



LGBT Peer Mentoring Program  
Mentor Training Manual  
2011-2012

Sponsored by the LGBT Resource Center

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# INTRODUCTION

Welcome to the USC LGBT Peer Mentoring Program!

**Mentor:** “A wise and trusted counselor or teacher. An influential senior sponsor or supporter. A master, a guide, a preceptor, an advisor.” (Dictionary.com)

## **What Mentors Have I Had in the Past?**

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## **Attributes of Mentors**

Please write down a few traits that you feel make a good mentor:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

## **What Brings You to the Peer Mentoring Program?**

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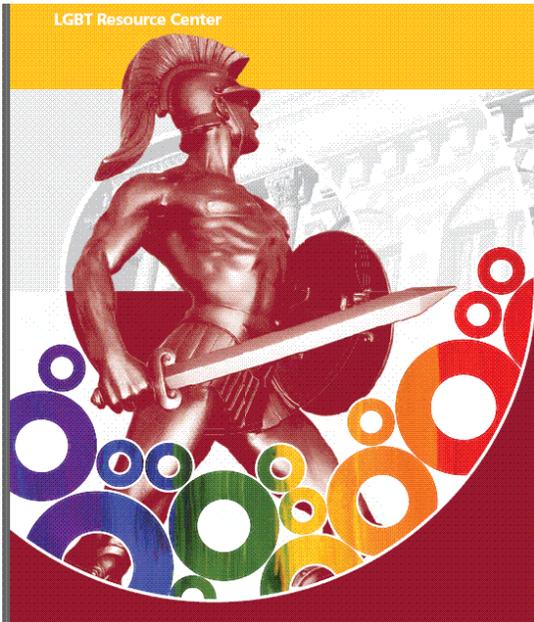
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**Mentor Contacts**

Name:  
E-Mail/Cell:

## PROGRAM OVERVIEW

The USC LGBT Peer Mentoring Program seeks to provide support and guidance to students who are looking for a mentor in the LGBT community.



Our mission is to help students develop a positive lesbian, gay, bisexual and transgender identity while successfully adjusting to life at USC. We provide a safe and confidential environment for students to explore, question, learn and grow.

Mentees are encouraged by their mentors to ask questions, challenge stereotypes and gain self-confidence. The Program provides not only sexual identity support to students, but also academic, career, community and personal guidance.

### **What We Value**

#### **Inclusiveness**

We understand that our community is made up of a multitude of perspectives and ideas. We value individualism. We honor and invite diversity in all of our programming.

#### **Empowerment**

We dedicate ourselves to working with peers as partners in creating a future of economic, educational and social possibility. We are dedicated to helping students become positive and productive members of society.

#### **Respect**

We provide an environment that honors and supports each person's humanity and individuality. We do not tolerate negative attitudes or behaviors toward others. We encourage respect for oneself and the world around them.

## **Advancement**

We commit ourselves to furthering the evolution of each student so as to foster self-sufficiency and positive self-esteem.

## **Education**

We work with both the USC and Los Angeles community in an effort to further awareness of LGBTQ issues to diminish marginalization from mainstream society.

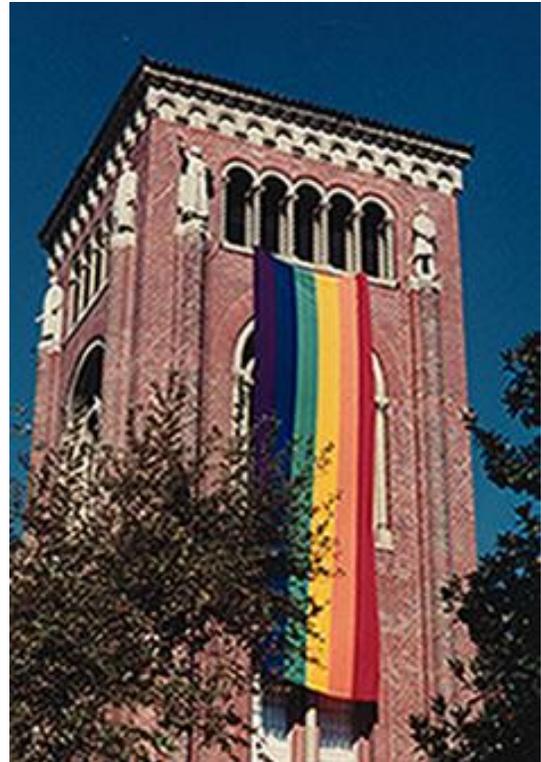
## **Contacts**

### **Vincent Vigil, Ed.D.**

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### **Steve Antonie**

Coordinator, Peer Mentoring Program  
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## **How the Program Works**

### **Mentor/Mentee Match-Up**

Based upon interviews, personality traits, and life experiences, mentors and mentees are matched at various times throughout the semester. The Peer Mentoring Coordinator supervises each pair and conducts ongoing participant training to further strengthen the longevity and outcome of the match.

### **Group/Mentor-Mentee Activities**

All new and returning mentors go through an introductory pre-match group training. Post-match training consists of monthly, two-hour group sessions or

activities on advanced mentoring topics. Mentees are offered the option of attending group sessions or activities depending on their level of comfort. Some mentees may not be out to their friends or family members. Group sessions and activities are essential to the support of the mentoring process and each individual involved.

### **Getting Together**

Mentors are asked to take the initiative to email or call their mentee to schedule the first meeting. Meetings should always take place in a public area. Some potential campus meeting locations include, but are not limited to, LiteraTea, Café 84, Ground Zero Café, or Trojan Grounds. In addition, meetings can take place off-campus at Starbucks, for example.

Once you and your mentee are comfortable with one another, you are encouraged to seek out community and campus activities that support your mentee's goals and both of your personal interests. Activities challenge mentors and mentees to learn, participate, explore and consider the world from a different perspective.

### **Mentoring Reporting**

Mentors are asked to keep a log of their meetings with mentees using the *Mentee Meeting Journal*. It is important to track the meeting date, time, location, duration, and how the activity supports your mentee's goals. Mentors and mentees are asked to keep an individual journal of their thoughts and experiences, and may be asked to share some of these experiences with the Peer Mentoring Coordinator at monthly one-on-one meetings.

