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# Campus Resources

<table>
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<th>Location</th>
<th>Phone Numbers</th>
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<tr>
<td>Academic Enhancement</td>
<td>306 Complex Commons</td>
<td>859-257-1356</td>
</tr>
<tr>
<td>Academic Ombud</td>
<td>109 Bradley Hall</td>
<td>859-257-3737</td>
</tr>
<tr>
<td>CARES (Center for Academic Resources and Enrichment Services)</td>
<td>104 McVey Hall</td>
<td>(859) 323-6347</td>
</tr>
<tr>
<td>Computing Center</td>
<td>128 McVey Hall</td>
<td>859-257-2900</td>
</tr>
<tr>
<td>Counseling and Testing Center</td>
<td>201 Frazee Hall</td>
<td>859-257-8701</td>
</tr>
<tr>
<td>Med Center Library</td>
<td>MS 135 Willard Medical Education Building</td>
<td>(859) 323-5300</td>
</tr>
<tr>
<td>VIP Center</td>
<td>106 Frazee Hall</td>
<td>859-257-3564 or 859-257-3574</td>
</tr>
<tr>
<td>W.T. Young Library</td>
<td>401 Hilltop Avenue</td>
<td>859-257-0500</td>
</tr>
<tr>
<td>Writing Center</td>
<td>W.T. Young Library, RM B108B, in the HUB (lower level of library)</td>
<td>859-257-1368</td>
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</tbody>
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Academic Enhancement

UK’s Academic Enhancement (AE), a.k.a. The Study, provides programming and services to assist students in being successful students at the University of Kentucky.

AE provides the following services for undergraduate and/or graduate students:

- One-on-one peer tutoring services
- Placement testing for math, reading, and writing
- Academic preparation programs, including math and reading workshops
- Academic resources, such as:
  - The Absent Professor Program
  - Presentations On:
    - Effective Study Techniques
    - Note Taking
    - Critical Reading Strategies
    - Memory Enhancement
    - Time Management and Organization
    - Exam Preparation
    - Stress Management
    - Learning Styles and Compatible Study Strategies
    - Test Taking & Test Anxiety
    - Procrastination and Motivation
    - Concentration & Active Listening
    - Navigating Large Lecture Classes
    - Structuring Effective Study Groups
    - Avoiding Academic Anxiety
    - Academic Etiquette
    - Understanding the Structure of Higher Education
    - Sleep Psychology
  - Study Smarter Seminars, which provide information to help students study effectively.
- Courses for undergraduate students, which are EPE 174: Theories of College Student Success and EPE 374: Theories of Student Development & Peer Education

UKCD does partner with AE from time to time in offering academic consultations to our students. These consultations are offered to our students free of charge. You can sign-up for these consultations through your My UK. Instructions can be found here: [http://www.uky.edu/AE/individual-academic-consultations](http://www.uky.edu/AE/individual-academic-consultations). If you are interested in learning more or would like assistance in scheduling an appointment, please contact Leslie LeRoy at [leslie.leroy@uky.edu](mailto:leslie.leroy@uky.edu) or 859-323-6071.

You can find out more information about AE and its programs via [http://www.uky.edu/AE/](http://www.uky.edu/AE/)
Tutoring Program Goals

- To provide content assistance to students who are struggling with one or more of the following:
  - Anxiety/Focus Issues
  - Content/Foundational Knowledge
  - Concepts and/or Concept Integration
  - Critical Reading Skills
  - Psychomotor Skills
  - Standardized Exam Preparation
  - Time Management Skills

- To provide content assistance that will:
  - Consider the learning style preferences of students.
  - Be group orientated and facilitated by a tutor to encourage student discovery via honing team building and problem-solving skill sets.
  - Provide content assistance that refers students to UKCD Academic and Student Affairs Staff and faculty members, as well as campus resources when needed.

- To provide study and test taking assistance to students who are struggling academically within the UKCD.
  - To provide study and test taking assistance to students that considers each student’s learning style preferences.
  - To provide study and test taking assistance that refers students to UKCD Admissions and Student Affairs Staff and faculty members, as well as campus resources when needed.

