

LE,NONET Peer Mentor Handbook



Handbook written and compiled by:
Yvonne Rondeau LE,NONET Project Coordinator & Mentor Program Coordinator

This handbook was used during the LE,NONET Research Project pilot phase, 2005-2009 at the University of Victoria. The names, contact information and other time-sensitive details are now out of date. We have left the handbooks as they were used during the pilot programs, and invite institutions to adapt them for their own use. The LE,NONET Project Final Report will contain recommendations for how the programs could be improved, and it is advisable for readers to cross reference this handbook with the Final Report (to be released in 2010 and available on the LE,NONET website: www.uvic.ca/lenonet).

Welcome to the LE,NONET Peer Mentor Program!

I acknowledge with respect the history, customs and culture of the Coast Salish and Straits Salish Peoples upon whose traditional territory the University of Victoria stands. As a visitor to this territory, I consider it a privilege to work and live in this beautiful area.

Yvonne Rondeau, LE,NONET Mentor Program Coordinator

Where is UVic?

‘Like so many places the natural history of the [university] land around the harvest meadow has been made all but invisible by more than a century of development and change. Yet buried beneath the landscape of buildings, lawns, roads, parking lots and exotic gardens is a storied past. It remains unremarked in the official histories of the University because it is not seen as relevant.’ M’Gonigle & Stark 2006, Planet U ch. 3

“They [Academics] need to get better educated themselves, with regard to the local people, the local territory and the local history. Our people here feel like we’re the hidden people. They drive through our territory everyday and don’t even know that we’re here.”

Eric Pelkey, Tsartlip First Nation, Sencoten Alliance, Interview for SFACT March 2006

The University of Victoria is built upon the traditional territory of the Coast Salish and Straits Salish Peoples. You may occasionally hear a speaker at UVic acknowledge the local people and refer to themselves as a visitor on the land where UVic resides. Hopefully the spirit behind such an acknowledgement is a recognition that before there was a country called Canada, a province called British Columbia, a capital city named Victoria or a University bearing the city’s name, there existed and still exists a People, a society, a world different than the one in which many of us primarily live out our day to day experience.

The LE,NONET Project through the various programs, (mentoring, bursaries, community internships and research apprenticeships) aims to enhance the educational experience of Indigenous students in ways that support their individual academic success, without requiring that they forget the knowledge of their own history, traditions and wisdom. The act of recognizing where we are is one simple way to encourage all Indigenous students to maintain the balance of western academic learning with First Nations traditions.

Some LE,NONET Mentors are not originally from this area, and are encouraged in public speaking on campus, to acknowledge the Coast Salish and Straits Salish Peoples, and, if it is your belief, to recognize yourself as a visitor to this territory.

LE,NONET Project History

“From an institutional perspective, the problem has been typically defined in terms of low achievement, high attrition, poor retention, weak persistence, etc., thus placing the onus for adjustment on the student. From the perspective of the Indian student, however, the problem is often cast in more human terms, with an emphasis on the need for a higher educational system that respects them for who they are, that is relevant to their view of the world, that offers reciprocity in their relationships with others, and that helps them exercise responsibility over their own lives.” (Kirkness & Barnhardt, 1991)

The LE,NONUNET Project began as the result of a series of discussions between representatives of the University of Victoria and the Canada Millennium Scholarship Foundation (CMSF) on the possibility of conducting a pilot study on post-secondary education access and retention involving Aboriginal persons. The first contact involved UVic President David Turpin and CMSF Executive Director Norman Riddell, which was followed up by discussions between UVic Vice-President Academic and Provost, Prof. Jamie Cassels and the CMSF Executive Director and staff. Support from the Foundation and the university, for the creation of an initial funding proposal was provided in May 2004.

The funding proposal was developed over the course of a year long investigation that involved an extensive review of the relevant literature, discussions with service providers and administrators at other universities, consultations with UVic faculty, staff, and students and First Nations Tribes within the immediate region who provide post-secondary funding for students, and Aboriginal organizations. These consultations and reviews led to the consideration of a number of elements that are understood to be critical to student retention, and which could be addressed through specific programming initiatives. The programs proposed consist of Peer Mentoring, Research Apprenticeships, Community Internships, Bursaries and Staff and Faculty Development.

In July of 2005 the LE,NONUNET project proposal was approved and funding was provided to pilot the programs for 4 years concluding in August 2009. In addition, each of the programs will be evaluated in accordance with the research guidelines to determine their effectiveness in supporting the success of Aboriginal students and the impact on retention rates.

The LE,NONUNET Project is directly in line with the University of Victoria Strategic Plan (A Vision for the Future, 2002) which recognizes that, based on geographical and historical realities, the University has a “unique relationship with First Nations communities.” The University has made a firm commitment to “enhance the recruitment, retention and graduation of Aboriginal students in all Faculties” and to “enhance support services for Aboriginal students.” The LE,NONUNET project would enable the University to build on this commitment and to significantly improve the learning environment for all Aboriginal students in order to promote student success.

Our Project Name and Logo

The LE,NONUNET Project name and logo came to us as gifts. The word LE,NONUNET (pronounced le-non-git) is a Sencoten or Straits Salish word provided by John Elliot Sr. of the Tsartlip First Nation which refers to achieving success after enduring many hardships. Throughout Coast Salish and Straits Salish traditional territories the old people have always asked the young of their nations, “to make their minds strong, and to use the best of both worlds.” This teaching has been captured in the name for the project.

Straits Salish Master Carver Charles Elliott has translated a classic spindle whorl design into a form for our project logo depicting a human surrounded by a pair of wolves which speaks to the capacity of students to use the best of both worlds, in this case the traditions from First Nations on one hand, and on the other, academic preparation for a new world.

The spindle whorl was originally a tool used by women to weave wool for nobility blankets, clothing, and ceremonial items. Spindle whorls were carved by men and thus, in the strictest spiritual sense, the end product contained the focus and training of both men and women.

Charles Elliott is a member of the Tsartlip First Nation, located on the Saanich Peninsula just north of Victoria, BC, on the shores of Saanich Inlet. Salish art and wood carving have been his main focus over the last 35 years. In recognition of his work to bring “the visual language of the Coast Salish Nation to life, when it was in danger of being lost” and to “rediscover the symbolic imagery of the Coast Salish people,” Mr. Elliott was awarded The Order of British Columbia by the Lieutenant Governor Iona Campagnolo in June of 2005.

The LE,NONET Project logo, by artist Charles Elliot, is entitled SUL SUL TUN. The logo is presented on the cover page of this handbook.

The Goal of the LE,NONET Peer Mentor Program

Making the transition into university can be difficult for many students, and for Indigenous students the transition can include experiences of isolation, alienation, culture shock and systemic and overt racism. The goal of the LE,NONET Peer Mentor program is to make this transition easier through the direct support and relationship building that happens between students and Indigenous peer mentors, and the connection a peer mentor can help students to make to the larger Indigenous student community at UVic. Ultimately the LE,NONET Peer Mentor program aims to enhance the experience of Indigenous students at UVic, to contribute to the well being of individuals and the larger on campus community, and support the success of Indigenous students.

What is Mentoring?

Mentoring is a relationship and a process wherein one person helps another person in a variety of ways often to achieve a particular goal. The task of the LE,NONET Peer Mentor will be to encourage the development of a relationship that will help their students adjust to life on campus and in Victoria. In more practical terms this means that mentors might take their student for a campus tour, make referrals to resources and services on campus, listen and offer support in problem-solving, share information about cultural and social events the student might enjoy, and be a point of contact for students in times of distress.

What makes a good peer mentor?

Successful mentors typically have the same core characteristics:

- A desire to be involved with other people
- A respectful attitude towards others regardless of differences
- Active listeners
- Able to balance empathy, and objectivity
- Able to be flexible and open

- A willingness to help seek solutions and resources that may resolve a problem or reduce another person's anxiety about a situation
- An honest and trustworthy person who is able to keep a confidence

Who qualifies to be a LE,NONET Peer Mentor?