Vincent Vigil, The Director of the LGBT Resource Center, and Steve Antonie the Coordinator of the Peer Mentoring Program, and the mentors will communicate monthly (either via telephone, email, or in person) to discuss the current status of the mentoring relationship. This may include discussions that transpire between the mentor and the mentee.

### **Mentoring Philosophy**

Mentoring is needed to help gay, lesbian, bisexual and transgender students navigate societal and internalized homophobia, heterosexism, and frequent marginalization. Mentors will focus on achieving agreed upon goals with their mentees. The goals of the mentee are our #1 priority.

Mentors have several important roles and responsibilities. Mentors are role models, guides, misconception challengers, motivators, and door openers.

**Facebook Group: “USC LGBT Peer Mentors”**

The facebook group is an optional but highly encouraged closed group for mentors only. It provides an additional place outside of the monthly mentor meetings to share information about LGBTQ–related resources, events, and information that can assist mentors helping their mentees. Event invites will be sent out for the mentor/mentee outings and monthly mentor meetings.

# IDENTITY DEVELOPMENT MODELS

## **Gay and Lesbian Identity Development Model (Cass Identity Model)**

### **Stage 1: Identity Confusion**

This is the "Who am I?" stage associated with the feeling that one is different from peers, accompanied by a growing sense of personal alienation. The person begins to be conscious of same-sex feelings or behaviors and to label them as such. It is rare at this stage for the person to disclose inner turmoil to others.

### **Stage 2: Identity Comparison**

This is the rationalization or bargaining stage where the person thinks, "I may be a homosexual, but then again I may be bisexual," "Maybe this is just temporary," or, "My feelings of attraction are simply for just one other person of my own sex and this is a special case." There is a heightened sense of not belonging anywhere with the corresponding feeling that "I am the only one in the world like this."

### **Stage 3: Identity Tolerance**

In this "I probably am" stage, the person begins to contact other LGBT people to counteract feelings of isolation and alienation, but merely tolerates rather than fully accepts a gay or lesbian identity. The feeling of not belonging with heterosexuals becomes stronger.

Positive contacts can have the effect of making other gay and lesbian people appear more significant and more positive to the person at this stage, leading to a more favorable sense of self and a greater commitment to a homosexual self-identity.

### **Stage 4: "Identity Acceptance"**

There is continued and increased contact with other gay and/or lesbian people in this stage, where friendships start to form. The individual thus evaluates other lesbian and gay people more positively and accepts rather than merely tolerates a lesbian or gay self-image. The earlier questions of "Who am I?" and "Where do I belong?" have been answered.

Coping strategies for handling incongruity at this stage include continuing to pass as heterosexual, and limiting contacts with heterosexuals who threaten to increase incongruity (e.g. some family members and/or peers). The person can also selectively disclose a homosexual identity to significant heterosexuals.

### **Stage 5: "Identity Pride"**

This is the "These are my people" stage where the individual develops an awareness of the enormous incongruity that exists between the person's increasingly positive concept of self as lesbian or gay and an awareness of society's rejection of this orientation. The person feels anger at heterosexuals and devalues many of their institutions (e.g. marriage, gender-role structures, etc.) The person discloses her or his identity to more and more people and wishes to be immersed in the gay or lesbian subculture consuming its literature, art and other forms of culture. For some at this stage, the combination of anger and pride energizes the person into action against perceived homophobia producing an "activist."

### **Stage 6: "Identity Synthesis"**

The intense anger at heterosexuals -- the "them and us" attitude that may be evident in stage 5 -- softens at this stage to reflect a recognition that some heterosexuals are supportive and can be trusted. However, those who are not supportive are further devalued. There remains some anger at the ways that lesbians and gays are treated in this society, but this is less intense. The person retains a deep sense of pride but now comes to perceive less of a dichotomy between the heterosexual and gay and lesbian communities. A lesbian or gay identity becomes an integral and integrated aspect of the individual's complete personality structure.

Adapted from Vivian Cass (1979, 1984, 1990). In Ritter and Terndrup (2002)  
*Handbook of Affirmative Psychotherapy with Lesbians and Gay Men*

## **D'Augelli's Model of Lesbian, Gay and Bisexual Development Process**

### **Exiting heterosexual identity:**

Requires recognition that one's feelings and attractions are not heterosexual as well as telling others that one is lesbian, gay, or bisexual. Attending a meeting of a group such as an LGBTQIA group is often the first step for college students in this process.

### **Developing a personal lesbian/gay/bisexual identity status:**

Involves determining for oneself the unique meaning of being gay, lesbian, bisexual will have in one's life. One must also challenge internalized myths about

it means to be gay, lesbian, or bisexual. Developing a personal identity status must be done in relationship with others who can confirm ideas about what it means to be nonheterosexual. Members of LGBTQIA groups often do this for each other.

**Developing a personal lesbian/gay/bisexual social identity:**

Consists of creating a support network of people who know and accept one's sexual orientation. Determining peoples' true reactions can take time. Reactions may also change over time and with changing circumstances, such as whether the individual is involved in an intimate relationship. To some extent, students attending an LGBTQIA often come seeking a support network.

**Becoming a lesbian/gay/bisexual offspring:**

Involves disclosing one's identity to parents and redefining one's relationship after such disclosure. Establishing a positive relationship with one's parents can take time but is possible with education and patience. This developmental process can be particularly troublesome for many college students who depend on their parents for financial as well as emotional support. Individuals may be struggling with the issue of how to be themselves in their home environments without risking their parents' love and acceptance.

**Developing a lesbian/gay/bisexual intimacy status:**

A more complex process than developing an intimate heterosexual relationship because of the relative invisibility of lesbian and gay couples in society. D'Augelli noted, "The lack of cultural scripts directly applicable to lesbian/gay/bisexual people leads to ambiguity and uncertainty, but it also forces the emergence of personal, couple-specific, and community norms, which should be more personally adaptive." The college years are often a time when individuals establish their first meaningful relationships. In addition to their other reasons for existence, LGBTQIA groups serve as places to meet potential romantic partners or to see models of same-sex couples.

**Entering a lesbian/gay/bisexual community:**

Involves making varying degrees of commitment to social and political action. Some individuals never take this step, while others do so only at great personal risk, such as losing their jobs or housing.

Adapted from D'Augelli, A. R. (1994). Identity development and sexual

orientation: Toward a model of lesbian, gay, and bisexual identity development. In E.J. Trickett, R. J. Watts & D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco, CA: Jossey-Bass.

