INTEGRATING ETHICAL PRINCIPLES INTO PEER MENTORSHIP TRAINING

Nicholas Lockwood

Agenda

1 Overview of Orientation peer mentoring

2 Mentoring research & identifying ethical dilemmas

3 Case study implementation & integration of DEFI Principles

4 Student outcomes, next steps, & feedback

⭐ Key highlight or takeaway

MENTORING APPOINTMENT

PEER-TO-PEER APPOINTMENT

- Class Registration
- UCCS Resource Navigation

OVERVIEW

-OR-

ON-CAMPUS OR VIRTUAL
- Required 1-hour appointment for all undergraduate students.

CLASS REGISTRATION
- Mentors follow recommendations provided by Academic Advisor

5000+
ANNUAL APPOINTMENTS

FAMILY MEMBERS ARE WELCOME

Mentoring Research

GROUP PERSPECTIVE

Mentimenter Question

Mentoring Research

Benefits	Common Ethical Concerns
Reduced attrition rate (Teston, 1999)	**Power differentials** (Keyser et al., 2008)
Ease transition and reduced stress (Hill & Reddy, 2007)	**Lack of motivation and experience** (Kow et al. 2020)
Transmission of academic values and personal growth (Hill & Reddy, 2007)	**Professional lapses** (Sanfrey Hollands & Gantt, 2013)

MENTORING RESEARCH

Training Framework

Ethical concerns in mentoring most commonly stem from:

Unclear expectations

Lack of training and ethical framework

Communication breakdowns and heightened power dynamics.

Kow, et al. (2020)