To be a LE,NONET Peer Mentor you must:

- Be an Aboriginal (First Nation, Status/Non-Status, Métis or Inuit) student at UVic registered in either undergraduate or graduate studies
- Be at least 18 years of age
- Have completed a minimum of one year post-secondary studies at UVic
- Be willing to adhere to all LE,NONET Mentoring Program policies and procedures
- Agree to commit to the Peer Mentor program from September 1 to April 30
- Be willing to mentor up to a maximum of 5 students
- Be willing to communicate with your student(s) weekly
- Attend mentor orientation and training sessions
- Attend monthly mentor meetings, and not be absent from more than 2 meetings
- Communicate regularly with the program coordinator and submit bi-weekly mentor updates
- Participate in planning and undertaking of monthly social events as part of the LE,NONET Peer Mentor Program
- Not use alcohol or controlled substances while involved in mentoring activities
- Not have falsified information during the course of the screening process
- Immediately inform the mentor program coordinator of any situations that may pose a risk to the mental or physical safety and well being of your students or risk your student may pose to others

Limitations of a Peer Mentor

In a mentoring relationship there are a number of situations for which students might seek their mentors support; non-crisis personal issues, academic stressors, relationship issues, day to day concerns, depression, anxiety, loneliness, issues of identity, sexuality, cultural and social issues, the list can go on and on. It is important that mentors remember that they are a first line of support to their mentored students but not the sole support and it is the role of the mentor to assist students with increasing their circle of supports, through referrals to on campus resources.

In the event of a crisis the responsibility of the mentor is to talk with the LE,NONET Mentor Program Coordinator who will work with the mentor to connect their student to the appropriate resources and helps. Help in emergency situations is available 24/7 through campus security, UVic counseling services, the Indigenous Student Counselor, and if necessary 911 emergency services. Mentors need never and should never put themselves at risk. Mentors need to remember that they are not therapist, substitute parents or teachers.

The mentor-student relationship can be tricky to define - mentors and their students may hang out and share common interests but are not *friends*. Mentors provide emotional and moral support to their students but mentors are not *counselors*. Mentors offer advice, guidance and encouragement but mentors are not *coaches*. Mentors are paid for the time they spend with their students but mentors are not just *doing their job*. The multi-dimensional relationship mentors will have with their students requires them to be conscientious about how they interact with their students, be aware of their own personal boundaries and limitations while maintaining a degree of objectivity and comfortable distance.

The following lists highlight some of the things LE,NONET Peer Mentors need to do and not do, in order to be able to create a supportive and open connection with their students

Mentoring Do's

- **Know your time and personal boundaries** – be clear with your students about how much time you have for them, arrange regular meetings, share email and phone numbers, talk about your schedules up front and discuss how late you would like them to call you etc. Point out that you will be flexible in the event of a crisis
- **Keep your commitments** – when you make a meeting with your student, be there on time (even if they are not)
- **Keep an open mind** – be respectful of the ideas, values and background of your students, you won't always agree so disagree respectfully
- **Remember this is not a typical friendship** – as a mentor your students will look to you for direction and as a role model; think about the impression your actions can make on your students
- **Maintain confidentiality** – don't share personal information about your students, unless you believe your student may cause harm to himself/herself or others – in this case act immediately by contacting the mentor program coordinator, or other emergency services
- **Trust yourself** – while you won't have all the answers, you probably know more than you think you do
- **Be aware of resources** – no one expects you to have all the answers, make yourself aware of the resources on and off campus that will help you support your students, if you don't know something, ask
- **Attend Mentor Group meetings each month** – the monthly mentor meetings are mandatory, these meetings provide time for mentors to share experiences, and listen to guest speakers on various topics related to mentoring

Mentoring Don'ts

- **Don't try to play therapist** – mentors are not therapists; your role is to be the first line of support and a resource person for your students, you will never be asked to counsel anyone; if crisis situations arise your responsibility is to inform the mentor program coordinator, who will work with you and your student to set up additional supports.

- **Help: don't do** – your students may need help with course work, but as a mentor you are not a tutor – the choice to tutor a student is up to you, but don't do anyone's work for them
- **Don't become sexually or romantically involved with your student(s)** –you or your student may develop an attraction to one another; mentors are not to become sexually involved with their mentored students, if you think an infatuation on either side is developing, speak to the mentor program coordinator who will reassign your student
- **Violence will not be tolerated** – any act or threat of physical violence committed by a mentor or mentored student will result in dismissal from the mentoring program
- **Avoid consuming alcohol with your students** – we recognize that many students are coming of legal age to drink, keep in mind that as a mentor you are not a “typical friend”, consider the affect becoming intoxicated may have on your mentoring relationship and use your best judgment
- **Do not partake of any illegal substances with your students** – do not, ever, use any illegal substances while engaged in any activity with your students
- **Don't feel like you failed if the match doesn't work** - people are different, mentors are not going to connect with everyone and not everyone will connect with their mentor – if the match is not working the program coordinator will work with both of you to resolve conflicts and if necessary reassign the student to another mentor
- **Don't ignore your students** - if your circumstances change and you cannot continue the mentoring relationship, the program coordinator will work with you and your student to finalize the mentoring relationship and reassign the student.
- **Don't avoid conflicts or problems** – mentoring is all about relationships, and that includes your relationship with your students and your relationship with the mentor program coordinator; if there is a problem talk to the program coordinator. No one can help you deal with a problem you won't talk about
- **Don't take on more than you can** - it cannot be said often enough that mentoring should not become a burden to the mentors, be honest about how many students you can take on (you may be asked to take on up to 5). Your academic success should not be compromised by your involvement in the mentoring program
- **Avoid driving your mentee** – This may sound over cautious, but serious repercussions may occur if you have an accident while transporting your mentored student and you do not have sufficient insurance
- **Do not have overnight or out of town visits with your students** - do not spend the night with or travel out of town with your students,

Who can get a LE,NONET Peer Mentor?

In order to be paired with a LE,NONET Peer Mentor students must:

- Be an Aboriginal (First Nation, Status/Non-Status, Métis or Inuit) undergraduate student at UVic
- Demonstrate a desire to participate in the program and be willing to abide by all LE,NONET Mentoring Program policies and procedures
- Be willing to communicate with their mentor weekly

- Participate in an interview with the mentor program coordinator to learn about the program, talk about the students' interests to make a good mentor match
- Be willing to communicate regularly with the program coordinator and share any concerns or issues that arise from their mentoring relationship

Students interested in connecting a peer mentor first meet the program coordinator. Together they talk about the student's interests, area of study, what they hope to get out of a mentor relationship etc. The student also completes a mentor request form, on which they identify their cultural affiliation, and rate in order of importance 5 factors they'd like in a mentor; gender, age, area of study, hobbies, and cultural affiliation. Based on the interview and information the student provides the mentor program coordinator will suggest 2 or 3 mentors who might be a good fit, and allows the student to select one.

The program coordinator will then invite the mentor and student to a meeting in order to make introductions, and review together the guidelines of the mentor program for both mentor and student. Afterwards it is the responsibility of the mentor to initiate further contact with their student on a weekly basis, and the student may contact their mentor also.

The program coordinator will contact both mentor and student early into the match to check in and find out how well the match is working, and will routinely check in on a regular basis thereafter.

What if the match doesn't work?

Mentoring is about relationship; ideally, all mentor/student pairs will find connections that make the relationship work, but what happens if you and your student just don't fit? If a relationship is not working there is a procedure to address that, but first of all consider these points:

- If your student doesn't disclose much information to you don't take it personally – it is not easy to trust a stranger and it may take time to build trust
- If a mentoring match doesn't work, don't think you have done something wrong – as long as you have treated your student respectfully you will be doing your 'job' – sometimes personalities just don't match

If a mentor or a student decides that they do not want to continue with a particular match they need to speak to the mentor program coordinator, who will work with them individually and/or together to try to resolve any possible conflicts, discuss the roadblocks in the connection and decide together whether the mentor and student want to keep the match going, or reassign the student to another mentor

It is anticipated that most matches will work out, but if not, that is okay. The important thing is to do whatever can be done to conclude the match in a good and respectful way.

Will the program coordinator ever intervene in a match without being asked to?

The mentor program coordinator may intervene and possibly end a mentoring match if they learn that a mentor or a student has violated any of the policies. In particular mentors or students may be dismissed from the mentor program for any instance of sexual harassment, sexual abuse, physical violence, use of illegal drugs during mentoring activities, participation in any illegal activities, or frequent and excessive use of alcohol.