## **Bilodeau's Transgender Identity Development Process**

### **Exiting a traditionally gendered identity [by]:**

Recognizing that one is gender variant, attaching a label to this identity, and affirming oneself as gender variant through coming out to others.

### **Developing a personal transgender identity [by]:**

Achieving the stability that comes from knowing oneself in relation to other transgender people and challenging internalized transphobia.

### **Developing a transgender social identity [by]:**

Creating a support network of people who know and accept that one is gender variant.

### **Becoming a transgender offspring [by]:**

Coming out as transgender to family members and reevaluating relationships that may be disrupted by this disclosure.

### **Developing a transgender intimacy status [by]:**

Creating intimate physical and emotional relationships.

### **Entering a transgender community [by]:**

Making a commitment to political and social action through challenging transphobia [and genderism].

Adapted from Bilodeau, B. L. (2005). Beyond the gender binary: A case study of two transgender students at a midwestern university. *Journal of Gay and Lesbian Issues in Education*, 3(1), 29-46. In Evans, N. J., Forney, D. S., Guido, F. M. Guido, Patton, L. D., & Renn, K. A. (2010). *Student development in college* (2<sup>nd</sup> Edition). San Francisco, CA: Jossey-Bass

## **COMMUNICATING WITH YOUR MENTEE**

Please contact your mentee as soon as you receive your mentorship contact information from Steve Antonie. Introduce yourself to your mentee and share some basic information: your major or your area of study, where you are from and what you like to do for fun. Tell your mentee how excited you are to meet them, and give them your availability. Let them know the best way to contact you (email or phone).

During the first few meetings with your mentee, remember to ask open-ended questions and encourage them to be open and honest with you about their goals for the program. Here are a few questions that you can ask your mentee to break the ice:

1. Where are you from? What is your hometown like? (Many of our mentees are from out of state, some are even international students). Ask questions about their family's cultural viewpoint about being LGBT, what it was like growing up in their hometown, and how that affects their view of being LGBT.
2. What did you do over the summer? Did you work, go to school, spend time with your family, go on vacation, etc... (This will be a good starting point for discussions about family, work and career goals).
3. What made you decide to come to USC? What other schools were you considering?
4. Do you have a good support group of friends on campus? How and where did you meet your friends?
5. What is your major, or what areas of study are you most interested in?
6. What classes are you taking this semester?
7. Do you have any nicknames?
8. What kind of music do you listen to? What is your favorite movie and why?
9. What aspect of college are you most excited about? What aspect of college are you most concerned about?
10. What activities are you interested in doing this semester?
11. What are you hoping to achieve in the LGBT Peer Mentoring Program?

# WAYS YOU CAN HELP MENTEES

## **Sexual Identity Development**

\*Coming Out. Some of the mentees are not “out” to friends, family members, or other important persons in their life. If, and only if, this is one of their goals for the program, you will help them build the self-esteem and self-confidence to make the decision to tell others.

\*Some mentees may be interested in exploring gender role identity (a person’s own sense of identification as male or female), and you are there to serve as an advocate for their exploration. You are also there to give them resources, which are provided at the end of this training manual.

## **Academics**

- \*How to study
- \*How to locate classes or on campus organizations
- \*How college is different from high school
- \*Time management skills

## **Socially**

- \*How to get involved in clubs and organizations
- \*How to meet friends
- \*Events on campus and off campus
- \*LGBT Resource Center sponsored events

## **Careers**

- \*Work Study jobs on campus (if applicable to your mentee)
- \*Career Center
- \*How to research internships and careers
- \*Financial Aid- the Point Foundation, LEAGUE Foundation

## **Miscellaneous**

- \*Health and Wellness- Health Center
- \*Residence Life
- \*Friends and Family Difficulties
- \*How to get involved on and off campus (does your mentee have a car? How familiar are they with Los Angeles?)

*“We make a living by  
what we get, but we  
make a life by what we  
give.”  
Winston Churchill*

# **GUIDELINES FOR MENTORS**

## *Step One: Building the Relationship*

- Encourage open dialogue about expectations
- Communicate your goals for the relationship
- Arrange to meet in a comfortable setting free from distractions and interruptions
- Great Websites for ideas on Icebreakers and getting to know you games:  
<http://wilderdom.com/games/Icebreakers.html>  
<http://www.residentassistant.com/games/icebreakers.htm>
- LGBT Themed Icebreakers: <http://www.glsen.org/cgi-bin/iowa/all/news/record/333.html>

## *Step Two: Assessing Needs*

- Encourage mentee to state interest and perceived needs
- Try to identify areas of need that the mentee may not be able to notice or articulate
- Remember that observations may sometimes sound like accusations when speaking about sensitive areas
- Form a written list
- What motivates the mentee? What deters performance?

## *Step Three: Goal Setting*

- Using the list from Step Two together develop a list of goals
- Challenge the mentee to make the goals specific and measurable
- Suggest resources
- Share similar experiences in a supportive manner; however, be cautious as some personal disclosure can be seen as advice.

## *Step Four: Follow Up*

- Encourage the mentee to reflect on their progress during each meeting
- Highlight and restate positives and negatives
- Suggest revision of goals if necessary
- Consider how the mentee might be rewarded for progress

## *Step Five: Termination*

- Begin discussing termination a few weeks prior to your last meeting

- Discuss with mentee what kinds of closure needs each of you have for the relationship
- Process how the goals are not limited to the life of the program and how to apply skills learned to future issues and situations
- Solicit feedback about the relationship and your performance as a mentor. Further, suggest the mentee provide suggestions for change.

# **COMING OUT: A BASIC UNDERSTANDING OF THE ISSUES**

The development of a positive LGBT identity and the lifelong process of coming out can be a long and difficult struggle for many people in the LGBT community, as individuals might confront many homophobic attitudes and discriminatory practices.