- To provide mediation techniques to students who are struggling academically within the UKCD.
  - To provide mediation techniques to assist students in coping successfully with stress that may lead them to struggle academically.
  - To provide mediation techniques to assist students in coping successfully with stress in all aspects of their everyday lives.
**Being a Tutor**

**Meaning**

As a tutor, your role is not to “fix” every problem with the student’s assignment, nor is it to work out problems for the student. The tutor’s purpose is to help guide the student to understand concepts and skills necessary for success in a particular class, as well as to assist the student with hand skills and graded study work. Also, a tutor should model appropriate hand skills and techniques for the student. A tutor provides insight and adjustments to the approach to or explanation of the assignment to complement course instruction and the skills of the learner.

Peer tutors are often preferred by students because they are perceived as less threatening and more approachable than instructors. Tutors have previously taken the courses they tutor and understand well the perspective of a student learning the material for the first time, as they experienced that level of learning more recently than most instructors. Tutors ought to maintain an encouraging and supportive demeanor with students while guiding and challenging them toward a better understanding of the subject matter. The goal is to facilitate a student’s ability to discover how to work through concepts on his/her own. We strongly discourage tutors from fostering student dependency.

**Effective Tutors**

1. Are passionate about helping others and about the subject they tutor
2. Understand they must be helpful and establish rapport while discouraging dependency and setting boundaries
3. Help tutees understand the role of a tutor and UKCD
4. Works to discover each students’ needs by listening carefully and asking intentional questions
5. Tries to identify whether lack of understanding is linked more to content knowledge or study skills and strategies
6. Tries to identify the preferred learning styles of tutees and works to help each tutee become an autonomous learner
7. Collaborate with tutees and with one another to illuminate concepts and achieve goals
8. Understands that getting tutoring can be a new experience for many tutees
9. Realizes that many students seeking tutors are struggling academically within UKCD
10. **Understands that all tutoring sessions and information covered/discussed therein is confidential.**
How to Tutor


Chapter Index for Reference

- CH 1: The Power of Peers: Your Role as a Peer Tutor
- CH 2: Promoting Active Learning
- CH 3: Incorporating Critical Thinking and Questioning Skills
- CH 4: Assessing Students’ Learning
- CH 5: Collaborative Learning and Group Work
- CH 6: Tutoring as a Proactive Process
- CH 7: Valuing Diversity among Students
- CH 8: Online Assistance
- CH 9: Effective Peer-Led Sessions: A Summary

Specific Sections/Chapters to Bookmark

- Sections
  - Section from CH 3 (pp.’s 35-37) – Helpful for understanding how to integrate questioning into your peer tutoring sessions
  - Section from CH 6 (pp.’s 71-76) – Helpful for gaining a better understanding of the tutoring cycle
- Chapters
  - CH 2: Promoting Active Learning - Helpful for gaining an understanding of students learning styles and how you might develop a tutoring session that panders to tutees’ preferred learning styles.
  - CH 4: Assessing Students’ Learning – Helpful for understanding how to assess students learning during tutoring sessions, so adjustments can be made to tutoring approaches if necessary
  - CH 5: Collaborative Learning and Group Work – Helpful for facilitating group sessions that encourage student discovery and learning.

Resources/Study Aids

Students have access to old exams and dental decks to study for exams and National Boards I & II. Students can check these out in M-134 any time during the academic year. These hard copy dental decks, as well as old exams can be helpful for assisting tutees to study successfully for their exams. Please encourage your peers to utilize these resources!!!
Policies and Procedures

Professional Conduct

As employees of the UKCD Tutoring Program all tutors are expected to conduct themselves professionally anytime they are working. Professionalism means that you must realize that what you do while on duty represents and reflects UKCD.

Tutors should maintain welcoming, kind, and professional demeanors at all times.

