

Beta Chi Mentoring Program Handbook
Department of Counseling
John Carroll University

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Overview of Beta Chi Mentoring Program

Welcome to the Beta Chi Mentoring Program! We appreciate your participation in helping to advance the next cohort of first-year counseling students.

Mission Statement

1. To build and maintain a caring and approachable academic and personal support network for students within the John Carroll University Department of Counseling community.
2. To provide Counseling students with accurate information and advice regarding the University's facilities and procedures.
3. To foster and encourage self-initiated learning, self-confidence, self-esteem, communication, and networking among first year Counseling students.
4. To foster and encourage pride and passion for counselor education at John Carroll University amongst first-year students, so that they may become actively involved within classes, the Department, and the greater University.
5. To build a legacy of care within the Beta Chi Mentor Program, so that first year students will recognize its worth and be proud to take over Mentor roles as second-year or more senior students.
6. In undertaking all of the above, the goal for both the mentor and the mentee is to grow professionally and personally out of this experience.

* Adapted from Power et al. (2011).

Purpose

The purpose of the Beta Chi Mentoring Program is to provide first-year Counseling students with transition assistance, academic support, resources, and networking amongst students, faculty, and staff. Individual mentoring forms the core of this program, which entails monthly face-to-face contact with a mentee, as well as weekly check-ins by phone, email, or text.

The Beta Chi Mentoring Program aligns with the mission of the University and the Counseling Department to train "persons for others," by creating a collaborative environment in which second year or above students contribute to the development of new and/or struggling counseling students. This collaborative atmosphere helps new students to "learn the ropes," while enhancing their sense of competence, identity, and connection. Both mentors and mentees are encouraged to participate actively in both Beta Chi and other Department of Counseling events.

Benefits of Mentoring

Research supports that collegiate mentoring programs provide myriad benefits to both mentees and mentors.

For Mentees

- Mentoring aids students in making the transition into graduate school and buffers negative impacts through providing social and academic support (Collings, Swanson, & Watkins, 2014).
- Mentoring fosters learning relationships among first-year students, between first-year and upper-class students, and amongst the counseling department as a whole (Power et al., 2011).
- Mentoring displays positive effects on improving student retention and reducing student attrition rates, and improves students' overall satisfaction with graduate school (Johnson, 2002; Kissau & King, 2014; Power et al., 2011).
- Mentoring expands students' social circles, which has positive effects on students' behavior, health, interpersonal relationships, attitude, motivation, confidence, self-reflection, problem-solving, affect, and self-esteem (Collings et al., 2014; Kissau & King, 2014; Power et al., 2011).
- The collegiality fostered through mentoring correlates with higher academic achievement and career development, including improved grades, better awareness of the structure, content, and difficulty of the degree, and improved understanding of a strategic approach for managing coursework and examinations (Boyle & Boice, 1998; Fox & Stevenson, 2006).
- Mentoring cultivates a lasting legacy of care among students and faculty, and creates a sense of community within the department, whereby students who have participated previously as a mentee are more likely to mentor others in the future (Johnson, 2002; Power et al., 2011).
- Mentoring fosters the development of transferrable professional skills and the enhancement of professional identity and networking skills (Fox & Stevenson, 2006; Johnson, 2002).
- Mentoring can positively impact individuals who have failed to respond to other forms of interventions (Power et al., 2011).

For Mentors

- Mentoring enhances students' development of transferrable leadership, communication, organization, and time-management skills, in addition to extending students' general knowledge of the counseling field (Power et al., 2011).
- Mentoring offers students the opportunity to be involved with and to contribute to the counseling department, including chances to serve as student advocates and representatives for the counseling field (Power et al., 2011).
- Mentoring offers students extrinsic benefits from describing their own counseling and student experiences to others, reflecting on theoretical issues, sharing in their mentees' successes, and cultivating a more cohesive learning community within the department (Kissau & King, 2014).
- Mentoring provides social and professional networking opportunities, which enhancing professional identity and improve students' sense of belonging and generativity (Fox & Stevenson, 2006; Johnson, 2002).
- Mentoring highlights students' own strengths and development, improves confidence, and enhances overall satisfaction with graduate school (Fox & Stevenson, 2006; Johnson, 2002).

Roles and Responsibilities

Role of the Mentor

The role of a mentor is to help mentees to “learn the ropes” and become acclimated to the counseling program at John Carroll. Mentors serve in a variety of roles, including model, guide, informal advisor, resource, and friend. Although mentors are primarily focused on providing psychosocial support to their mentees, mentors should be familiar with basic course information, information about John Carroll’s campus layout and resources, and a working knowledge of the counseling program’s academic requirements. Mentors should also be knowledgeable about the larger counseling field, and possess a working knowledge of practicum and internship requirements, licensure requirements, professional organizations, and other relevant counseling knowledge.