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

TRAINING BACKGROUND

Pilot Training

- Pilot training with returning mentors

- All mentors had 1+ years of experience

- Full team training for new and returning mentors in March 2023

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

STUDENT IDENTIFIED ETHICAL DILEMIAS

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

Student & Family Dynamics

Professional College Admission

Boundaries & Expectations

Military Affiliated Support

PRE-TRAINING SURVEY RESULTS

Most Frequently Identified Ethical Dilemmas

1 Parent Involvement (40% identified)

2 Professor recommendations (20% Identified)

3 Financial concerns (10% identified)

GROUP PERSPECTIVE

Mentimenter Question

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
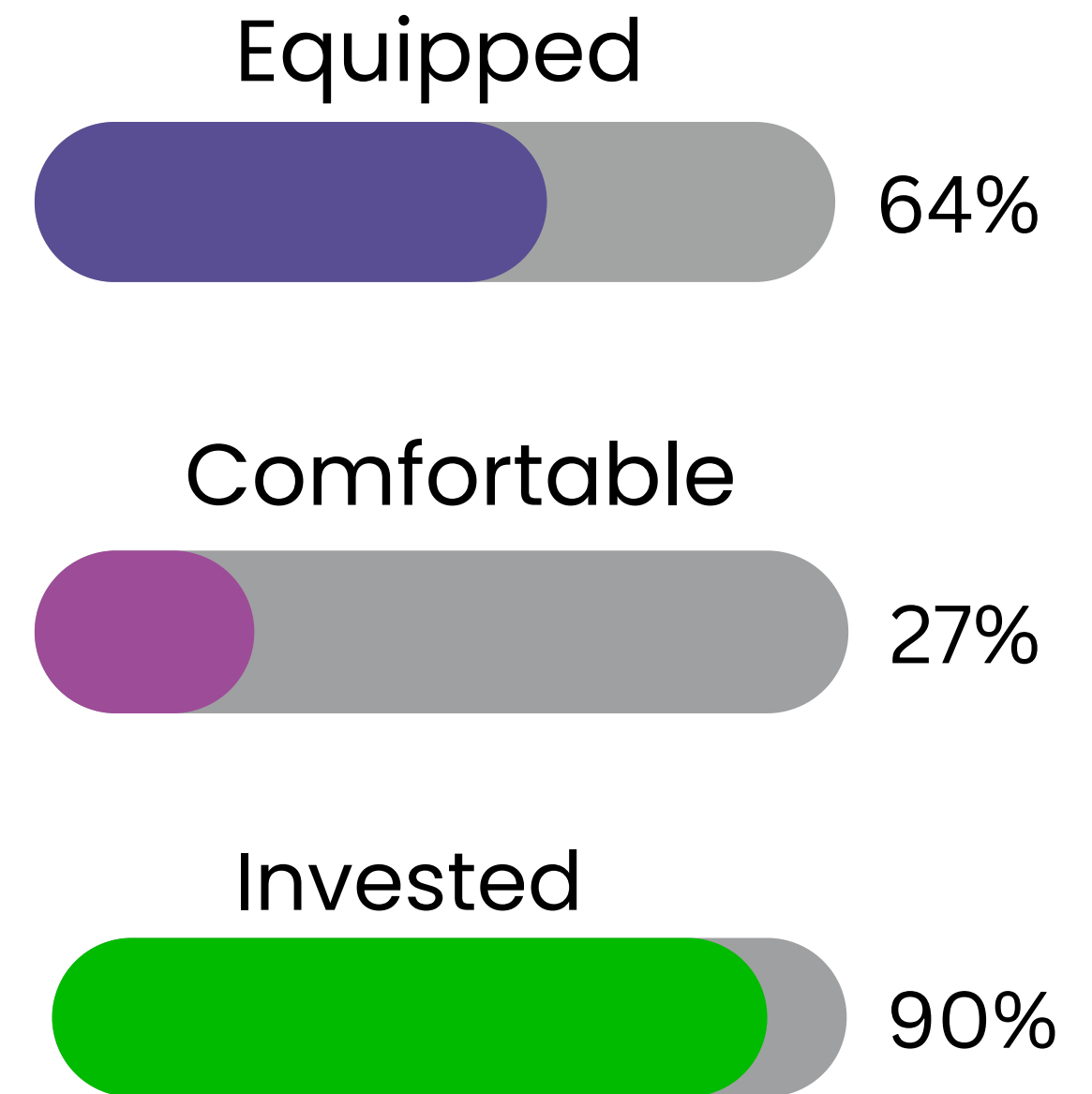UNIVERSITY OF COLORADO COLORADO SPRINGS

Pre-Training Summary:
Mentor Priorities and Sediments

★ Top training priorities:

1 Ethics based principles to guide my approach

2 Opportunities to reflect and evaluate with staff/other mentors

3 Opportunities to practice ethical decision making

Sediments

Equipped
64%

Comfortable
27%

Invested
90%

TRAINING PLAN

CASE STUDY #1

FAMILY MEMBER INVOLVEMENT IN THE CLASS REGISTRATION PROCESS

High achieving student from Chicago

Intends to play club soccer with friends & roommates

Parents persuaded interested in Business

Declared Business major during admission

Changed major to Elementary Education without informing mom

Mom will not pay for classes within Elementary Education

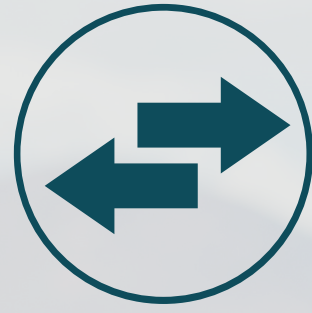**Amanda (Mom)**   **Siena (Student)**

CASE STUDY #2

MILITARY AFFILIATED SUPPORT DURING THE CLASS REGISTRATION PROCESS

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

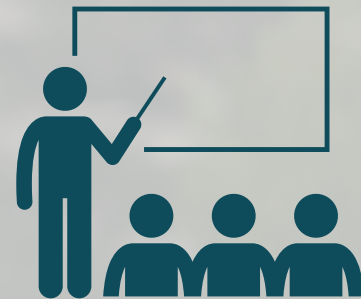**Josey**

Transfer student from Pikes Peak State College

Army active duty & utilizing chapter 33 - Post 9/11 GI Benefits

2 weeks before classes start

Certificate of Eligibility pending

Limited class selection

Monthly housing allowance at stake

CASE STUDY #3

PROFESSIONAL COLLEGE ADMISSION
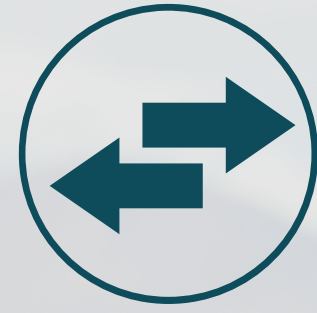
Transfer student from Lamar Community College