## **What Might Someone Be Afraid Of?**

- Rejection
- Harassment/abuse
- Being thrown out of the family/home
- Being forced to undergo psychotherapy
- Physical violence

## **Why Might Someone Want to Come Out?**

- Live honestly; end the hiding game
- Feel closer to family and friends
- Be able to feel “whole” around others
- Stop wasting energy and time by constantly hiding
- Feel a sense of integrity
- Make a statement that “I am OK”

## **How Might Someone Feel About Coming Out?**

- Scared and vulnerable
- Relieved
- Proud
- Uncertain
- Nervous

## **How Might Someone Feel After Someone Comes Out to Them?**

- Scared/uncomfortable
- Not sure what to say or do
- Angry
- Disgusted
- Supportive
- Flattered or honored

## **What Does Someone Want From the People He/She Comes Out To?**

- Acceptance
- Support
- Understanding, acknowledgement of feelings
- Comfort
- Closer relationships
- That them knowing won't negatively affect the friendship

(Adapted from the UCSD Queer Peer Support Program Manual)

## **General Information on Crisis Intervention**

**Crisis:** The result of a temporary loss of behavioral control occurring typically in transitional periods of unusual change, distress or decision-making in which normal support sources are weakened or absent.

### **Some Behavior Cues of a Person in Crisis:**

- Excessive Crying
- Rapid weight gain or loss
- Trouble sleeping, studying, eating
- Continually alone
- Lack of social skills
- Excessive use of alcohol or drugs
- Acting out: aggressive behavior
- Mood swings
- Excessive contact with a Peer Mentor
- Excessive complaints of being ill

### **A Model of Crisis Intervention:**

- Make contact to develop relationship
- Clarify and define problem/crisis
- Explore alternatives
- Referral

### **Other Thoughts:**

- Your own intuition and sensitivity as a Peer Mentor are the most valuable resources you have. Trust yourself.
- Familiarize yourself with referral sources before a crisis hits.

- Know the Program Coordinator and Resource Center Director so you can consult with them if you have concerns about mentees.
- Follow-up on concerns you have about mentees.
- Maintain confidentiality.
- To become involved does not mean that you must personally solve the crisis- your role is to facilitate provision of resources that could help with the crisis.

**(Adapted from the UCSD Queer Peer Support Program Manual)**

### **Crisis Prevention/ Intervention**

#### **LGBT Youth and Young Adults May Be Experiencing:**

- Questioning/Exploring
- Fear of rejection from family members, friends, religion, and more
- Media Images/Stereotypes
- Internalized homophobia
- Rejection by family members, friends, religion, and more
- Violence at home or at school (high school, maybe even at USC)
- HIV/AIDS Questions
- Homelessness
- Thoughts of suicide and depression
- Substance abuse
- Low self-esteem

#### **Related to:**

- Social stigma
- Isolation/Alienation
- Heterosexism
- Religious stigma
- Age at which LGBT youths are coming out

(Kreiss & Patterson Article)

#### **When in doubt, Refer!**

**(Crisis prevention/intervention hotlines located at the end of the training manual)**



## COUNSELING TECHNIQUES

### **Examples of Non-Verbal Communication**

\*People tell you more through nonverbal communication than verbal

1. Eye contact
2. Gestures (hand touching, hugging, hand motions)
3. Tone of voice
4. Body language- how you are both sitting, crossed arms, slouching
5. If someone is telling you that they are happy, but keep looking at the ground and are frowning.
6. General Appearance
7. Turn phone off
8. Sit directly across from the mentees
9. Focus on the mentee's face
10. Appropriate facial expressions
11. Slight lean forward
12. Open posture
13. Energy level

## Examples of Verbal Communication

1. Feedback
2. Questions you ask: close ended or open ended
3. Asking questions/seeking clarification
4. Show Mentee that you are listening by reflecting on statements they make
5. Going beyond means that you are not only listening and reflecting on their feelings, but also being proactive about acting on what they tell you. For example, if your mentee tells you that they are feeling isolated on campus, ask if they would want to spend an afternoon in Santa Monica at the beach and the pier, or in West Hollywood.
6. Talk less, listen more
7. Encourage to keep speaking
  1. Don't interrupt the mentee
  2. Tone and paraphrasing
8. Projection- you need to be careful of your Mentee projecting their fears and struggles onto you.
  - a. For example, in transference, your Mentee might start treating you as if you were an important figure in their life. Transference literally means to redirect the feelings that they have toward one person to you. They might express desire for your approval, the mentee is concerned about your feelings toward them, the mentee treats you as a guru
  - b. Counter transference is when you transfer your own unconscious feelings onto your Mentee. An example would be if your Mentee wants to get to know the Los Angeles community better, but is nervous and wants to be exposed slowly. You know what it feels like to be introduced to Los Angeles, and felt that "jumping in" was the best way for you to get acquainted. Instead of listening to your Mentee, you decide that what it best would be to jump in and show your Mentee everything at once.

## **Confidentiality**

The mentoring program offers support and guidance to students who are looking for a mentor in the community. Every effort is made to respect the privacy of each participant, but there are three circumstances in which confidentiality must be broken:

1. Mentee is threatening to hurt themselves
2. Mentee is threatening to hurt someone else
3. Mentee informs mentor that a child or elderly individual in the household is being abused

In these three circumstances, mentors are required to break confidentiality and report the circumstances to Vincent Vigil, Director of the LGBT Resource Center or Katie Lawler, Coordinator of the Peer Mentoring Program, who will then contact the proper authorities.

Due to the casual match relationship, it is possible that someone might overhear personal conversations between mentors and mentees. It is important to be candid with your mentee about how confidentiality will be handled from the very beginning of your relationship. (For example, your mentee is not out to any of their friends. You are out in public and a group of your mentee's friends walks up to say hello. One of the friends makes a comment that they have never met you (the mentor) before. How do you introduce yourself? Discuss this situation with your mentee before entering into the relationship).

Vincent Vigil, The Director of the LGBT Resource Center, and Katie Lawler, the Coordinator of the Peer Mentoring Program, and the mentors will communicate monthly (either via telephone, email, or in person) to discuss the current status of the mentoring relationship. This may include discussions that transpire between the mentor and the mentee.

## **Basic Skills of Mentoring**

Open Ended vs. Closed Ended Questions

Close Ended Question: yes or no questions, "when did you do that," "What is your favorite thing to do on the weekends?" etc...

Open Ended: Explanation questions and allows you to answer more completely. “What kind of information are you looking for?” “Why is that important to you?”

Seek clarification if your mentee is telling you (in a round about way) that they would like to do something. For example, they keep bringing up the beach and how they have heard it is beautiful. Ask them “Well, would you like to go to the beach one day?”

Paraphrasing and Reflecting show your Mentee that you are listening to what they are saying. This will help to build trust and communication between the two of you.

