SYLLABUS

Name of course	STUDENT SERVICES COURSE
Code of course	
University	
Faculty	

GENERAL INFORMATION				
Degree level	Master			
Year of study	1	**Semester**		1
Subject of study	The role of an interconnected student support services in continuous cooperation in higher education in the support of students and their academic progress with a special focus on mentoring and supportive intervention.			
Language required for the course	English			
List of degree programs	Administrative staff on any level and any department who are motivated to take part in the support of the students			

ACTIVITIES					
Number of credits, ECTS	4 ECTS				
Lectures, hours	8	**Practices (laboratories, workshop), hours**	18	**Project, hours**	0
Per week	0,6/1,4	**Per course**		8/18	

COURSE DESCRIPTION

In this course we explore how mentors can help the master students of Sustainable Development to integrate into university, navigate them through the academic adaptation process and acquire soft skills that they can apply successfully in the labour market.

In the framework of this course, we will provide the necessary tools and fundamental knowledge needed for understanding and bettering student services customized to the needs of the students and specificity of the institution. The goal is to provide administrative staff with a comprehensive overview and understanding of potential student support systems and networks, their complexity, possible components and ways to navigate them or take up an important role within them.

In alignment with these objectives the course also introduces the participants to the concept of mentoring and aims to provide information, knowledge and space for practical hands-on learning of the basic soft skills needed to fulfill the role of a mentor. The course will draw attention to important aspects of mentoring such as creating a safe environment, open communication, clear rules and boundaries, and help them become an important part of the dropout prevention system as part of the sustainability goal of HEI.

The administrator staff who decide to take part in this course can get valuable knowledge of basic practices in student services, practice them through hands-on situations and share their experiences in a safe and open-minded group setting.

AIM OF COURSE

The aim of the course is to describe concrete types of student services and the best practices, and how these practices can be provided. During the course it is also a goal for administrative staff to understand the underlying factors behind dropout, the infrastructure of a student services system within an institution of higher education (including e.g. administration, coordinators, mentors, peer counselling, senior students) and learn the foundations of and the soft skills necessary for mentoring and supportive intervention.

CONTENT

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- ✓ Introduction – Understanding and building an effective and sustainable support system in HEI

- ✓ Guidelines of effective mentoring

- ✓ Supportive intervention and drop-out prevention

- ✓ Methodology of handling students of HEI in the 21st century

- ✓ Adaptability, online mentoring and follow-up

	EVALUATIONS *(add lines as needed)*	
1	Role-plays	*35 %*
2	Attendance	*20 %*
3	Case study (writing) - describe or come up with a possible solution to specific cases or situations what might happen in the mentoring process	*45 %*

ASSESSMENT CRITERIA

Obligatory activities:
- Attendance of lectures and practices
- Active participation in practices
- Practicing role-plays
- Submission case study

Plagiarism in any of the requirements will be evaluated as 0 points and will lead to a disciplinary hearing, for the correction in which case it will be necessary to prepare another project.

PRE-REQUIREMENTS FOR STUDENTS

The course is open to administrators on any level and any department who are motivated to take part in the support of the students

LEARNING OUTCOMES

Competencies:

- ✓ Upon completion of the course, participants should be able to evaluate the current institution in regards to infrastructure and network of student support services
- ✓ Applying a mentoring mindset in day-to-day work within the institution in online and offline form
- ✓ Being able to mentor students based on cultural, age, generational and environmental differences while keeping in mind the current events of the world and local tendencies
- ✓ Master basics practices of student support services

Skills:

- ✓ Communication skills and strategies
- ✓ Supportive intervention skills
- ✓ Networking, cooperation and proactivity
- ✓ Leadership and mentoring
- ✓ Critical thinking and problem solving by using design thinking framework

LEARNING STRATEGIES

- ✓ Lectures with interactive presentations
- ✓ Group discussions and brainstorming to encourage critical thinking and inspire an exchange of ideas
- ✓ Action-based group activities to foster active learning and better understanding of the concept
- ✓ Situational practices and role-playing to provide opportunities for hands-on learning, soft skill development and honing supportive intervention skill
- ✓ Reflective assignment and case study for critical reflection and practical application of the acquired knowledge and skills

RECOMMENDED SOURCES

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the European Union

Compulsory literature:

Egan, G. (1982). The skilled helper. Monterey, CA: Brooks/Cole.

World Health Organization. (2013). Psychological first aid: facilitator's manual for orienting field workers.

Suggested reading:

Lunsford, L. G., Crisp, G., Dolan, E. L., & Wuetherick, B. (2017). Mentoring in higher education. The SAGE handbook of mentoring, 20, 316-334.

Pollard, R., & Kumar, S. (2021). Mentoring graduate students online: Strategies and challenges. International Review of Research in Open and Distributed Learning, 22(2), 267-284.

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. Higher Education Research & Development, 41(2), 511-526.

Selected internet sources:

https://dtk.elte.hu

https://www.isiabq.org/

GROUP OF COURSE DEVELOPERS
Course Leader:
Board:

Date of approval the course