All mentor matches will conclude at the end of the academic year, approximately mid-April. At that time, the program coordinator will invite mentor and student to attend a meeting primarily to recognize that the formal mentor match is ending, and to review what that means for both mentor and student. For the mentor it means they no longer have a formal commitment to maintain contact with their student, or to be available to the student as a resource. For the student it means that the mentor will no longer be in regular contact with them, however if the student still feels they would benefit from the support of a mentor, either if they are continuing with summer studies, or in the new academic year, the program coordinator will explore the possibilities with the student.

For both mentor and student, the end of the mentor match doesn't have to mean the end of their relationship. They may choose to stay in touch as friends or acquaintances with the awareness that the relationship is no longer under the supervision and/or guidance of the LE,NONET Peer Mentor Program, nor bound by any of the program policies, and any issues arising between the former mentor and student are to be resolved without the intervention of any LE,NONET program staff. While it is not expected that all mentor matches will result in the development of long term friendships or mutually beneficial relationships, that would be a wonderful outcome.

LE,NONET Peer Mentor Group Activities

In addition to mentoring students, peer mentors will be required to participate in the planning and undertaking of monthly social activities. In order to share this responsibility, mentors will be asked to work in pairs or sub-committees on a monthly rotation to plan, organize and implement a social activity to which all mentors and students will be invited. Some events will be open to all Indigenous students at UVic, and some may be limited to those involved in the peer mentor program – depending on the scope and budget for each event. Some possible events might include a movie night, a craft night, a luncheon, and may include the participation local Indigenous Elders or traditional knowledge keepers.

Event plans must be approved by the program coordinator, and include an indication of costs and necessary resources. The LE,NONET office includes a meeting space which mentors may use for events. Mentors are encouraged to suggest any variety of activities the approval of which will primarily be dependent upon available resources – (so go ahead, be creative!).

Benefits to the mentor

While the goal of the peer mentor program is to support the students, there is certainly benefit for LE,NONET Mentors. The less tangible rewards include the satisfaction of simply helping someone else, the development of interpersonal skills that will benefit both in one's work and private life, the possibility of making friends and creating greater connections between Indigenous students. The more tangible reward of course, is that mentors are paid approximately \$200/week. Mentors are paid on a timesheet basis and the program coordinator takes the responsibility to submit timesheets twice a month. Timesheet pay dates are usually on the 8th and 21st of each month. Mentors will receive a form T4A for income tax purposes.

Mentors are required to submit mentoring updates on the 15th and 30th of each month. The update can be in the form on an email or hardcopy report, and should include a record of when and how they have contacted their students i.e. email, phone, in person visits, how much time they spent with each student, what activities they did together, and any concerns the mentor may have about a student. If any concerns are reported, the program coordinator will follow up with the mentor. While payment is not dependent upon submission of mentor updates, should a mentor routinely fail to submit their updates, it may result in a delay in payment.

Monthly Mentor Meetings

Each month mentors will meet for up to two hours, at a time that accommodates the majority of mentors and the program coordinator. The purpose of the meetings will be to allow mentors to get to know each other, share any concerns they have about their students or their role as a mentor and to find time to plan and organize monthly social events. On occasion, additional information may be presented by guest speakers. In September Bill McGhee the Indigenous Student Counselor will provide one or two, 2-3 hour training sessions, to provide mentors with additional information that will help them better fulfill their role as a mentor. These and all other group session will be organized early in September and will take into account student class schedules.

Dealing with crisis

There are a number of difficult situations that your students might experience – but remember you are not a therapist, and it is not your job to ‘fix’ problems or rescue anyone. However as you invest time in your mentoring relationship, trust will develop between you and your student who may come to you with problems that are beyond your scope to deal with, or you might just pick up signs that something is wrong.

Your responsibility is to bring your concerns to mentor program coordinator immediately. Program staff will work with you and your student to intervene and provide support. The intervention may consist of a meeting with you and your student together or individually. UVic has counseling and support staff on campus, and there are many good resources off campus as well. If you are worried about your students, share your concerns and do not try to deal with a crisis alone.

If your student is at imminent risk, perhaps they are injured and have called you for help, are threatening to or have attempted suicide, have accidentally or intentionally taken an overdose or any other situations where death or harm is imminent – do not try to intervene in person or put yourself at risk in any way. Call 911 and request ambulance or other emergency services – and be ready to direct them to your student’s location.

In the event of a severe emotional or mental health crisis, you can also contact Campus Security Services who will be able to connect you or your student to the Indigenous Student Counselor, Dr. William (Bill) McGhee (**be sure to clearly indicate your first preference is the Indigenous Counselor**) if Bill is not available then ask Campus Security to contact Student Counseling Services. Campus Security Services can connect you during or after regular business hours, and on weekends. Emergency 911 may also respond in a situation where you student is experiencing a serious emotional or mental health crisis.

In an imminent risk situation, you may not be able to contact the mentor program coordinator right away, but you must inform them of the situation as soon as possible. The coordinator will spend time with you to debrief and provide any support you may need as a result of the situation you have been through.

On the following pages are some possible situations that might come up and the warning signs to look for. Again, if you think something might be going on with your student, speak to the program coordinator, speak to your student, reach out with resources and help but don’t try to do it alone.

Alcohol/Drug Abuse

Many students, especially new students are just coming of legal drinking age and may be away from home for the first time. While casual drinking might be part of a student's social life, it can become a problem for some. Here are some signs you might pick up on:

- Frequently missing meetings or classes, especially on Mondays
- Declining interest and motivation towards studies
- Increasingly spending their time and money 'partying'
- Change in physical appearance, runny nose, dull eyes, looking unwell
- Changes in social activities and friends, or increased self-isolation
- Erratic behaviour or mood swings, rebellious attitude
- Appearing intoxicated or high
- Hospitalization for overdose, alcohol poisoning

Stress

Stress is part of everyday life and how stress affects us is unique to each person. There are times when stress levels can begin to overwhelm students, risking their physical and mental health, along with their academic success. Depending on the source of the stress different help might be useful, but here are some signs that a student might not be managing stress well:

- Preoccupation with their own thoughts
- Difficulty engaging in conversations with others
- Lingering colds or minor illnesses
- Becoming ill more often than normal
- Increased irritability, or impatience with people and situations
- Missing or forgetting deadlines or appointments
- Fatigue, sleeplessness, insomnia or sleeping too much

Depression

Depression is one possible result of prolonged stress, or may be triggered by feelings of homesickness; the cause of an individual's depression may be unknown but the symptoms of depression are the same. Depression can be very subtle, and difficult to acknowledge but if left unaddressed can become very debilitating. Here are some common signs:

- Frequently feeling sad, anxious, or having feelings of hopelessness
- Taking less and less enjoyment in things you normally enjoy
- Difficulty focusing or thinking clearly
- Crying for no reason, unable to control crying
- Difficulty falling asleep, or staying asleep through the night
- Feeling irritable or angry more often
- Avoiding people, feeling like a burden or like no one cares
- Thoughts of suicide

- Increased lack of confidence, feeling unable to cope with everyday life
- Increased physical symptoms i.e. fatigue, minor illness that have no apparent cause

Suicide

Suicide is something that many people have thought about, and with the stressors that come with university perhaps added to other life stressors students in trouble may consider taking their own life. When someone takes their life it is a decision they have made, although a sad one but no one else should feel responsible when a person makes the choice to commit suicide. Talking to someone you care for about suicide *will not encourage them to do it*; talking can be helpful. There are warning signs that you can look for, and if you think a student might be considering suicide speak to the mentor program coordinator and if you feel you can, to your student. Some of the warning signs for suicide include:

- Repeated mention of dying, disappearing, or of self harm.
- Recent loss through death, divorce, separation, broken relationship, loss of job, money, status, decreased self-confidence/self-esteem, loss of religious faith, loss of interest in friends, hobbies and activities previously enjoyed.
- Change in personality; sad, withdrawn, irritable, anxious, tired, indecisive, apathetic.
- Change in behavior, can't concentrate on school, work, routine tasks.
- Change in sleep patterns insomnia, often with early waking or oversleeping, nightmares.
- Change in eating habits loss of appetite and weight, or overeating.
- Fear of losing control, going crazy, harming self or others.
- Low self esteem, feeling worthless, shame, overwhelming guilt, self-hatred, "everyone would be better off without me"
- No hope for the future, believing things will never get better, that nothing will ever change.
- Suddenly seeming calm, resolved or overly happy shortly after a period depression, anxiety or trials. Sometimes this happy state, where someone suddenly seems to be 'feeling better' may be an indicator that they have made a resolution to commit suicide; that they have 'made peace' with their situation.