Aspires to own automotive repair business

High school dropout & later acquired GED

Skeptical of higher education value

Does not agree with class recommendations from advisor
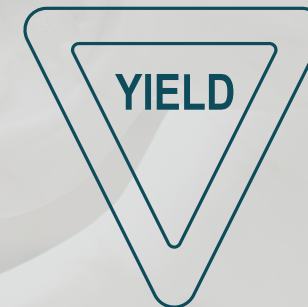
Not yet admitted into the College of Business

YIELD

Michael

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

CASE STUDY EXERCISE STEP #1

Consider the facts

- Timeframes and timelines
- Previous knowledge, context, & history
- Policies & procedures

Consider the people

- Motivations
- Values
- Emotions

Consider the situation

- Alternatives
- Repercussions of decisions/actions
- Responsibilities

INTRODUCTION OF DFEI PRINCIPLES

DANIELS FUND ETHICS INITIATIVE
PRINCIPLES

Integrity
Act with honesty in all situations

Trust
Build trust in all stakeholder relationships

Accountability
Accept responsibility for all decisions

Transparency
Maintain open and truthful communications

Fairness
Engage in fair competition and create equitable
and just relationships

Respect
Honor the rights, freedoms, views, and property of others

Rule of Law
Comply with the spirit and intent of laws and regulations

Viability
Create long-term value for all relevant stakeholders

CASE STUDY EXERCISE STEP #2

Transtheoretical Model of Change

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

CASE STUDY EXERCISE STEP #2

Transtheoretical Model of Change

Prochaska & Velicer (1997)
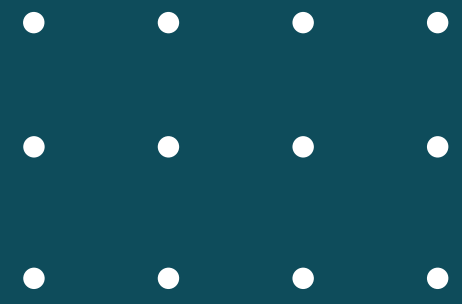
Conscious

1 Pre-Contemplation Stage:
- Build awareness for need of change

2 Contemplation Stage:
- Examine current patterns of behavior

3 Preparation Stage:
- Make a commitment to take action

Behaviorial

4 Action Stage:
- Implement actions steps for change

5 Maintenance Stage:
- Efforts to sustain patterned behavior

INTEGRATING ETHICS PRINCIPLES AND STAGES OF CHANGE

DANIELS FUND ETHICS INITIATIVE — PRINCIPLES

Integrity
Act with honesty in all situations

Trust
Build trust in all stakeholder relationships

Accountability
Accept responsibility for all decisions

Transparency
Maintain open and truthful communications

Fairness
Engage in fair competition and create equitable and just relationships

Respect
Honor the rights, freedoms, views, and property of others

Rule of Law
Comply with the spirit and intent of laws and regulations

Viability
Create long-term value for all relevant stakeholders

1 Pre-Contemplation Stage: (*Awareness*)

- Which principles were at the forefront of your awareness?
- Which principles operated in the peripheral of your awareness?

2 Contemplation Stage: *(Examine)*

- How did these principles impact your approach?
- Which principles did you emphasize or perhaps overlook?

3 Preparation Stage: *(Commitment of action)*

- How would you integrate these principles into your action/solution/approach?