**Going beyond just means taking the extra steps to be there for your mentee.**

### **Phase 1: Preparation**

This is the introductory phase of mentoring. This is when a lot of the paperwork happens. You email or call your mentee, ask them when they want to meet and where. You show up to the first meeting on time, in a public place, and bring all the materials you need. You are welcoming and prepared.

You explore your OWN personal motivation for being a mentor and apply that to this phase. You are aware of your own personal struggles, values, and beliefs.

You are aware of your expectations of the mentoring relationship and your Mentee’s expectations of the mentoring relationship

### **Phase 2: Negotiation**

1. When you meet for the first time you are going to discuss confidentiality.
2. Non Verbal Communication is key in this phase. See your Mentee’s body language and what they are saying vs. how they are acting. Make eye contact, turn toward them, show them that you are listening and making an effort
3. You are going to set boundaries with your mentee and discuss roles and responsibilities. A Negotiation Phase check-list is at the end of this manual
4. You are going to set goals with your mentee. A Goal worksheet is at the end of this manual.

### Phase 3: Facilitation

1. We talked earlier about the personal characteristics of good counselors/mentors. Those include
  - a. Having an Identity: know who you are, where you come from, where you are going
  - b. They respect themselves as well as others
  - c. Able to recognize and accept their own power. They do not take advantage of this power.
  - d. They are open to change
  - e. They make choices that shape their lives
  - f. They have a sense of humor, are sincere, and honest
  - g. They make mistakes and are willing to admit mistakes
  - h. They are able to maintain healthy boundaries
2. Effective counselors also know their own limitations when talking with a mentee. Remember, refer if necessary!
3. As uncomfortable as it might seem, silence is a good thing! If you ask your Mentee a question, and they state off, thinking about an answer, don't try to prompt them. Become comfortable with silence.
4. Your Mentee is just as responsible as you for this process. The mentoring relationship is a two-way street, and you and your mentee are equally responsible and accountable.
5. You can give your Mentee advice if they ask for it. But you are here to be a catalyst for change, and encourage separate decision-making skills.
6. Use appropriate counseling techniques that we talked about earlier
7. The only real ethical issue that you are going to face will be in regards to confidentiality and setting boundaries. If something occurs between you and your mentee that your gut tells you is outside of your realm of knowledge, refer your student to the counseling center or seek out Vincent and I to ask questions
8. During this phase you are meant to be accountable and follow your mentee's progress and growth.

## **Phase 4: Transition/Separation**

1. This phase is the most often ignored, because when your Mentee feels like they are ready to separate from the relationship, it may happen quickly and cordially.
2. When you can see incredible improvement in your mentee's self-confidence, and they are meeting a lot of their goals with you, it might be time to start talking about separation and transition with them. It is important to start discussing this early, so that they know what to expect when you do separate and transition. The great thing about the Peer Mentoring Program is that there really isn't an end date to it. As long as you both are willing and committed to being in the mentoring relationship, it could theoretically last the entire year.
3. Please do not allow your mentee to show up to a lunch meeting one day and tell you that they are ready to end the mentoring relationship and this is your last meeting. Let them know that you would like to meet at least one more time for a Transition meeting... where you discuss goals and accountability over your relationship. At this point, I would like to meet with both the mentor and the mentee (together) to discuss the progress the mentee made.
4. During this phase, it is easy for the mentee to regress back to beginning stages. They may make the transition easy, and they may also get nervous and retract into their being when you first met. Be prepared for a possible regression to early feelings and behaviors in your relationship.

### **RED FLAGS**

- Substance Abuse
- Anxiety
- Depression
- Suicide

### **Services offered at SCS**

- Intake
- Short Term Individual
- Referral for Long Term Individual
- Case Management (link to resources or team treatment, ex: ED Treatment team)
- Groups
- Psychiatry/Meds
- Walk in CRISIS HOURS

## **Multicultural Counseling/Mentoring**

1. Shaping your counseling to fit your mentee's worldview is extremely important. We have mentee from all different cultural backgrounds, many of which are struggling with their family's cultural viewpoint about being gay. This includes mentees who have family with very traditional religious beliefs.
2. You are bringing your own cultural background into the relationship, so it is critical for you to understand your own cultural viewpoints.
3. To understand your mentee's struggles, it is critical for you to be open and understanding about their cultural viewpoints. Even if your own cultural viewpoint is different from your mentee's, show your mentee that you want to learn and understand where they are coming from.
4. You are all very open to expressing what you feel, being open and self-revealing, and making your own choices. Many of your mentees may come from cultural backgrounds where these traits are not values (and often times are oppressed).
5. How does your mentee perceive formal helping? Well, it is important that all of the mentees have sought out our help- so we are one step ahead of the game. But you have to ensure that you do not impose any of your cultural values on your mentee.
6. It is important that you seek to examine and understand the world from the vantage point of your mentee. Respect your mentee's religious and spiritual beliefs, even if they are different from your own.
7. As mentors you know about oppression, discrimination, and stereotyping. You seek our resources to better understanding the background, traditions, and values of your mentee.
8. Be flexible with how you talk about multicultural issues with your mentee. This is as much of a learning process for all of us as it is for your mentee.
9. Assessing your own cultural background as well as your mentee's cultural background will give you insight into how culture affects your mentee's life. Cultural factors may play an important role in why your mentee has sought out this relationship.

**Examples of non-verbal communication:**

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**Examples of verbal communication:**

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**Confidentiality**

**Group Discussion:**

Situation #1: Your mentee is not out to any of their friends. You decide to meet near Tommy Trojan, and a group of your mentee’s friend’s walks up to say hello. One of the friends makes a comment that they have never met you (the mentor) before. How do you introduce yourself?

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Due to the casual match relationship, it is possible that someone might overhear personal conversations between mentors and mentees. It is important to be candid with your mentee about how confidentiality will be handled from the very beginning of your relationship.

**Situation #2:** One day you meet your mentee for lunch at the Lot. You have been meeting for 2 months now, and your mentee seems to be opening up to you.

He/She tells you that they have been feeling depressed, anxious and worried since beginning as a freshmen at USC in August. They are not yet out to their family or friends, and fear complete rejection. He/She off-handedly tells you, "Sometimes I think I would be better off dead." What do you do next?