Eating Disorders

Most people have heard of eating disorders such as Anorexia Nervosa or Bulimia, but there are others which include compulsive eating, binge eating, or excessive exercise. Women continue to experience disordered eating more often than men however the number of men with an eating disorder is increasing. People assume that someone with an eating disorder will be extremely underweight, but that is not necessarily true; some with an eating disorder may seem of average weight, or even overweight, or may wear oversized clothes to hide their shape and size. Consequences of eating disorders may include risk of malnutrition, damage to the heart, an excessive need to control one's environment and circumstances, erratic weight fluctuations, loss of bone mass, reduced ability to perform routine functions – and in extreme cases, may result in death.

Indicators that a student may have an eating disorder include:

Anorexia/Bulimia

- Dramatic weight loss in a relatively short period of time.
- Wearing big or baggy clothes or dressing in layers to hide body shape and/or weight loss.
- Obsession with weight, calories and fat content of foods and complaining of weight problems (even if "average" weight or thin).
- Obsession with continuous exercise.
- Frequent trips to the bathroom immediately following meals (sometimes accompanied with water running in the bathroom for a long period of time to hide the sound of vomiting).
- Visible food restriction and self-starvation.
- Use or hiding use of diet pills, laxatives, ipecac syrup or enemas.
- Isolation. Fear of eating around and with others.
- Unusual Food rituals such as shifting the food around on the plate to look eaten; cutting food into tiny pieces; making sure the fork avoids contact with the lips (using teeth to scrap food off the fork or spoon); chewing food and spitting it out, but not swallowing; dropping food into napkin on lap to later throw away.
- Keeping a "food diary" or lists that consists of food and/or behaviors
- Pre-occupied thoughts of food, weight and cooking.
- Self-defeating statements after food consumption.
- Hair loss. Pale or "grey" appearance to the skin.
- Dizziness and headaches.
- Frequent soar throats and/or swollen glands.
- Complaints of often feeling cold.
- Perfectionist personality.
- Mood swings. Depression. Fatigue.
- Insomnia. Poor sleeping habits

Compulsive Overeating/Binge Eating Disorder

- Fear of not being able to control eating, and while eating, not being able to stop.
- Isolation. Fear of eating around and with others.
- Chronic dieting on a variety of popular diet plans.
- Expressing the belief that life will be better if they can lose weight.
- Hiding food in strange places (closets, cabinets, suitcases, under the bed) to eat at a later time.
- Vague or secretive eating patterns.
- Self-defeating statements after food consumption.
- Blames failure in social and professional community on weight.
- Holding the belief that food is their only friend.
- Frequently out of breath after relatively light activities.
- Weight gain,
- Mood swings. Depression. Fatigue.
- Insomnia. Poor Sleeping Habits.

It can be very difficult to bring up subjects like addiction, depression, suicide, stress, or eating disorders and yet sometimes it might be a great relief for your students to speak about these things. If you are concerned about a student you are mentoring but you just don't feel comfortable to bring up these subjects, the program coordinator will speak with your student. While mentors are asked to keep the confidence of the students you mentor, mentored students are informed when they request a mentor that while their mentor will keep their information confidential, mentors are required to report concerns they have to the program coordinator.

The Following pages include some practical suggestions on;

- communications
- setting boundaries
- making referrals
- self-disclosure
- difference between a social and helping relationship

These resources are from the University of Victoria's Peer Helping Centre.

The following sections deal with the foundational elements which assist you in developing and practicing the skills of the helping process, increasing your knowledge and your self-awareness.

There are many differences between helping relationships and social relationships.

Social Relationship

Mutual sharing of ideas, experiences, and feelings by both participants.

Purpose of friendship socialization enjoyment, passing time, etc.

Both participants may meet needs within interaction.

Either participant may choose to initiate or discontinue interaction.

Use of social communication skills predominates.

Participants may shift or exchange roles during interaction.

Content for discussion determined by either participant.

Little emphasis on evaluation of interaction.

Subjective feelings expected.

Content discussed superficially usually with avoidance of issues of personal significance.

Advice and suggestions freely given by either participant.

Participants react naturally to each other.

Focus by helper on ideas, experiences, and feelings of individual seeking help.

Purpose of helping one participant enhance personal growth and functioning.

Focus is on the needs of the one seeking help and not on the needs of the helper.

Helper assumes professional responsibility to promote interaction.

Therapeutic communication skills and helping skills predominate.

Helper maintains consistent approach and role.

Individual seeking help provides content.

Helper and the one seeking help both evaluate interaction.

Helper strives to be objective about the interaction.

Focus on significant personal issues.

Helper refrains from advice and suggestions but facilitates problem-solving by individual seeking help.

Helper committed to managing behaviour to promote the optimal benefit for the one seeking help.

Helping Relationship

Common Roadblocks to Effective Interpersonal Communication

Ineffective
Response Style

INTERROGATING

DENYING	“Come on, it’s time for lunch. Let’s round up the others.”	and/or busy; thus preventing any person-to-person involvement.	This judging response makes the person feel put down, rejected and blamed.
AVOIDING /DISTRACTING/ INTERRUPTING	“You get so worked up. No wonder no one will tell you anything.”	Judging points the finger of blame toward the person, always showing how past failures will lead to punishment. Forecasting is telling the person what lies ahead for him. Predicting what will happen in the future.	This often leads to the person testing out or attempting to prove this forecast to be wrong; causes resentment; is disrespectful of the person’s ability and judgment.
JUDGING	“Everything’s going to be just fine. You wait and see.”	Labeling and Interpreting affix names to the person and/or their problem. This includes generalizing and making explanations of the person’s feelings.	These responses are non-helpful because they do not acknowledge that the person can change his/her behaviour. These responses can lead to the person’s feeling threatened, unworthy, and put down.
FORECASTING	“You’re really over-reacting!”	Preaching and Moralizing carry undertones of should and shouldn’t. These responses often are clichés or sound like proverbs.	This style of response often makes the person feel guilty, distrusted, or talked down to. They do not attend to the person’s feelings at all.
LABELING/ INTERPRETING	“Everyone’s just trying to help you. You should appreciate how concerned they are.”	Effects of Response	
PREACHING/ MORALIZING	Description of Response	This often puts the person on the defensive.	
Example	Interrogating is responding by grilling the person for details; responding to the facts rather than the person’s feelings, the flow of conversation is controlled by the interrogator.	This denies the person the validity of his/her own experience and perception. This style of response is not respectful of the person.	
“Who did you talk to? What did they say?”	Denying is trying to make the problem disappear by telling the person that the problem does not exist.	The person never has his/her problem or feelings recognized or acknowledged.	
“Don’t get so excited. I’m sure there is nothing to worry about.”	This style of responding keeps the person distracted		