Like counselors, effective mentors should be intelligent, caring, flexible, empathetic, patient, supportive, encouraging, competent, trustworthy, responsible, and kind. Mentors are encouraged to practice counseling skills, including role-modeling and validation, in working to help develop their mentees’ sense of competence. As in counseling, mentors are encouraged to promote their mentees’ sense of self-efficacy in working towards their goals, and are not responsible for “fixing their mentee.”

Although mentors are expected to provide mentees with academic and emotional support, mentors are not expected to serve as personal counselors or academic tutors for their mentees. If a mentor recognizes that their mentee may benefit from additional counseling or tutoring services, mentors may refer their mentees to the additional campus services noted on pages 10-11. Mentors may contact their Mentoring Coordinator at betachi@jcu.edu to discuss concerns and referrals.

Role of the Mentee

The role of a mentee is to actively engage with their mentor, and to openly discuss areas of concern experienced during their transition into graduate school. At the onset of the mentoring relationship, mentees should develop specific goals that they plan to work towards throughout their mentoring.

Goals may include:

- Successfully transitioning into graduate school
- Learning how to successfully navigate the counseling program and the university
- Improving time management and study skills
- Getting involved in the department
- Exploring developing counselor identity and interests
- Learning about the counseling profession as a whole
- Etc.

The mentee should participate actively and openly in all interactions with their mentor. By the end of the mentoring relationship, mentees should have a working knowledge of the counseling program and structure, and be equipped with a sense of self-sufficiency, so that they understand how to find answers and support independently after their mentoring relationship has ended.

Guidelines

Mentors are expected to be students of exceptional academic ability, who exhibit the characteristics of leadership, charisma, compassion, creativity, and community-mindedness, capped by a passion for counseling education. Mentors serve as counselor leaders, and are expected to serve as positive and impactful ambassadors for John Carroll's Department of Counseling. Students having completed **eighteen credit hours or more** at John Carroll University, including successful completion of **Counseling Techniques (CG572)**, and who have a **GPA of 3.75 or above** are invited to apply for a mentoring position, which will begin the following semester. Interviews will be conducted prior to acceptance into the mentoring program. **Note: Because the pool of new mentees varies from semester to semester, acceptance into the program as a mentor does not guarantee a match for a given semester. If the mentee pool is too small in any given semester, accepted mentors may choose whether to accept a mentor during later semesters. Additionally, because some mentees may choose to begin their participation mid-semester, mentors may choose whether they are willing to accept new mentees on a rolling basis throughout the semester.**

Expectations for Mentor

- Mentors should be in at least the second year of the program at John Carroll, and must possess a current GPA of 3.75.
- Mentors can be either in the Clinical Mental Health or School Counseling programs. Preference will be given to members of Beta Chi.
- Mentors are expected to attend a mentor training session, held during the first week of each fall and spring semester.
- Mentors are expected to contact their assigned mentee during the first two weeks of the semester, and to submit a completed Beta Chi Mentoring Contract by the end of the second week of the semester.
- Mentors are responsible for meeting with their mentee once each month in person, as well as checking in with their mentee biweekly by phone, email, or text. Mentors are responsible for submitting a Monthly Tracking Form each month to document interactions with their mentee. As some mentees may be participating in this program as a condition of their acceptance to John Carroll, these forms are vital for departmental accountability.
- Mentors are expected to comply with all policies and ethical codes dictated by John Carroll University, and by state and national Counseling organizations.
- Mentors are responsible for submitting a Mentor Feedback Form during the last week of the semester to provide feedback and guide future program development.

Expectations for Mentee

- Mentees should be in their first year of the program at John Carroll. Exceptions may be discussed with the Mentoring Program Coordinator.
- Mentees can be either in the Clinical Mental Health or School Counseling tracks.
- Mentees are expected to respond to their mentor during the first two weeks of the semester, and to complete a Mentoring Contract with their mentor by the end of the second week of the semester.

- Mentees are expected to meet with their mentor once each month in person, as well as checking in with their mentor biweekly by phone, email, or text. Mentees are responsible for submitting a Monthly Tracking Form each month to document interactions with their mentor. As some mentees may be participating in this program as a condition of their acceptance to John Carroll, these forms are vital for departmental accountability.
- Mentees are expected to comply with all policies and ethical codes dictated by John Carroll University, and by state and national Counseling organizations.
- Mentees are responsible for submitting a Mentee Feedback Form during the last week of the semester to provide feedback and guide future program development.
- Mentees are expected to utilize follow-up resources as provided by their mentors.