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The mentoring program offers support and guidance to students who are looking for a mentor in the community. Every effort is made to respect the privacy of each participant, but there are three circumstances in which confidentiality must be broken:

4. Mentee is threatening to hurt themselves
5. Mentee is threatening to hurt someone else
6. Mentee informs mentor that a child or elderly individual in the household is being abused

In these three circumstances, mentors are required to break confidentiality and report the circumstances to Vincent Vigil, Director of the LGBT Resource Center or Steve Antonie, Coordinator of the Peer Mentoring Program, who will then contact the proper authorities.

## **Boundaries**

### **Group Discussion:**

You and your mentee have an agreed upon goal that you will meet for an afternoon in West Hollywood. Your mentee is from out of state and wants to get to know the Los Angeles area better. After dinner, your mentee asks if you would join them at a local bar for a few drinks, continuing the conversation from dinner. What do you do?

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Can you think of any other circumstances in which you would need to re-define boundaries with your mentee?

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Respecting someone's boundaries gives that individual space to define who they are and who they want to be. It is vital that we respect each other's boundaries and maintain our own. We choose our boundaries, and if we don't stand up for our boundaries, we lose sight of ourselves. If someone more powerful than us violates our boundaries, it may be difficult to open up to intimate relationships in the future. Violations of boundaries cross physical, relational, spiritual, sexual and emotional limits of another.

As a mentor, it is essential that you allow your mentee to define themselves and make choices without your interference. Sexual minority youth experience boundary violations come from a myriad of sources, including political and community leaders, family, friends, and religion. Searching for who you are can be uncomfortable, so your mentee will need your support as he/she goes searching. Many mentees need time to develop trust in their mentor, dependant upon their personal experiences. Modeling the process of setting personal boundaries will only deepen and broaden the relationship.

### **Mentoring is not...**

- Parenting
- Therapy
- Absolute Confidentiality
- A replacement for close, personal friendships
- A dating service
- Access to the local party scene

**\*No partying, drugs, alcohol, or sex with your mentee ever\***



## MENTOR ACTIVITIES

### **Group**

Fall Outing: Models of Pride Conference October 15<sup>th</sup>, 2011

Spring Outing: TBA

Mentor Meetings: October 18<sup>th</sup> @ 5:30pm, November 15<sup>th</sup> @5:30pm in LGBT  
Resource Center

End-of-the-Year Banquet: April 27<sup>th</sup>, time and location TBA

### **Topics**

Coming Out

Myths and Stereotypes

Dating

Academics/LGBT Classroom

LGBT History

Cultural Diversity

Los Angeles LGBT Resources

## **ADDITIONAL RESOURCES**

### **USC On-Campus Resources**

#### **Center for Academic Support**

(213) 740-0776

study@usc.edu

Provides tutoring and learning assistance, and general academic support counseling

#### **Kortschak Center for Learning and Creativity**

(213) 740-7884

kortschakcenter.usc.edu/

Provides academic coaches, assistive technology for students with learning differences and documented learning disabilities, a learning specialist, computer lab, quiet study areas, workshops on academic success

#### **Asian Pacific American Student Services**

(213) 740-4999

apass@usc.edu

#### **Center for Black Cultural and Student Affairs**

(213) 740-8257

cbcsa@usc.edu

#### **Office of Campus Activities**

(213) 740-5693

stuacts@usc.edu

Campus activities calendar, Center for Student Involvement, Undergraduate Student Government, Program Board, and Graduate and Professional Student Senate

#### **Career Planning and Placement Center**

(213) 740-9111

careers@usc.edu

#### **Student Organizations**

(213) 740-5693

600+ student organizations on campus

**Volunteer Center**

(213) 740-7012

volctr@usc.edu

Provides opportunities for students to get involved with the greater LA area

**Center for Women and Men**

(213) 740-4900

Provides services for sexual violence, sexual harassment, counseling, workshops, and Men CARE

cwm@usc.edu

**Disability Services and Programs**

(213) 740-0776

ability@usc.edu

Services for students with psychological, physical and learning disabilities

**El Centro Chicano**

(213) 740-1480

ecc@usc.edu

Provides personal, academic, and social support to Chicana/o and Latina/o students at USC

**Office for Fraternity and Sorority Leadership Development**

(213) 740-2080

Beth Saul, Director: saul@usc.edu

**Health Promotion and Prevention Services**

(213) 740-4777

**Health Center Medical Services**

(213) 740-9355

**Office of International Services**

(213) 740-2666

ois@usc.edu

Assists more than 5,000 non-immigrant students, faculty and staff at USC

**Recreational Sports**

(213) 740-5127

recsports@usc.edu

Join an athletic club, play an intramural sport, or just get fit

## **Off-Campus Resources**

### **The Los Angeles Gay and Lesbian Center**

(323) 993-7400

[www.laglc.org](http://www.laglc.org)

1625 Schrader Blvd., Los Angeles, CA 90028

Legal services, GLBT support groups/case management, free and sliding scale counseling, youth HIV + services and substance abuse treatment. Shelter for youth ages 18-21

### **AIDS PROJECT LA**

(213) 201-1600

[info@apla.org](mailto:info@apla.org)

[www.apla.org](http://www.apla.org)

3550 Wilshire Blvd. Los Angeles, CA 90010

Individualized Assessment, case management, medical, pharmacological, legal, psychological and psychiatric services and substance abuse

### **Los Angeles Gender Center**

(310) 475-8880

[www.lagendercenter.com](http://www.lagendercenter.com)

1923 1/2 Westwood Blvd. #2 Westwood, CA 90038

Sliding scale support groups and individual counseling for transgender youth

### **The Village**

(323) 860-7302

1125 North McCaden Place Hollywood, CA 90038

Provides employment and career assistance, theatre, social events, art shows, rap groups, and LGBT support groups

### **Lifeworks**

(323) 860-7373

[www.lifeworksmentoring.org](http://www.lifeworksmentoring.org)

[info@lifeworksmentoring.org](mailto:info@lifeworksmentoring.org)

One-on-one and peer mentoring, drop in Wednesdays, tutoring, workshops and social activities for LGBT youth ages 14-24

### **The Spot**

745 North San Vicente Blvd., West Hollywood, CA 90069

Provides service to LGBT community including family services, legal services, youth services, STD program, mental health services, HIV counseling, and recreational activities

### **Parents and Friends of Lesbians and Gays (PFLAG)**

(310) 472-8952

[www.pflag.org](http://www.pflag.org)

Support, education, and advocacy for the health and wellbeing of Gay, Lesbian, Bisexual, and Transgender persons and their family and friends