Ineffective Response Style	Example	Description of Response	Effect of Response
ADVISING/GIVING SOLUTIONS	"You should try to be more specific when asking questions."	Advising is telling a person what they should do, or what you think is their best interest. An Advising response usually begins with "What you should do is.." "If I were you, I would.."	This type of response creates dependency, hinders creative thinking, does not respect that the person is capable of helping himself, and cause resentment if the advice does not work out.
COMPUTING	"Half the students in here flunk out in six months."	Computing is responding to the facts, using logic and numbers while ignoring the person's feelings. This response generalizes rather than personalizes. The speaker comes across as the expert.	This style of responding can cause defensiveness and feelings of inferiority in the person.
PLACATING/ REASSURING	"Don't worry, you'll feel better in no time at all."	Placating and reassuring responses attempt to make the person feel better, to make his feelings go away.	This type of response denies the strengths of the person's feelings, often leaving him feeling weak and helpless.
JOKING	"Well no news is good news!"	Joking makes light of the person's concern. It is a response that aims at distracting the person.	This type of response often makes the person feel foolish or belittle. It shows a lack of respect and understanding.
OVER-EAGER HELPING	"Oh, how awful. Let's talk some more about this. That's terrible!"	Over-eager helping is overreacting to the person's situation; tending to interpret every statement as a potential crisis. The person becomes a pseudo-therapist. The speaker also tends to take over and attempt to "solve the problem".	This can cause the person to withdraw or become over-whelmed. It can also cause the person to doubt their own feelings and reactions and believe that the speaker must know what is best.
ARGUING	"I'm sure someone must have told you something."	Arguing is disputing what the person is saying. It totally ignores the feelings of the person or argues that those feelings are not valid.	This style of response often provokes counter-arguments, thus getting completely away from the person's original concern. It can also cause feelings of defensiveness or inferiority in the person.
INSERTING PERSONAL BIASES, OPINIONS	"Well the staff work really hard here and I'm sure there must be a reason why they haven't given you this information."	Inserting personal biases is a response based on the person's feelings; it ignores the person's feelings or dismisses them as irrelevant.	This type of response can cause the person to feel defensive, put-down, or ignored.
SELECTIVE RESPONDING	I'm surprised. I though you were getting along well here."	Selective responding is a response that focuses only on a very small and often irrelevant part of what the person has said.	This style of response often leaves the person feeling confused; diverts the person from his/her original concern.

SELF-DISCLOSURE AND THE USE OF “I” MESSAGES

Definition:

Self-disclosure can be loosely defined as any information that helpers share about themselves with their clients.

Self-disclosure facilitates the process of sharing in a helping relationship. The information a helper may choose to share with a client or helper may vary from giving factual information to sharing personal feelings or reactions to a situation.

If self-disclosure is used to encourage our clients to gain a better understanding of their situation and experiences, we will gain open facilitative communication. The client will feel on a common ground with the helper, furthering or developing trust in the relationship.

Self-disclosure is a complex and complicated skill. The following criteria can be used as a guide for learning to use self-disclosure appropriately.

“In general, we tend to judge ourselves
by our intentions
and to judge others
by their actions”

From: Fundamentals of Change
in Child and Youth Care Practice

Criteria for Using Self-Disclosure

- Know why you are disclosing yourself –that is don't let self-disclosure become an end in itself.
- The intimacy and the amount of self-disclosure should be proportioned to your goal.
- You must have some basic respect for, and desire to relate to, another; then disclosure becomes a means of developing and improving your relationship with them.
- Self-disclosure is appropriate when it is not just a random act, but rather is part of an on-going relationship.
- If you reveal yourself to others, others tend to reciprocate.
- Self-disclosure should emerge from what is going on within and between persons in the present.
- Self-disclosure, even when it does not deal with what is happening in the here and now, should in some way be related to the here and now.
- You should not overwhelm another with you self-disclosure.
- Taking reasonable risks creates a climate of trust.
- Try to judge what impact your self-disclosure will have on the other person.
- Self-disclosure is appropriate when the people involved in giving and receiving disclosure are working at the same problems.
- The most productive immediate response to a person's self-disclosure is not someone else's self-disclosure, but some indication that the disclosure has been heard.
- For some, the term “self-disclosure” immediately evokes a vision of personal weaknesses; Weakness must be balances with strengths.

Suggestions for Making Non-Emergency Referrals

When a student has a problem which requires a kind of help which is beyond your means, he or she should be referred to an agency at the university or in the community. But raises questions: How should the referral be made? To whom should a referral be made? How can one insure, or at least increase the probability, that the student will make contact with the referral resource? What can one do if the student resists referral? The following suggestions have been compiled by the Counseling Service. We hope they will aid you in making smooth referrals to the appropriate resource.

View a referral as a mutual decision. You are working **with** the student to clarify problems and concerns and to select the best methods of dealing with them. Together you may decide that a referral to another person or resource is the most appropriate mode of action.

View a referral as a transfer of trust. The student probably has some degree of trust in you, and a referral is a gentle transfer of this trust to another person.

Explore the student's feelings about being referred. Talk things over, hear the student's worries and feelings, and express your interest and concern. Often a few minutes of talking will smooth the way for a referral.

Honesty is the best policy. Be direct, factual and honest about your observation and the basis of referral. Be honest about your limitations as well as your concern. Be honest about the assets and limitations of the person or agency to whom you are referring.

Provide clear, concrete information about the referral source, how to contact it, and what to expect. If you can give the student a specific name, time, place and set of instructions of getting there, the probability that the referral will take place is greatly increased. Sometimes it is helpful if you call and make the arrangements for the student.

Make a personal, rather than an institutional referral. Whenever possible, make the referral before problems become acute. If the referral source is alerted to possible improvement, they are more likely to meet the student's needs. When you contact them, strive to provide a clear, concrete picture of the situation and the need for referral.

Maintain contact with the student. Whenever possible, keep in touch with the student until or after the referral has been consummated.

In case of psychological emergencies, it is better to accompany the student to the referral resource. If possible, have someone call ahead so that they can be prepared for the emergency.

Always identify yourself as a Peer Helper. It is an emergency, say so. Counseling Services always keeps emergency spaces available.

Referrals – cont'd

When do you make a referral? Whenever someone else could be of more help than you. This may be because the client requires expert professional help, e.g. a doctor, lawyer, psychologist, social worker, marriage counselor, etc., or because you lack the necessary skills with that type of concern and client. You could find the client too hostile or too shy and you just can't seem to work with him/her. In simple summary, to go further would be to go beyond **your** limits and someone else could be of more help to the person.

Some last suggestions-

If you are sure the person will accept a direct referral, give them the name of the referral source and tell them how to make the contact, and what to expect. Always do latter whenever referring.

If the person seems slightly hesitant, either explore the hesitancy with them and help them find a way to cope with it, or suggest you set up the contact and have the agency call them.

If the person seems slightly hesitant, suggest that you set it up and then both go together. Be sure that this is O.K. with the person you are referring them to.

If the person refuses to be referred, you can explain your limitation and see if they still want to work with you knowing your limitations, or confront them with your limitations and refuse to work with them if necessary. This latter problem happens very seldom, but can be a problem to the helper. Seek supervision immediately if this occurs.

It is a fact that some people will be motivated enough to seek help, but not motivated enough to expand the effort or take the risk to look at their concern in depth. In this case there are two problems. One, is not to allow yourself to be pushed beyond your limits; and two, is to refuse in a way that lets the person know that they must be willing to risk and should they change their mind later, that you will be glad to help them or get them in contact with a good referral source. As with any client, keep in mind that though you may not be able to handle it maximally, you want to leave the person with the feeling that should they want to come back, you and the organization you work for will try to help whenever possible.

BOUNDARIES

Adapted From Boundaries Where You End and I Begin, Anne Katherine
By Anne Marshall

A BOUNDARY IS LIMIT OR EDGE THAT DEFINES YOU AS SEPARATE FROM OTHERS

Our skin is a boundary that makes the limit of our physical selves, but we have another boundary that extends beyond our skin. We become aware of this when someone stands too close. We have other boundaries as well- emotional, spiritual, sexual and relational. You have a limit to what is safe and appropriate within this border if your youth.

Boundaries bring order to our lives. As we learn to strengthen our boundaries, we gain a clearer sense of ourselves and our relationship to others. Boundaries empower us to determine how we'll be treated by others. With good boundaries, we have the wonderful assurance that comes from knowing we can and will protect ourselves from the ignorance, meanness, or thoughtfulness of others.

Boundaries require maintenance. Our emotional health is related to the health of our boundaries. Setting emotional boundaries includes deciding what relationship I'll foster and continue and what people I'll back away from because I can't trust them.

Boundary violations may be violations of distance or violation of intrusion.

When you share your self honestly, when you reveal your own thoughts and reactions, you define yourself emotionally both to yourself and to others.

Here are some other ways you can deny your true self and weaken your emotional boundaries:

- Pretending to agree when you disagree.
- Concealing your true feelings.
- Going along with an activity that you really don't want to do and stating your preference.
- Declining to join an activity you really want to do.
- Pushing yourself beyond your limits.
- Working too long.
- Working too hard. Doing too much for others.
- Not resting when tired.
- Ignoring your needs.
- Not eating regular healthy meals.
- Insufficient sleep.
- Too little or too much time alone.
- Too much or too little exercise.
- Insufficient contacts with people who truly care about you.
- Using chemicals to avoid yourself
- Using compulsions to avoid yourself.