As models for tutees, tutors should exhibit productive, professional, responsible behavior while tutoring. From conversations about classes, to study habits, to relationships with fellow tutors, tutors should always work to speak and act in ways they would want tutees to emulate.

One professional responsibility of tutors is referring tutees to appropriate resources. University of Kentucky offers a wealth of resources for students. Tutors should work to recognize when a tutee’s needs go beyond the scope of a tutor. Being familiar with campus resources (outlined in this manual) and readily collaborating with UKCD Academic and Student Affairs Staff, as needed, are important aspects of a tutor’s role. If a tutor feels a tutee needs support beyond course content, the tutor should speak to Christine Harper and/or Janice Geurin-Leslie in the UKCD Academic and Student Affairs Office, M-134.

Part of being a professional includes encountering individuals with backgrounds and viewpoints different from your own. As a result, it is neither the role nor the responsibility of a tutor to try to change another student’s opinions or beliefs. Having controversial discussions can often lead to a positive exchange of ideas. Discussions of this kind are part of scholarly pursuits and academic and personal growth. However, as you pursue such conversations, remember to be respectful, tolerant, and professional. Treat these issues you are discussing with the professionalism of an academic, acknowledging the complexity of and spectrum of opinions on such topics. Also be cognizant of the tutoring going on around you, keeping conversations to an appropriate volume and tenor. Additionally, the role of a tutor intersects with that of a mentor: students frequently think of tutors as academic role models.

All tutors should be aware of these professional expectations. If a tutor ever encounters an uncomfortable situation, he/she should talk to Christine Harper in the UKCD Academic and Student Affairs Office, M-134.

Referring Students

If it becomes apparent that a student could benefit from assistance from other campus or college resources, such as the Ombud, Counseling or Testing, or a conversation with Academic and Student Affairs, then tutors are expected to discuss these options with the student. While this may seem like a difficult conversation to start, nearly all students have been receptive to such suggestions in the past. Some things to keep in mind when referring a student to an alternate resource are:

1. Let the students know that campus resources can be a huge help and not as intimidating as they might think.
2. Sometimes it’s helpful to let students know that the students who are usually the most successful in college are the ones who take advantage of the resources provided for them.
3. Tutors are always encouraged to provide more information about other resources or any of UKCD’s programs. If the student asks a question that the tutor cannot answer, then they should refer the student to Dr. De Leeuw, Christine Harper, and/or Janice Geurin-Leslie in UKCD’s Academic and Student Affairs Office, M-134.

4. Alert the Associate Dean of Admissions and Student Affairs, Reny De Leeuw, in M-134D of the referral.

Additionally, tutors are not expected to have an encyclopedic knowledge of the subjects they tutor. If a student presents a question/problem that the tutor cannot answer, the tutor should take the following steps:

1. Be honest with the student: say something like “I don’t remember seeing anything like this when I took this course, and I don’t think I can help you with that.”

2. Ask the student if you can look at his/her class notes about the section that you can’t remember.

3. Be sure to suggest what steps the student could take next. For example, “If I were you, I’d go to my professor’s office hours.” First-year students in particular are often reluctant to utilize office hours; however, as most students discover eventually, they can be critical to understanding course material.

4. It is also a good idea to suggest that the student email his/her professor regarding a particular question or to set up a meeting.

It is very important that tutors model this responsible academic behavior for tutees. Knowingly giving misinformation, making up answers/information, or not referring the student to an appropriate resource are dishonest. Furthermore, such actions are disrespectful and degrading to the student and learning process.

**Reporting Student Comments**

As a unit that interacts with students regularly, UKCD employees are required (by state and federal laws) to report certain comments that students might make per the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”) and the state Michael Minger Act (“Minger Act”). Any comment regarding the threat of harm to self or others must be reported to the Academic and Student Affairs Office, M-134, immediately.

More information about the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”) and the state Michael Minger Act (“Minger Act”) can be found in the following pdf - [http://www.uky.edu/regs/files/ar/ar6-7.pdf](http://www.uky.edu/regs/files/ar/ar6-7.pdf). In addition, some of the more pertinent information from this document has been pulled and included for you below.