### **Crisis Prevention/Intervention Resources**

#### **California AIDS/HIV Hotline**

<http://aidshotline.org/>

(415) 863-2437

Provides referrals to anonymous test sites. Services offered in English, Spanish, and Filipino

#### **Bienestar Human Services; Sabores Youth Program**

[www.bienestar.org](http://www.bienestar.org)

info@bienestar.org

Activities, support group, free HIV/STD testing, counseling, mental health services, and referrals. There are six locations serving the greater Los Angeles area

- Silvia Valerio, Interim Director (East LA) – svalerio@bienestar.org

#### **Mpowerment Project of AIDS Project Los Angeles (APLA)**

[www.apla.org](http://www.apla.org)

info@apla.org

Free HIV education, LGBT support groups for youth ages 13-24, peer to peer counseling and social activities. Free bus passes and tokens available for participating youth

#### **The Wall Las Memorias**

(323) 257-1056

[www.thewalllasmemorias.org](http://www.thewalllasmemorias.org)

Information, education, support groups and activities for LGBT persons. HIV prevention, education and counseling

- Richard Zaldivar, President & Founder, rzaldivar@thewalllasmemorias.org
- Misael Fuentes, Community Organizer, mfuentes@thewalllasmemorieas.org

#### **Children's Hospital – Transgender Harm Reduction Project**

[www.childrenshospitalla.org](http://www.childrenshospitalla.org)

Social services for transgender and inter-sexed youth ages 12-26. Individual, family and substance abuse counseling, transgender youth research, social activities

#### **Covenant House California**

[www.covenanthouse.ca.org](http://www.covenanthouse.ca.org)

323-461-3131

Support services for LGBT persons (18-24 years old). Housing, crisis intervention and job assistance

### **Jeff Griffith Youth Center**

[www.lagaycenter.org](http://www.lagaycenter.org)

Provides social services for homeless LGBT youth, GED program and career counseling

### **Teenline**

[www.teenlineonline.org](http://www.teenlineonline.org)

(310) 855-4673

Teenline is a crisis intervention service that provides the following services:

Crisis line, Suicide Youth Panel, LGBT Youth Panel, Youth Listening presentations for students, teachers, parents and community

### **USC LGBT Resource Center**

Director: Vincent Vigil, [vincenev@usc.edu](mailto:vincenev@usc.edu)

Phone: (213) 740-7619

Website: <http://www.usc.edu/student-affairs/glbss/>

LGBT Peer Mentoring Website: [www.usc.edu/lgbt/mentoring](http://www.usc.edu/lgbt/mentoring)

### **Queer & Ally Student Assembly (QuASA)**

Executive Director: Angela Ross, [rossam@usc.edu](mailto:rossam@usc.edu)

The GLBTA is a cultural assembly underneath Program Board - a division of the Undergraduate Student Senate - that provides student-run programming for the entire campus community.

GLBTA's annual events include National Coming Out Week (fall semester), Pridefest (spring semester), World AIDS Day and many more. GLBTA meets Mondays at 6 p.m. in the University Religious Center (URC) 103. E-mail: [quasa@usc.edu](mailto:quasa@usc.edu)

### **uRap**

Coordinator: Rachel Kohan, [urap@usc.edu](mailto:urap@usc.edu)

University Rap is a weekly confidential discussion group about current issues in the LGBT community and uRap coordinates social events. This is the perfect place to meet new people and make some

new friends. We encourage students who are seeking to connect with peers or discuss recent stresses in their lives to attend. Topics will vary every week. Meetings are every Monday from 7:30 pm to 8:30 pm in the University Religious Center (URC) Room 103. E-mail: [uRap@usc.edu](mailto:uRap@usc.edu)



## LGBT Speaker's Bureau

Coordinator:

[lgbsb@usc.edu](mailto:lgbsb@usc.edu)

The LGBT Resource Center's Speaker's Bureau is a program aimed to educate students in the residence halls about LGBT-related issues. The time commitment is limited to a one time only training session and attendance at the residence hall program, which is typically one hour in the evening.



## Freshman Advocacy Board (FAB)

Contact: Nick Cuccia, [uscfab@usc.edu](mailto:uscfab@usc.edu)

An organization for freshmen and transfer students at USC who are LGBT or Ally students. FAB coordinates events in and around the Los Angeles area, including museum visits and nights in West Hollywood.



## Student Counseling Services

(213) 740-7711

SCS offers individual and group counseling for any student on campus. All personal information discussed in counseling is kept confidential. Students may need help with relationships, fears about possible failure, coping with stress, dissatisfactions about themselves or the discomfort of depression, guilt, anger or fear. There are also emergency services if needed.

## Online Resources

- Human Rights Campaign (HRC): [www.hrc.org](http://www.hrc.org)
- Out Proud: [www.outproud.org](http://www.outproud.org)
- Equality California: [www.eqca.org](http://www.eqca.org)
- Gay and Lesbian Alliance Against Defamation: [www.glaad.org](http://www.glaad.org)
- Consortium of Higher Education LGBT Resources: [www.lgbtcampus.org](http://www.lgbtcampus.org)
- The Gay, Lesbian, and Straight Education Network: [www.glsen.org](http://www.glsen.org)
- International Gay and Lesbian Human Rights Commission:  
<http://www.iglhrc.org/site/iglhrc/>
- The Trevor Project: <http://www.thetrevorproject.org/>
- Campus Pride: <http://www.campuspride.org/>
- Gay Affirming Churches in California:  
[http://www.gaychurch.org/Find\\_a\\_Church/united\\_states/us\\_california.htm](http://www.gaychurch.org/Find_a_Church/united_states/us_california.htm)

# **SELF-CARE ASSESSMENT WORKSHEET**

Source: Transforming the Pain: A Workbook on Vicarious Traumatization. Saakvitne, Pearlman & Staff of TSI/CAAP  
(Norton, 1996)

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, choose one item from each area that you will actively work to improve.