Accountability and Conflict Resolution

In the event either the mentor or the mentee does not follow through with their commitment to their mentor/mentee, the mentor/mentee can use the following protocol to resolve any issues.

First, attempt to contact the mentor/mentee and establish what the problem is. Attempt to resolve the problem together as a team. In the event that is not possible or there is no possible resolution, either the mentor/mentee can contact the Mentoring Program Coordinator at betachi@jcu.edu and request a time to meet and discuss the problem. The Mentoring Program Coordinator will then meet with the parties and facilitate a positive resolution between the mentor/mentee, if possible.

In the event the Mentoring Program Coordinator is not able to facilitate a resolution, the mentor/mentee may contact Dr. Nathan Gehlert, who is the John Carroll Faculty advisor for Beta Chi. Dr. Gehlert can be reached at ngehlert@jcu.edu.

Please follow the above listed protocol, Beta Chi's goal is for our mentors and mentee' to learn how to advocate and resolve problems for themselves as much as possible, to simulate the working world of counselors in a safe learning environment.

Confidentiality

Sensitive information about your mentee is confidential, and is not to be shared with others. In filling out the Beta Chi Mentoring Contract, the mentee will have the opportunity to identify confidential issues they do not feel comfortable sharing. Mentors and mentees are expected to abide by these agreements.

Timeline

Event	Who	Date	Location
Mentoring Application Due	Mentor	Last Friday in April	Submit Mentor Application online
Mentoring Match Date	Mentor and Mentee	Last week before classes start	Notification by email
Mentor Orientation Training	Mentor	First week of classes	TBA
Welcoming Event	Mentor and Mentee	Second week of classes	TBA
Face-to-Face Meeting #1	Mentor and Mentee	September	Schedule with Mentee; Submit Monthly Tracking Form online
Face-to-Face Meeting #2	Mentor and Mentee	October	Schedule with Mentee; Submit Monthly Tracking Form online
Face-to-Face Meetings #3	Mentor and Mentee	November	Schedule with Mentee; Submit Monthly Tracking Form online
End of Semester Social Event	Mentor and Mentee	Last week of classes	TBA
Feedback Forms Due	Mentor and Mentee	Finals week	Submit Mentor or Mentee Feedback Form online

- Reminder: Mentors and Mentees must check in by phone, text, or email at least biweekly.
- Submit all contracts, tracking forms, and feedback forms through google forms posted on the Counseling Department website.

Mentoring Best Practices

Best practices for a successful mentoring experiences include the following:

- Ensure that both the mentor and their mentee have a clear understanding of their roles and responsibilities, as documented in their Mentoring Contract.
 - Mentors can fill many different roles, including model, guide, informal advisor, observer, and source of feedback, in addition to providing emotional and social support throughout the difficult transition into the first year of grad school. Roles and expectations should be discussed early on with your mentee.
 - **Mentors are not expected to serve as academic tutors or personal counselors for their mentees.**
- Mentors and mentees should have clearly articulated goals for the relationship, and should be actively working towards achieving those goals.
- Mentoring relationships should not follow a “top-down” approach, in which a mentor imparts exert knowledge on their mentee. Instead, mentors should provide mentees with opportunities to ask questions, share experiences, and reflect on their experiences.
 - Use your client-centered counseling skills.
- Effective mentors should be intelligent, caring, flexible, empathetic, patient, supportive, encouraging, ethical, intentional, kind, healthy, competent, trustworthy, and knowledgeable (Johnson, 2002; Kissau & King, 2014).
- Although mentoring primarily focuses on providing psychosocial support for mentees, mentors should also be prepared to provide academic advice, including basic course information, and information about John Carroll as a whole to their mentees.
- Mentors should know and affirm their mentees experiences, consider their developmental needs, and attend to issues of race and culture.
- Mentors should promote mentees’ participation in Beta Chi (and other Department of Counseling) events throughout the semester.

Resources

Your Beta Chi Mentoring Coordinator can assist you with making decisions about resources and referrals your mentee may need. Please contact your Mentoring Coordinator at betachi@jcu.edu with any questions or concerns.

Department Resources

- **Department of Counseling Website** – Offers information for current students about the Counseling program, including links to the Counseling Program Student Handbook, the Practicum and Internship Handbook, the Practicum and Internship Site Directory, comprehensive exam schedule, and more. More information available online at sites.jcu.edu/counselingdepartment/
- **Beta Chi Website** – Offers information for current students about John Carroll’s chapter of Chi Sigma Iota, the international honor society for professional counselors. More information available online at go.jcu.edu/betachi
- **Beta Chi Mentoring Program Website** – Offers links to the forms described throughout this manual.