It's never too late to build boundaries for yourself. No matter what kind of mess your life is in, healthy boundaries will improve it.

DOING THE FOLLING THINGS CAN'T HELP BUT IMPROVE YOUR BOUNDARIES:

Increase your self-awareness. **Identify** your childhood violations and the offenders, how you feel about them, and get care for that damage. **Examine** the state of your boundaries in your present relationships, and clean them up.

Good boundaries yield healthy relationships. Good boundaries enable us to define ourselves. They enhance our physical and emotional health and promote recovery.

True intimacy is possible only between two whole, distinct people who both have good boundaries. Enmeshment feels like intimacy, but it's not. How can you be intimate with someone who blends into you? Intimacy grows as you become known by other and as you know the other. If the other's individuality shifts and fades, how can you know that person? If your sense of yourself is wobbly, how can you be known?

As your boundaries get clearer you'll reap riches. If you know what you want, you can get it. If you know yourself, you can get involved in what's important to you. The friends who respect your limits are the friendships that will be strengthened. True intimacy with a special person becomes possible.

TIPS FOR SETTING BOUDARIES

We don't have to construct a blockade to protect our territory; we don't have to become hyper vigilant. We need to learn to pay attention. Here are some tips for strengthening boundary setting skills.

When we identify we need to set a limit with someone, do it clearly, preferably without anger, and in as few words as possible. Avoid justifying, rationalizing or apologizing. Offer brief explanation, if it makes sense to do that. We will not be able to maintain intimate relationships until we can tell people what hurts and what feels good. The most important person to notify of our boundary is ourselves.

We cannot simultaneously set as boundary (limit) and take care of another person's feelings. The two acts are mutually exclusive.

We'll probably feel ashamed and afraid when we set boundaries. Do it anyway. People may not know they're trespassing. And people don't respect people they can use. People use people they can use, and respect people they can't use. Healthy limits benefit everyone. Children and adults will feel more comfortable around us.

Anger, rage, complaining and whining are clues to boundaries we need to set. The things we say can't stand, don't like, feel angry about, and hate may be areas screaming for boundaries. Recovery doesn't mean an absence of feeling angry, whining, or complaining. Recovery means we learn to listen closely to ourselves to hear what we're saying. These things are indicators of problems, like a flashing red light on the dashboard. Shame and fear may be the barrier we need to break through to take

care of ourselves. Other clues that we may need to set a boundary are feeling threatened, “suffocated” or victimized by someone. We need to pay attention to what our bodies are telling us too. And, as I said before, we may need to get angry to set a boundary, but we don’t need to stay resentful to enforce it.

We’ll be tested when we set boundaries. Plan on it. It doesn’t do any good to set a boundary until we’re ready to enforce it. Often, the key to boundaries isn’t convincing other people we have limits-it’s convincing ourselves. Once we know, really know, what our limits are, it won’t be difficult to convince others. In fact, people often sense when we’ve reached our limit. We’ll stop attracting so many boundary invaders. Things will change. A woman went to her counselor and recited her usual regular tirade of complaints about her husband. “When will this stop?” The woman finally asked her counselor. “When you want it to,” the counselor said.

Be prepared to follow through by acting in congruence with boundaries. Our boundaries need to match our behaviour. What we do needs to match what we say. If you say your boundary is not to let other people driver your car, but you continue to let people take your car, then whine about it, it’s not a boundary yet. Consequences and ultimatums are one way to enforce boundaries. For instance, if your boundary is you won’t live with active alcoholism and a drinking alcoholic is living with you, you can give him or her an ultimatum – an either/or. Either that person stops drinking and starts recovering or you move. I’ve often heard people complain, “I’ve sent a boundary, but Henry won’t respect it.” Boundaries are to take care of ourselves, not to control others. If we set a boundary not to be around practicing alcoholics, it isn’t to force Harvey to stop drinking. Harvey can choose to drink or not drink. Our boundary gives us a guideline to make our choice-whether we want to be around Harvey.

Some people are happy to respect our boundaries. The problem hasn’t been what they’ve been doing to us; it’s what we’ve been doing to ourselves. Some people may get angry at us for setting boundaries, particularly if we’re changing a system by setting a boundary where we previously had none. People especially become angry if we’ve been caretaking them, or allowing them to use or control us, and we decide it’s time to change that.

We’ll set boundaries when we’re ready, and not a minute sooner. We do it on our own time, not someone else’s – not our sponsor’s timing, our group’s timing, not our counselor’s timing. That’s because it’s connected to our growth.

A support system can be helpful as we strive to establish and enforce boundaries. It can be valuable to have feedback about what’s normal and what’s not, what our rights are and aren’t. A cheering squad is very helpful as we strive to assert these rights.

There’s a fun side to boundary setting too. Besides learning to identify what hurts and what we don’t like, we learn to identify what we like, what feels good, what we want, and what brings us pleasure. That’s when we begin to enhance the quality of our lives. If we’re not certain who we are and what we like and want, we have a right to those exciting discoveries.

Strive for balance. Strive for flexibility. Strive for a healthy sense of self and how you deserve to be treated. Healthy living means you give to people from time to time, but there's a big difference between giving and being robbed.

I've listed some "tips", but there isn't a guidebook for setting boundaries. Each of us has our own guide inside ourselves. If we continue to work at recovery, our boundaries will develop. They will get healthy and sensitive. Our selves will tell us what we need to know, and we'll love ourselves enough to listen.

Ask yourself, *What hurts?* If it feels good, you've got a winner. Ask yourself, *What's mine?* If it's yours, you can have it; if it isn't don't put in your pocket. Ask yourself, "What am I willing to lose? You may have no ground to give.

Some useful resources on Campus

Campus Security (<http://web.uvic.ca/security>)

Campus Security Services exist on campus to promote the safety and well being of students, staff, faculty and visitors, to protect university property and to monitor campus parking. Some additional services provided by Campus Security include emergency medical/first aid, a Safewalk program, on campus patrols, campus crime alerts, bike locker rental etc.

Campus emergency services along with the Safewalk program are available 24/7 and can be contacted at 721-7599, or from 11 direct dial phones marked SECURITY located across the campus.

For non-emergency issues and questions contact Campus Security between 8 am and 4:30 pm at 721-6683.

Personal safety coordinators are available on campus to answer your questions. You can contact them by email at pssc@uvic.ca, or by calling 721-8981.

Dial 911 for any **emergencies** such as fire, accident, etc. 911 Operators are equipped to dispatch any emergency response required. For campus emergencies you can also call 721-7599.

STUDENT SERVICES

Ombudsperson

The Ombudsperson provides confidential, impartial and independent advice and assistance to students who feel treated unfairly within the University system. The Ombudsperson can help students identify their options for resolving difficulties and may investigate complex situations. Problems commonly dealt with by the Ombudsman include:

- Academic concessions
- Accusations of cheating and plagiarism
- Admission and re-registration appeals
- Breakdowns in communication
- Grade appeals
- Housing difficulties
- Requirements to withdraw

The Office of the Ombudsperson is open Monday to Friday, students are asked to call and make an appointment at 721-8357 or email at ombuddy@uvic.ca. Drop in hours are Monday and Tuesday from 9:30 to noon, and Monday and Wednesday from 1 – 4 pm. Martine Conway is the Ombudsperson at UVic, and her office is in the Student Union Building, SUBB205 (Upper level, the stairs are beside the Cinecenta ticket booth and there is an elevator behind Access UVic).

Check out the Ombudsperson website at www.uvss.uvic.ca/ombudsperson

Student Awards and Financial Aid Services

Assistance with general information on funding sources for full and part time students is available through Student Awards and Financial Aid Services. A complete list of all UVic and UVSS scholarships and bursaries, along with application forms is available at the Financial Aid office located in the University Centre. Staff members also provide assistance to students with budgeting, confirmation of student status, debt counseling, federal and provincial student loan programs and inquiries to government agencies. Contact Student Awards and Financial Aid Services at 721-8423, or email at finaid@uvic.ca.

