what is not said. This process involves being open to what they choose to talk about, without assuming one knows why the client is seeking peer counseling. By using active listening and guided questions the counselor may have an opportunity to understand the main issues presented."
- "I would look for strong wording and try to observe what my client focuses on most. I would also try to observe when the client seems to be more emotionally involved with a specific aspect of the story."

Describe how seeking feedback from other peer counselors could improve your counseling skills.

- "Because we've all gone through the same training and we have very diverse ways of counseling it's interesting and important that we hear what the other peer counselors think about a situation or how it was handled."
- "Other peer counselors would not be as attached to my client as I am and may be able to see situations more objectively. This may teach me how to be more objective."

9. Affiliated Courses (if applicable):

The following faculty members have offered to help in the training of our Peer Counseling Team:

- Dr. Elie Axelroth, Interim Head of Counseling Services
- Justine O'Donnell, Doctoral Intern, Health and Counseling Services
- Dr. Mary Armstrong, Chair, Department of Women's & Gender Studies
- Dr. Jodi Jacques, Chair, Department of Graduate Studies in Education

Professors who teach the following courses sent letters of support for this program for the 2007-2008 school year. In the spring quarter, we will be contacting professors to advertise this program to students in these classes that they teach.

Course Prefix: EDUC 556

Course Title: Multicultural Counseling

Course Prefix: EDUC 561

Course Title: Group Counseling

Course Prefix: PSY 201

Course Title: General Psychology

Course Prefix: PSY 256

Course Title: Developmental Psychology

Course Prefix: PSY 306

Course Title: Adolescence

Course Prefix: PSY 323

Course Title: The Helping Relationship

Course Prefix: PSY 370

Course Title: Introduction to Clinical & Counseling Psychology

Course Prefix: PSY 413

Course Title: Parent-Child Relationship

Course Prefix: PSY 419
 Course Prefix: WS 301
 Course Prefix: WS 311
 Course Prefix: WS 340

Course Title: Self and Identity
 Course Title: Introduction to Women's Studies
 Course Title: Women in Cross Cultural Perspectives
 Course Title: Sexuality Studies

10. Funds From Other Sources: Describe efforts and success to date in obtaining funds from other sources. Programs are augmented with limited general funds.

11. Criteria: Evaluate the fit of this IRA by checking all the IRA Criteria below that may apply:

<input checked="" type="checkbox"/>	This IRA's description is clearly articulated	<input checked="" type="checkbox"/>	This IRA is connected to the academic mission of the division, college, and/or department
<input checked="" type="checkbox"/>	This IRA is affiliated with one or more identified course(s)	<input checked="" type="checkbox"/>	Learning outcomes for this IRA are defined
<input checked="" type="checkbox"/>	This IRA occurs outside any organized instructional setting	<input checked="" type="checkbox"/>	This IRA fosters the crossing of disciplinary boundaries
<input checked="" type="checkbox"/>	One or more students participate directly in this IRA	<input checked="" type="checkbox"/>	Participation in this IRA does not require enrollment in an academic course
<input checked="" type="checkbox"/>	Participation in this IRA is not limited to students from any particular major	<input checked="" type="checkbox"/>	The public has access to view or listen to this IRA
<input checked="" type="checkbox"/>	This IRA enhances Cal Poly's reputation	<input checked="" type="checkbox"/>	There is evidence of, or a plan for, sound financial management of this IRA
<input checked="" type="checkbox"/>	There is evidence of or a plan for, all students having the opportunity to participate regardless of their financial resources	<input checked="" type="checkbox"/>	There is demonstrated support from the division, college, and/or department in the form of funds, facility use, supplies, faculty/staff time, etc.
<input type="checkbox"/>	Attempts are being made (or have been made) to secure funds from other source(s)		

For **University Interest** IRAs (check criteria below that may apply):

- Impacts the entire university
- Falls into one of the following categories:
 - Performing Arts
 - Media
 - Cal Poly Heritage
 - Campus Community

12. Recommendation – The Department Chair/Head **or** Division Director **and** the College Dean/Vice President confirm that the program/activity is connected to the academic mission of the department, college, and/or division, and undertake to assign university faculty and/or staff to advise/supervise these activities consistent with university policies and procedures.

Ken Barclay
 Department Chair/Head or Division Director (name) _____
 Department Chair/Head or Division Director (signature) _____
 Date

Cornel Morton
 College Dean/Vice President (name) _____
 College Dean/Vice President (signature) _____
 Date

Brandon Souza
 Student Council Chair or ASI President (type name) _____
 Student Council Chair or ASI President (signature) _____
 Date