Using the scale below, rate the following areas in terms of frequency:

5 = Frequently

4 = Occasionally

3 = Rarely

2 = Never

1 = It never occurred to me

## **Physical Self-Care**

\_\_\_ Eat regularly (e.g. breakfast, lunch and dinner)

\_\_\_ Eat healthy

\_\_\_ Exercise

\_\_\_ Get regular medical care for prevention

\_\_\_ Get medical care when needed

\_\_\_ Take time off when needed

\_\_\_ Get massages

\_\_\_ Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun

\_\_\_ Take time to be sexual—with yourself, with a partner

\_\_\_ Get enough sleep

\_\_\_ Wear clothes you like

\_\_\_ Take vacations

\_\_\_ Take day trips or mini-vacations

\_\_\_ Make time away from telephones

\_\_\_ Make time away from social media (ie. Facebook, Twitter, etc.)

\_\_\_ Other:

### **Psychological Self-Care**

\_\_\_ Make time for self-reflection

\_\_\_ Have your own personal psychotherapy

\_\_\_ Write in a journal (in a notebook or online)

\_\_\_ Read literature that is unrelated to work

\_\_\_ Do something at which you are not expert or in charge

\_\_\_ Decrease stress in your life

\_\_\_ Let others know different aspects of you

\_\_\_ Notice your inner experience—listen to your thoughts, judgments, beliefs, attitudes, and feelings

\_\_\_ Engage your intelligence in a new area, e.g. go to an art museum, history exhibit, sports event, auction, and theater performance

\_\_\_ Practice receiving from others

\_\_\_ Be curious

\_\_\_ Say “no” to extra responsibilities sometimes

\_\_\_ Other:

## **Emotional Self-Care**

- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Give yourself affirmations, praise yourself
- Love yourself
- Re-read favorite books, re-view favorite movies
- Identify comforting activities, objects, people, relationships, places and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in social action, letters and donations, marches, protests
- Play with children
- Other:

## **Spiritual Self-Care**

- Make time for reflection
- Spend time with nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nonmaterial aspects of life

- \_\_\_ Try at times not to be in charge or the expert
- \_\_\_ Be open to not knowing
- \_\_\_ Identify what is meaningful to you and notice its place in your life
- \_\_\_ Meditate
- \_\_\_ Pray
- \_\_\_ Sing
- \_\_\_ Spend time with children
- \_\_\_ Have experiences of awe
- \_\_\_ Contribute to causes in which you believe
- \_\_\_ Read inspirational literature (talks, music, etc.)
- \_\_\_ Other:

**Workplace or Professional Self-Care**

- \_\_\_ Take a break during the workday (e.g. lunch)
- \_\_\_ Take time to chat with co-workers
- \_\_\_ Make quiet time to complete tasks
- \_\_\_ Identify projects or tasks that are exciting and rewarding
- \_\_\_ Set limits with your clients and colleagues
- \_\_\_ Balance your caseload/workload so that no one day or part of a day is “too much”
- \_\_\_ Arrange your work space so it is comfortable and comforting
- \_\_\_ Get regular supervision or consultation

\_\_\_ Negotiate for your needs (benefits, pay raise)

\_\_\_ Have a peer support group

\_\_\_ Develop a non-trauma area of professional interest

\_\_\_ Other:

**Balance**

\_\_\_ Strive for balance within your work-life and workday

\_\_\_ Strive for balance among work, family, relationships, play and rest

I will actively work to improve the following items in each category:

**Physical Self-Care:** \_\_\_\_\_

**Psychological Self-Care:** \_\_\_\_\_

**Emotional Self-Care:** \_\_\_\_\_

**Spiritual Self-Care:** \_\_\_\_\_

**Workplace or Professional Self-Care:** \_\_\_\_\_

**Balance:** \_\_\_\_\_

# MENTORING PARTNERSHIP AGREEMENT

Instructions: Please fill out the following partnership agreement in your mentor-mentee pairs and turn in a copy to the LGBT Peer Mentoring Coordinator.

Goals and Objectives:

Ground Rules:

Boundaries:

Communication Agreement:

Mentor Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Mentee Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **GOAL SETTING WORKSHEET**

Setting goals is the main focus of the mentoring relationship, and the #1 priority of the Peer Mentoring Program. Goals define where you are currently, and where you are hoping to be. Setting goals provides clear expectations for both the mentor and the mentee. Understanding these expectations will create a focus for the mentoring relationship.

Use SMART goals as a guideline:  
Specific, Measurable, Attainable, Relevant, and Timely.

Mentor Name:

Mentee Name:

Goal Statement:

What do I need to do to achieve this goal?:

Where am I now?:

Obstacles to achieving this goal:

Solutions:

## **Negotiation Phase Checklist (use for goal setting with mentee)**

- Accountability has been determined for our mentoring relationship
- Expectations are clear
- Goals and objectives are well defined and clear
- We have decided on criteria to determine successful goal completion
- We have decided how often we will connect and who will initiate the process
- We have decided how frequently we will meet in person to do activities together
- We have developed a workable strategy for dealing with issues as they arise
- Confidentiality has been well articulated
- We have discussed how to honor and keep our relationship boundaries
- We have discussed how and when our relationship may end and the steps for transition/separation

**LGBT Peer Mentoring Program**  
**Mentee Meeting Journal**

Date:

Time:

Location:

Duration:

<b>Overview of mentee's challenge(s)</b>	<b>General themes to explore with mentee</b>
<b>Resources on/off campus to assist mentee's challenges</b>	<b>Questions</b>

Notes:

**UNIVERSITY OF SOUTHERN CALIFORNIA  
LESBIAN GAY BISEXUAL TRANSGENDER (LGBT) RESOURCE CENTER  
LGBT PEER MENTORING PROGRAM**

**MENTORING AGREEMENT**

I will not become sexually/romantically involved with a mentee, during the time I am mentoring her or him.

I will not engage in the illegal use of drugs or alcohol while mentoring someone.

I will seek professional advice from the LGBT Resource Center Director if my mentee's problems seem to be beyond my level of competence.

I will attend required mentor discussions and/or trainings along with agreed upon meetings with the LGBT Resource Center Director.

I will meet with my mentee(s) on a regular basis (e.g. weekly or biweekly).

I will not discuss personal information revealed to me by my mentee with others, unless this is the expressed wish of my mentee. Exception: I will freely discuss all pertinent information (revealed by my mentee) with members of the mentoring group or the LGBT Resource Center Director. Personal information discussed within the mentoring group will remain within the group.

\_\_\_\_\_  
mentor

\_\_\_\_\_  
date

\_\_\_\_\_  
witness

\_\_\_\_\_  
date

\_\_\_\_\_  
staff supervisor

\_\_\_\_\_  
date