Post Training Outcomes

Satisfaction & Value

100%
Reported training helpful and insightful to their mentoring approach

82%
Satisfied with training

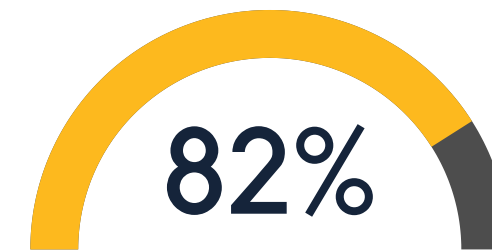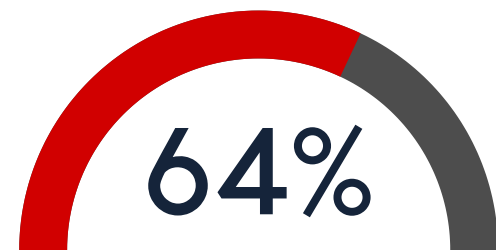## Increased Awareness & Examination of DFEI Principles
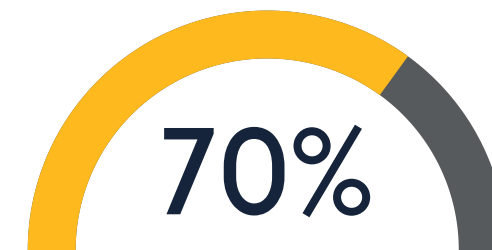
Transparency
90%

Accountability
90%

Trust
82%

Fairness
80%

Integrity
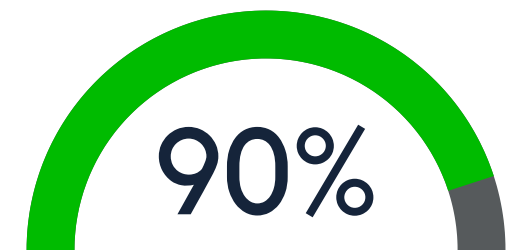64%

Respect
80%

Rule of Law
70%

Viability
90%

Lessons Learned ⭐

STUDENT SUGGESTIONS

1 Step-by-step approach following awareness & examination

2 Opportunities to share and reflect on personal experiences beyond case studies

3 Smaller Group Sizes

FACILITATOR SUGGESTIONS

Evaluate the impact of influencers on the mentoring process

Create space for continued reflection, conversation, and ideas.

Comfort resides in the preparation

TRAINING NEXT STEPS

Assess the integration of DFEI principles and stages of change:

- Have the DFEI principles remained in our conscious?
- Did we **integrate and maintain** DFEI principles into our mentoring meetings?
- In what ways has this impacted our mentorship?

Behaviorial

4 Action Stage:
  - Implement actions steps for change

5 Maintenance Stage:
  - Efforts to sustain patterned behavior

DANIELS FUND
ETHICS INITIATIVE
Collegiate Program

UCCS
College of Business
UNIVERSITY OF COLORADO COLORADO SPRINGS

GROUP FEEDBACK

Recommendations for improvement?

- What was missed?

- Increase impact and application?

- Next steps for training follow-up?

Application

- How have you integrated DFEI principles into your peer mentor trainings and conversations ?

- What aspects of this training would you build upon to improve your training?

Thank you!

References

Hill, R., & Reddy, P. (2007). Undergraduate Peer Mentoring: An Investigation into Processes, Activities and Outcomes. *Psychology Learning & Teaching*, *6*(2), 98–103.

Keyser DJ, Lakoski JM, Lara-Cinisomo S, Schultz DJ, Williams VL, Zellers DF, et al. (2008). Advancing institutional efforts to support research mentorship: a conceptual framework and self-assessment tool. Academic Medicine: Journal of the Association of American Medical Colleges *83*(3), 217–225.

Kow, C.S., Teo, Y.H., Teo, Y.N. et al. (2020). A systematic scoping review of ethical issues in mentoring in medical schools. *BMC Medical Education 20*, 246.

Prochaska, JO, and Velicer WF. (1997). "The transtheoretical model of health behavior change." *American Journal of Health Promotion, 12(*1), 38-48.

Sanfey H, Hollands C, Gantt NL. (2013). Strategies for building an effective mentoring relationship. American Journal of Surgery *206*(5): 714–718.

Treston, H. (1999). Peer mentoring: Making a difference at James Cook University, Cairns – It's moments like these you need mentors. *Innovations in Education and Training International, 36*, 236-243.