A. The following crimes, that occur on campus, shall be reported immediately to the University Police or the Division of Crisis Management and Preparedness:

1. Arson
2. Assault & Aggravated Assault
3. Burglary
4. Criminal Damage to Property
5. Criminal Homicide (Murder, Negligent and Non-negligent Manslaughter)
6. Dating Violence
7. Domestic Violence
8. Menacing
9. Motor Vehicle Theft
10. Reckless Homicide
11. Robbery
12. Sex Offenses (Forcible and Non-forcible Sex Offenses)
13. Stalking
14. Terroristic Threatening
15. Theft
16. Wanton Endangerment
17. Weapons Possession
18. Criminal attempt of any of the above crimes
19. Arrests for Liquor Law, Drug Law, and Illegal Weapons Violations

B. Incidents where students are referred for campus disciplinary action related to liquor law, drug law, or illegal weapons violations shall be reported annually.

C. Hate Crimes - In addition to the above-referenced crimes, crimes of larceny-theft, simple assault, intimidation, destruction/damage/vandalism of property, or any other crime involving bodily injury that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, national origin, sexual orientation, gender identity, ethnicity, or disability shall be reported annually.

D. Fire - Every fire, fire alarm, or threat of fire (an expression of an intention to inflict something harmful in the way of destructive burning or explosions) shall immediately be reported to the University Police, which in turn shall report the incident to the University Fire Marshal, which shall report to the State Fire Marshal. University Police shall also report all threats or actual alarms to the local fire department. The Physical Plant Division shall coordinate their fire alarm reporting activities with those of the University Police.

**Confidentiality/FERPA/HIPPA**

**Confidentiality**

Tutoring is effective largely because students see their peers as approachable and compassionate. In general, it is inappropriate to discuss a tutoring session with anyone but the student who received tutoring, and a member of the Office of Academic and Student Affairs, M-134.

While tutors may be tempted to discuss a tutoring session with another tutor, doing so in the presence of a student would likely make that student feel uncomfortable. As a rule, tutors should not discuss a tutoring session with anyone unless there may be cause for concern. In such an instance, please contact Christine Harper in UKCD Academic and Student Affairs, M-134.

Additionally, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of students’ education records. While working in UKCD Tutoring Program, tutors may have access to such records including grades, documentation of consultations, etc. These types of information are protected.
FERPA
Excerpts from the U.S. Department of Education description

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Absences

As a tutor for UKCD, we expect that you will be punctual and present for all tutoring sessions for which you have been scheduled. However, we do understand that sometimes emergencies, illness, etc. do arise. If for some reason you will be unable to fulfill your duties for a tutoring session, the UKCD Academic and Student Affairs Staff ask that you:

1.) Find another tutor to cover your tutoring session.
2.) If another tutor cannot be identified to cover your tutoring session:
   a.) Contact our Administrative Support Associate, Janice Geurin-Leslie, in M-134 to let her
       know that you will be unable to attend your tutoring session.

Social Media Use
Tutors are under no circumstances allowed to post on social media sites, including but not limited to
Facebook and Twitter, while they are on duty. Any tutor found to be in violation of FERPA at any time is
subject to immediate termination. This extends to Facebook and Twitter as well as all other forms of
communication. Any tutor posting comments about a tutee that can potentially identify that tutee is in
violation of FERPA and is subject to immediate termination. UKCD encourages all of its employees to
consider the impact of comments made on social media sites. You can also reference your Student
Handbook for more information on social media usage and best practices.

Payroll Procedures & Schedule
Tutors are paid biweekly and are required to submit timesheets every other week.
Timesheets are due to Janice Geurin-Leslie in M-134 by closing on the first Thursday of the pay
period (Janice will e-mail you regarding timesheets each pay period). If you turn in your timesheet any later,
there is no guarantee that you will receive payment on the next payday. If you ever have a problem or do not
receive your pay, please let the Janice Geurin-Leslie in M-134 know as soon as possible. Since all university
employees are required to be on direct deposit, you will not need to pick up a paycheck from anyone.