Academic Resources

- **Learning Commons** – Grasselli Library Room 107. Offers free subject-specific academic tutoring as well as general study and time management workshops. More information available at (216) 397-3073 or online at researchguides.jcu.edu/learningcommons/
- **Writing Center** – O’Malley Center Room 207. Offers free one-on-one consulting services to John Carroll students about written assignments. More information available at (216) 397-4529 or online at sites.jcu.edu/writingcenter/
- **Institutional Review Board (IRB)** – AD 250. Oversees research projects which involve the use of human participants. More information available online at sites.jcu.edu/research/pages/irb/

Counseling Resources

- **University Counseling Center** – 2567 South Belvoir Boulevard. Offers free individual counseling services, educational workshops, psychiatry, and crisis and emergency services for students. Students may warrant a referral for counseling services if they display abrupt or radical changes in behavior, isolation, poor attendance, sudden outbursts of anger, attention or memory difficulties, alcohol or drug abuse, inappropriate crying, chronic fatigue, irritability, restlessness or other unusual symptoms. More information available at (216) 397-4283 or online at sites.jcu.edu/counselingcenter/

Other Campus Resources

- **Bursar** – AD 37. Information available online at sites.jcu.edu/bursar/
- **Campus Ministry** – Information available online at sites.jcu.edu/campusministry/
- **Carroll Card Office** – AD 12. Information and pick-up for your official campus ID card, which can be used to access recreation facilities and library services. More information available at (216) 397-4961 or online at sites.jcu.edu/carrollcard/

- **Center for Career Services** – 2563 South Belvoir Boulevard. Offers students assistance with resumes, job searching, and career exploration through workshops and one-on-one meetings with Career Center staff. More information available at (216) 397-4237 or online at sites.jcu.edu/careercenter/
- **Center for Student Diversity and Inclusion** – Lombardo Student Center Room 48. Offers students programs and resources on issues of diversity, inclusion, and multiculturalism. More information available online at sites.jcu.edu/inclusion
- **Fitness Center** – Lombardo Student Center, First Floor. Facilities include an intramural gymnasium, indoor running track, weight training room, swimming pool, cardiovascular room, and handball/racquetball courts. Men’s and women’s locker rooms are also available. More information available at (216) 397-3092 or online at sites.jcu.edu/recreation/pages/fitness
- **Graduate Studies** – AD 125. Information for graduate students about graduate student resources, financial aid, graduate assistantships, and applying for graduation. More information available at (216) 397-4284 or online at sites.jcu.edu/graduatestudies/
- **Information Technology Services** – Rodman Hall, 4th Floor. Help-desk for campus and student technology needs. More information available at (216) 397-3005 or online at sites.jcu.edu/its/
- **Office of Financial Aid** – Rodman Hall Rooms 205/206. Information about financial aid, tuition, scholarships, and graduate assistantships. More information available online at sites.jcu.edu/aid/
- **Parking Office** – Lombardo Student Center Room 14. Information and pick-up for parking passes. More information available at (216) 397-2277, or online at sites.jcu.edu/parking/
- **Registrar** – AD B102. More information available at (216) 397-6650 or online at sites.jcu.edu/registrar/
- **Services for Students with Disabilities** – AD 7. Provides accommodations and support for students with disabilities. Documentation and verification of disability are required. More information available at (216) 397-4967 or online at sites.jcu.edu/disabilities
- **Student Health Center** – Murphy Hall, Lower Level. More information available at (216) 397-4349 or online at sites.jcu.edu/healthcenter/

Professional Counseling Resources

- **American Counseling Association** – National professional counseling association. More information available online at www.counseling.org
- **American School Counseling Association** – National professional school counseling association. More information available online at www.schoolcounselor.org
- **Ohio Counseling Association** – Ohio’s state professional counseling association. More information available online at www.ohiocounseling.org
- **Ohio School Counseling Association** – Ohio’s state professional school counseling association. More information available online at www.ohioschoolcounselor.org
- **Chi Sigma Iota** – International honor society of professional counselors. Beta Chi is John Carroll’s chapter of Chi Sigma Iota. More information available online at www.csi-net.org
- **Ohio Counselor, Social Worker and Marriage and Family Therapist Board** – State board governing counselor licensure in the state of Ohio. More information available online at cswmft.ohio.gov

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