UVic Accounting

UVic accounting is located upstairs in the University Centre and is where you go to pay tuition fees and pick up tax forms. Payments can be made by cheque, debit or online payment through your bank. *Credit cards are **not** accepted.*

Anti-violence Project

The Anti-violence Project is a student based service for anyone at UVic who is affected by sexual assault and/or abuse. It provides support, information and referrals to people of all genders who have experienced violence and their supporters. In addition to support work AVP volunteers engage in education outreach and awareness initiatives. AVP is located in the Student Union Building, SUB B027 and you can call them at 472-4388 or email to avp@uvss.uvic.ca

Student Counseling Services

Counselors at the Student Counseling Service provide a strictly confidential atmosphere where students can explore any topic or situation and discuss concerns they may have. Experienced counselors are available to help determine your educational and career goals as well and to help you develop learning skills in areas such as note taking, essay preparation and exam writing.

Counselors and registered psychologists are available to help you with personal problems you may be having on or off campus. A number of group programs are also offered in areas such as learning skills courses, time and stress management, depression support, eating disorders, improving self esteem, anger management, relaxation, career exploration and public speaking. You can contact Student Counseling Services at 721-8341, or visit them in the Campus Services Building rm135, or visit www.coun.uvic.ca

Health Services

The Jack Petersen Health Centre is a drop-in clinic located behind the UVic Residences on the south-east corner of Parking lot 5. Services are available to all students and families of students living in residence. Students can receive general medical treatment as well as sports medicine, psychiatric service and orthopedics. Physiotherapy is also available at the Ian H. Stewart Complex by appointment. You may also access travel and flu immunizations, birth control and tests for sexually transmitted diseases. Health services can also refer you to a specialist when necessary. You need a valid health care card to access Health care services, and they accept all Canadian provincial health plans.

To contact Health Services call 721-8492, or email at heal@uvic.ca.

Peoples Pharmacy

Peoples Pharmacy is located in the Student Union Building, and you can get prescriptions filled her, transfer prescriptions filled at other pharmacies as well as purchase vitamins, herbals and health and beauty supplies. You can contact the pharmacy at 721-3400.

Resource Centre for Students with a Disability

Services for students with disabilities are coordinated by the Resource Centre for Students with a Disability, which is located in the Campus Services Building. The resource centre offers a wide range of modern adaptive equipment and software for students. Students in need of alternate format material such as audio books and Braille documents should contact the resource centre. Public pay phones with TTY units are available in various locations around campus. To contact the Resource Centre for Students with a Disability call 472-4947 or email inforcsd@uvic.ca Services are also available for students with learning disabilities, ADD/HD etc.

Interfaith Chaplain Services

Interfaith Chaplain Services offers information and perspectives from diverse religious traditions to assist student in exploring spirituality. The team consists of Baha'i, Buddhist, Christian, Jewish, Muslim and Wiccan faith communities. You can contact the Interfaith Chaplain Services at 721-8338, or email to chaplain@uvic.ca

Indigenous Student Services

Indigenous Counseling Services

Counseling is available specifically for Aboriginal students, staff and faculty. The Aboriginal counselor is trained at the doctoral level in counseling psychology, with extensive experience working with Aboriginal people. The focus is to provide personal, academic and career counseling that is sensitive to Aboriginal peoples, in an environment that knows and celebrates life ways of the people, the elders and ancestors. Dr. William McGhee serves as the Aboriginal counselor on campus and can be reached at 472-5119.

Native Students' Union

The Native Students' Union (NSU) works towards empowering Aboriginal students to benefit from the technical and academic learning available at UVic while at the same time providing a venue to maintain strong cultural and spiritual ties with other Aboriginal students. The NSU offers support and encouragement in the form of regular meetings and social events. If you are interested in participating call 472-4394, or drop by at SUB B023 or you can visit – www.uvss.uvic.ca/nsu

Indigenous Student Advisor, Faculty of Human and Social Development (HSD)

The Indigenous Student Advisor provides advising and other support services to Indigenous students in the Faculty of Human and Social Development. The Indigenous Student Advisor is Roger John whose office is located in the Human and Social Development Building in room B240. The phone number is 721-6274. Email to rogerj@uvic.ca.

Office of Indigenous Affairs (INAF)

The Office of Indigenous Affairs has been created to provide leadership in promoting and supporting UVic's many and growing Indigenous initiatives, including academic programs, student support services, protocol activities and the First Peoples House scheduled for completion in 2009. Contact Veronica Lefebvre, Director's Assistant for more information 472-4952 or email inafadm@uvic.ca

COMPUTER LABS

Clearihue Building Student Computing Facilities

- Located centrally on campus in the Clearihue building, Room 112 this lab offers a mix of over 250 Windows XP, MacOS 9 and MacOS X workstations spread out over two floors (basement and main floor A-wing).
- Seven bookable computer-equipped classrooms of varying sizes are laid out in a 'Humanities' style, perfect for group projects
- Extended hours each November and March are designed for night owls who like to work late into the night and early morning
- All students, staff and faculty are welcome to use this facility
- **Contact: Marc Thoma – 472-4282 mthoma@uvic.ca**

Student Computing Facility in the Business and Economics Building

- Located on the lower floor of the Business and Economics Building Room 165 this lab offers three lecture style classrooms ranging in capacity from 32 to 54 Windows XP workstations
- A drop-in area offers an additional 33 Windows XP and a few MacOS 9 workstations.
- All students, staff and faculty are welcome to use this facility.
- **Contact Jane Kovach -721-6617 jkovach@uvic.ca**

Student Computing Facility in the Human and Social Development Building

- Located on the lower floor of the Human and Social Development Building, Room 131 offers three lecture style classrooms which have a tiered arrangement and contain Windows XP workstations.
- A large drop-in area contains Windows XP workstations and a few MacOS 9 workstations.
- All students, faculty and staff are welcome to use this facility.
- **Contact Eugene Deen 721-7557 edeen@uvic.ca**

What do I need to use these labs?

You will need a Uvic netlink ID – this provides you access to all computing services authorized for you as well as a uvic.ca email address for your use. For help with your Netlink ID contact computer help – 721-7687 or email to helpdesk@uvic.ca. You can also contact the computer help desk for technical support.

WRITING HELP & TUTORING SERVICES



No matter what your area of study – writing is a valuable skill. If you have great ideas but get stumped facing that blank page or computer screen – check out these services:

Department of English – Writing Centre (Available to all students)

The Centre is open from May 6 to August 12, and offers individual tutoring on specific writing needs. Tutors are available on Mondays and Tuesdays from 1:00 p.m. to 5:00 p.m., and on Wednesdays and Fridays from 9:00 a.m. to 1:00 p.m. Sessions usually last 25 to 50 minutes.

The Centre offers practical instruction in all aspects of writing to **ALL** students registered in credit courses at UVic. Some tutors specialize in working with ESL students. Graduate and undergraduate students are welcome.

Because of the high demand, it is recommended that students book an appointment in advance by e-mail (writers@uvic.ca) or by phone -721-7276. Please feel free to drop in at CLE C150.

Tutors available through Career Services

Career Services maintains a list of current UVic students who are willing to tutor a variety of subjects. This list is available for students, parents and school counselors to find a student to assist them on a casual/part-time basis.

To find out how to hook up with a tutor (or to become a tutor yourself) contact Career Services at 721-8421 or careers@uvic.ca

THE LIBRARY



Some students never visit the library throughout their whole academic career while others practically live there and might as well just have their mail forwarded. Get to know the services of Uvic libraries and use them as much or as little as you need.

McPherson is the main Uvic library, but there is also the Curriculum Library for students in the Faculty of Education, the Diana M. Priestly Law Library, and the virtual Business Library. Besides the obvious texts and research sources, you can access copying & printing services, media services, book study rooms and library staff who specialize in particular subjects who can help you track down the resources and information you need. You can also seek out books, articles etc. online via Library Gateway service at <http://gateway.uvic.ca/index.html> .

The McPherson library hours during the academic year:

Monday – Thursday 8 am – 11 pm

Friday – 8 am – 6 pm

Saturday – 10 am – 6 pm

Sunday – 10 am – 11 pm

Contact the McPherson Library at 721-8235

ALL THE OTHER ON-CAMPUS STUFF:
SHOP, EAT, WORK OUT, PLAY...

