Rainbow Center - Peer Education Curriculum

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Even though the specific details of any practicum are individually negotiated between sites and students based on mutual needs, it is helpful for students to know the typical projects or responsibilities that might be available.

In 2,500 characters or less please describe the potential practicum opportunity- What might be some possible projects and/or responsibilities? What might they entail? What are some of the potential outcomes?

The Rainbow Center (RC) is looking for graduate students to work on a peer-educator program to implement in a two-stage process. The graduate student(s) will be heavily involved in benchmarking other successful peer-education programs and research regarding best practices in the field. The RC is currently imagining a curriculum for a semester long course, similar to UConn’s Women’s Center’s VAWPP course, to be designed by the graduate student(s). The course would need to cover material that would graduate its participants (undergraduate students) to be able to facilitate a 90 minute workshop focused on LGBTQIA+ allyship. Participants should be taught facilitator and leadership skills throughout the program. Sample Learning outcomes for undergraduates who take the course to become a peer educator: 1. Develop LGBTQ knowledge (history and allyship) 2. Improve critical thinking skills 3. Have an understanding of identity development theory

Which of the HESA competencies might this practicum fulfill? Please check the TWO that apply best.

☑ Apply research and theories to promote success of college students

☐ Create programs that foster student learning, such as teaching college students or facilitating leadership experiences

☐ Work effectively advising and helping individual students and student groups

☑ Demonstrate an understanding of multicultural issues and competencies in higher education and act in ways that promote inclusive practice

☐ Integrate an understanding of the context of higher education, including the history and organization of the student affairs profession, legal principles, and the academic mission of colleges and universities

☐ Manage and develop resources, including program budgets, staff, information technologies, and strategic plans

☐ Solve problems that require effective communication, thoughtful decision making, coping with ambiguity, and managing conflict

☐ Assess genuine professional issues by interpreting and applying qualitative and quantitative research techniques and by developing evaluations of programs and services

☐ Develop a professional identity based on ethical principles, career goals, and careful reflection