An online version of your paystub is posted the week prior to payday as it is processed.
View the paystub through MyUK-Employee Self-Service-Benefits & Payment.

Emergency Procedures
BEAP – Medical Emergencies
Chandler Medical Center (UKMC), Room Pavilion A00.806 Phone: 3-2356

Please Note: If you are within the Chandler Medical Center do not call 911. The College of Dentistry has
an emergency response:12.0 EMERGENCY ACTION PLAN - MEDICAL EMERGENCY

12.1 Implement the BEAP for Medical Emergencies for any injury or illness that requires more than
simple first aid. Occupants of this building should implement the Rapid Response Protocol for
ADULT and PEDIATRIC medical emergencies established for all UK Medical Complex buildings.

Please refer to your UKCD Student Handbook for additional information on this medical emergency
protocol.

Campus Safety Alert
• If the University learns of a potentially dangerous situation and notifies the campus it
  will usually be via email or UK Alert text message.
• If the message indicates that campus is to be evacuated, the situation should be treated
  much the same as a fire alarm.
• If the message indicates that anyone on campus or in the vicinity of the College of Dentistry should take
  cover, everyone should shut and lock the tutoring room door, turn off the lights, and hide in a corner of the
  room that is not visible from the door.
**Fire Alarm**
- If the fire alarm sounds and we have not been notified of any testing, all staff and clients must exit the building immediately using the nearest exits.

**Inclement Weather Emergency**

Please refer to your UKCD Student Handbook for information on Inclement Weather Emergencies.

**Tornado/Severe Weather**
- If a severe weather alert is issued, all staff and clients should seek shelter within the
- Severe weather shelter areas are marked by standard green signs.

**Equal Opportunity Policy**

As the University of Kentucky promotes equality as an “equal opportunity university,” every student needs to feel welcome in UKCD Tutoring Program. Of course, all tutors are expected to treat each student equally and with respect, just as UKCD respects each tutor and his/her right to his/her own beliefs and views.

Per the university’s policies, treating any student differently because of his or her “sex, sexual orientation, race, ethnic origin, national origin, color, creed, religion, age, uniform service or veteran status, physical or mental disability, or political belief” will result in disciplinary action, up to and including termination from your position.

**UK Plagiarism**

Plagiarism has been defined by the University as follows: (Senate Rule 6.3.1):

“All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research or self-expression...

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where, and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.”
Tutors/Students should refer to the UKCD Honor Code, noted below in full, in regards to incidents of plagiarism or academic dishonesty. In addition, as a tutor, if you are assisting in the pre-clinical lab space, please note that you should not touch or work on anything that is a graded project. You are welcome to give feedback and/or to demonstrate on another model, but working on graded work would be a violation of the honor code.

*Please refer to the UKCD Student Handbook for more information on plagiarism and the UKCD Honor Code.*

**UK Ombud**

As tutors, all UKCD Tutoring Staff should be familiar with the Ombud’s services and may want to refer students to that office, if necessary.

When students are unable to resolve grievances or complaints at the College level, the Ombud will be able to counsel and advise him/her on the University procedures to follow. All inquiries are treated with discretion. Students are encouraged to begin resolving an academic grievance or complaint by contacting the faculty member, advisor, Division Chief, Chair of the Department, Associate Dean for Academic Affairs, Assistant Dean of Admissions and Student Affairs, or the Dean. Examples of grievances could include a dispute over a final grade, or inconsistent application of policy standards as stated in the syllabus. The Academic Ombud may be contacted at 109 Bradley Hall • (859) 257-3737 • Confidential FAX 859-257-5346 • Email: ombud@uky.edu • Hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Walk-in visits are welcomed at any time. Call-in and e-mail inquiries are encouraged too. Often speaking with the well-qualified and helpful Ombud Office staff can resolve a problem, and an appointment with the Ombud isn’t even necessary.