RecPlus - Sport and Recreation Facility on Campus



All students have access to the fitness facilities in the McKinnon Building and the Ian H. Stewart Complex - your validated Student Card is your RecPlus membership card. In most cases, you paid Athletics & Recreation (RecPlus) fees included in your tuition fee payment. Please check your fee statement. If RecPlus fees were not charged with your tuition fees, you may purchase your membership directly from Athletics and Recreational Services.

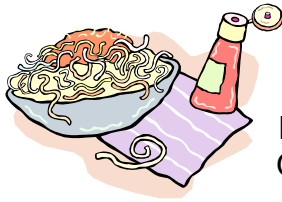
McKinnon Building Facilities – 721-8484:

- Triple Gymnasium (badminton, basketball, volleyball)
- 6 North American Squash courts
- Dance Studio
- 25 metre L-Shaped pool
- 5 Outdoor Tennis Courts
- 400 Metre outdoor jogging track
- Exercise Room (universal equipment, rowing ergometer, stair climbers, stationary bicycles, stretching area)
- Equipment Rentals

Ian H. Stewart Complex Facilities – 472-4000:

- Field House (4 indoor tennis courts, and one basketball court)
- 18,200 sq. ft Fitness/Weight Centre (Over 10,000 lbs of free weights, stationary and recumbent bicycles, rowing ergometers, elliptical trainers, Nordic Tracks, stair climbers, selectorized resistance machines, Hammer Strength equipment, treadmills, stabilization balls, wobble boards, medicine balls, Reebok Core Boards, stretching area, Keiser bike classes)
- Dance studio
- Gymnasium (badminton, basketball, and volleyball)
- 7 Outdoor Tennis Courts
- 8 Squash Courts (3 international)
- 2 Sand Volleyball Courts
- 2 Racquetball Courts
- 3 Badminton Courts
- Ice Rink
- 25 Metre outdoor pool (open mid-May to mid-October)
- Equipment Rentals
- Outdoor Recreation Resource Centre

Meals on Campus – Places to eat



There are a few good options if you are looking for a place to eat on campus – these include:

Residence Dining Room Cadboro Commons Building
Open 7 days/week from 7:15am - 7:00pm

Caps Deli/Pizzeria & Bistro Cadboro Commons Building
Mon - Friday 11:00am - 11:00pm
Saturday & Sunday 4:30pm - 11:00pm

Village Greens (VG's) Vegetarian/Vegan menu Cadboro Commons Building
Mon – Friday 11:00am - 2:00pm
Offers Vegan menu Sun- Thursday 4:00 pm – 6:46 pm

University Centre University Centre
Mon – Thursday 8:00am - 7:00pm
Friday - 8:00am - 3:30pm

Sweet Greens University Centre
Mon – Friday 10:00am - 2:30pm

Mac's Bistro MacLaurin Building
Mon – Thursday 7:30am - 8:00pm
Friday 7:30am - 4:00pm

Fraser Snack Bar Fraser Law Building
Mon – Friday 8:30am - 2:30pm

Nibbles & Bytes Cafe Engineering Lab Wing
Mon – Friday 9:30am - 3:30pm

Services in the Student Union Building (SUB)

There are also a number of restaurants in the Student Union Building (SUB) including Felicita's, Bean There, Health Food Bar, International Grill and Munchie Bar which are open throughout the week.

Inside the SUB, you will also find a full movie theatre, showing current films of all varieties – call 721-8364 for movie listings and prices.

Shopping services in the SUB include People's Pharmacy, SubText where you can buy and sell used textbooks, Zap Copy which provides print, copying and fax services, Travel Cuts and 2 banking machines.

Making it Through First Year **Tips for Academic Success**

Think back to high school for a moment, remember those teachers who knew your name, recognized you in the hall and would say helpful things like ‘Have you done your reading?’ or “Don’t forget your essay is due Tuesday.” As annoying as those reminders might have been – they did help keep you on track. But University is not high school.

Professors may not ever learn student’s names, never mind recognize them in the hall, and there likely won’t be anyone around prompting new students to get their assignments done.

Here are some very simple and sensible tips for mentors and mentees alike to help you make it through first year and beyond:

- **GO TO CLASS** This seems pretty obvious, but sometimes skipping a class here or there even for really good sounding reasons, like to finish an assignment can become a bad habit. You can’t earn credit if you don’t do the work, and if you are not in class you can’t learn what you need to do the work. With no one watching it is easy to skip class...so easy...very easy... Don’t do it.
- **KNOW YOUR CAMPUS** So many buildings, so little time. It can be easy to get lost in the dark underbelly of Uvic – but there are maps (both online and at the back of this handbook) to help you find your way around. Carry a map with you and pick a few reference points to help you orient yourself...and then one day you just won’t need that map anymore! If you are really keen, take a walk on campus and check out your surroundings before classes start to avoid getting lost.
- **TIME IS EVERYTHING** Okay maybe not everything, but it matters. Be sure you have a good grasp of how much time you have and what you need to do in that amount of time. Set your priorities – your real priorities, while pub time is an important part of student life – it is not the most important part. Be sure that whatever else you do – part time work, or social events – does not interfere with your academic career.
- **KNOW YOUR RESOURCES** There are many services on and off campus, for students and if you can’t find them on your own ask someone, ask everyone until you find what you need. Never think that what you need is unimportant – no one can help you with a need you don’t express.
- **DON’T ISOLATE YOURSELF** Get involved. Whether your thing is sports, movies or dressing up like Gandalf for a little fantasy role playing (and who can resist role-playing!!) – there are others who share your interests. Find them and join in. If hobbies are not your thing then volunteer, join a club – getting involved will be beneficial for you, trust me.
- **DON’T BE AFRAID** University can be intimidating especially if it is the first time away from your home. Understand that many, many people have come this way

before and that the path is well trod. Talk to your mentors, talk to other students, talk to your professors and trust yourself – you can do this!

- **COMMUNICATE** Re-read the previous tab – especially the last sentence, the one about talking to everyone... Ask questions, express concerns, and share ideas with your mentor, with other students and your professors – as much as you can and take time to listen as well.
- **FORM STUDY GROUPS/PAIRS** Study groups can be excellent for alleviating stress and discussing course material until it completely soaks into your brain. Whether in pairs or groups students can lean on one another and fuel each other's motivational fires. Find a space suitable for studying, stay focused and don't get sidetracked.

The following schedule indicates pay dates for mentors.

2008 Time Sheet Submission Schedule - HOURLY

FOR SUBMISSION OF FORMS FOR TIME REPORTING EMPLOYEES (Paygroup 2)

PAY PERIOD	TIMESHEET RECEIVED IN HRIS BY 4:30 P.M.	PAYCHEQUE ISSUED
January 1-15	Monday, January 14	Wednesday, January 23
January 16-31	Wednesday, January 30	Friday, February 8
February 1-15	Thursday, February 14	Friday, February 22
February 16-29	Thursday, February 28	Friday, March 7
March 1-15	Wednesday, March 12	Thursday, March 20
March 16-31	Friday, March 28	Tuesday, April 8
April 1-15	Monday, April 14	Wednesday, April 23
April 16-30	Wednesday, April 30	Thursday, May 8
May 1-15	Tuesday, May 13	Friday, May 23
May 16-31	Wednesday, May 28	Friday, June 6
June 1-15	Thursday, June 12	Monday, June 23
June 16-30	Thursday, June 26	Tuesday, July 8
July 1-15	Monday, July 14	Wednesday, July 23
July 16-31	Tuesday, July 29	Friday, August 8
August 1-15	Wednesday, August 13	Friday, August 22
August 16-31	Wednesday, August 27	Monday, September 8
September 1-15	Friday, September 12	Tuesday, September 23
September 16-30	Monday, September 29	Wednesday, October 8
October 1-15	Tuesday, October 14	Thursday, October 23
October 16-31	Wednesday, October 29	Friday, November 7
November 1-15	Wednesday, November 12	Friday, November 21
November 16-30	Thursday, November 27	Monday, December 8
December 1-15	Friday, December 12	Tuesday, December 23
December 16-31	Tuesday, December 23	Thursday, January 8