

COURSE OUTLINE

Name of course		Student services course	
Lector		e-mail:	
Seminar Instructor		e-mail:	
Block 1	Topic 1: Introduction – Understanding and building an effective and sustainable support system in HEI (ELTE)	Lecture, hours	Seminar, hours
	<ul style="list-style-type: none"> ✓ Understanding the methodology of building up a support system in HEI ✓ Understanding the different types of the student services, and best practices ✓ Gaining insight into the student experience and their supportive network (administration, coordinators, student services, community programs, peer counsellors etc.) ✓ Methodology of creating a sustainable student service system in their own HEI 	1	3
Block 2	Topic 2: Guidelines of effective mentoring (ELTE and SWU)	Lecture, hours	Seminar, hours
	<ul style="list-style-type: none"> ✓ Cooperation with students (the role of feedback, working with senior students) ✓ Networking, intra-institutional connections and the importance for the flow of information - Lili ✓ Becoming a mentor (mentoring guidelines: weekly, optional meetings; organising extra-curricular events, organising informal and professional events, help with career guidance at university - in collaboration with former students and professionals) - Lili ✓ Mentor identity and how student services can be a part of it ✓ Student's survey – gaining better understanding of students' needs and challenges in the university (SWU) 	2	4
Block 3	Topic 3: Supportive intervention and drop-out prevention (ELTE and SWU)	Lecture, hours	Seminar, hours
	<ul style="list-style-type: none"> ✓ Discussing good practices in order to prevent dropout ✓ Basics of supportive intervention ✓ Communication skills and strategies with students ✓ Safe and open environment (how it can be achieved, what confidentiality means and why is it important, maintaining boundaries and abiding by the necessary framework) ✓ Introduction to mental health first aid, learn ways to support ✓ Practicing hands-on situations ✓ Designing a thinking framework adaptation (empathize: to understand the problem, define: to set the problem as agenda, ideate: to challenge assumptions and create ideas, prototype: to start to create solutions, test: to try solutions out.) (SWU) 	2	4
Block 4	Topic 4: Methodology of handling students of HEI in the 21st century (ELTE)	Lecture, hours	Seminar, hours
	<ul style="list-style-type: none"> ✓ Generations: generational differences -from understanding differences to being able to take advantage of them; 	2	4



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	<ul style="list-style-type: none"> ✓ Getting to know learning habits of students and getting familiar with advanced approaches to their education ✓ Understanding typical, atypical students and students with special needs ✓ Important influences that affect students on and off campus ✓ Understanding the specific challenges of the age group and university life 		
Block 5	Topic 5: Adaptability, online mentoring and follow-up (ELTE and SWU)	Lecture, hours	Seminar, hours
	<ul style="list-style-type: none"> ✓ Mentoring in online and hybrid settings ✓ Practical tips for online and hybrid mentoring ✓ Taking advantage of the online world ✓ Role of community building in drop-out prevention ✓ The role of sustainability in drop-out prevention ✓ Follow-up and feedback to the university (SWU) ✓ Quality assurance (SWU) 	1	3
RECOMMENDED SOURCES			
<p>Compulsory literature: Egan, G. (1982). <i>The skilled helper</i>. Monterey, CA: Brooks/Cole.</p> <p>World Health Organization. (2013). <i>Psychological first aid: facilitator's manual for orienting field workers</i>.</p>			
<p>Suggested reading: Lunsford, L. G., Crisp, G., Dolan, E. L., & Wuetherick, B. (2017). Mentoring in higher education. <i>The SAGE handbook of mentoring</i>, 20, 316-334.</p> <p>Pollard, R., & Kumar, S. (2021). Mentoring graduate students online: Strategies and challenges. <i>International Review of Research in Open and Distributed Learning</i>, 22(2), 267-284.</p> <p>Poort, I., Jansen, E., & Hofman, A. (2022). Does the group matter? Effects of trust, cultural diversity, and group formation on engagement in group work in higher education. <i>Higher Education Research & Development</i>, 41(2), 511-526.</p>			
<p>Selected internet sources: https://dtk.elte.hu/main-page/ https://www.isiabq.org/</p>			
ASSESSMENT CRITERIA			
Roleplays		Maximum 30 points	
Self-report (writing) - share your opinion and your experiences about the course		Maximum 35 points	
Case study (writing) - describe or come up with a possible solution to specific cases or situations what might happen in the mentoring process		Maximum 35 points	

