

Role Play Scenarios

Peer Advisors:

Scenario 1: Student A is a scholar-athlete that is the head of a club and an active member of the SGA. They are struggling with managing the workload of practices, club meetings, participation in SGA, and their writing-intensive courses. They're feeling really overwhelmed, and they're hoping they could get some advice on managing their responsibilities and maintaining their 3.5 GPA.

Scenario 2: Student B is a first semester sophomore. They attended a small high school and were the top of their graduating class. When they arrived at Bryn Mawr, they intended to be a pre-med CHEM major, but they failed the first exam in CHEM 103 and wound up withdrawing from the course. They also got a 1.7 in BIOL 110 in their fall semester. They did go on to BIOL 111 but ultimately decided to drop the course before the add/drop deadline passed. They got merit grades in their other classes (ESEM, Spanish 1 and 2, Calc, and Intro to Cultural Anthro). Overall, they're feeling defeated about their grades, falling behind with the pre-med trajectory, and taking CHEM 103 again in the fall.

RS Mentors:

Scenario 1: Student A just returned from a health leave after 2 years away. They are returning as a second semester first year. They participated in Customs New Student Orientation but struggled to make friends with the other first years in their orientation group, because they're going to be 21 this year and the students in their group were 18 or 19. Academically, they did well before they went on leave, so they're not really worried about doing well in their classes. They just feel unsure about how to make friends.

Scenario 2: Student B is returning from academic leave as a second semester junior. They were required to be away from the college for 1 full year by the Committee on Academic Standing and to take 2 courses each semester while away. They did well on their courses that they transferred in, but they're nervous that they're going to slip into old patterns again. They're looking for advice on how to stay on top of their classes. They're also feeling a bit embarrassed that they were "kicked out" because they failed all their classes in the semester before they left. How are they supposed to talk to other people about why they took a leave?

Peer Academic Coaches:

Scenario 1: Student A is a first-year student at Bryn Mawr. The first few weeks of the semester have flown by, and they're starting to feel a little panicked about the amount of work and reading they have to do with their classes. They are hoping to get some advice about how to create a study/homework schedule around their classes and their work shifts in the Erdman Dining Hall. They have 2 midterms coming up before Fall break and 2 more scheduled for after break.

Scenario 2: Student B is a junior ENGL major that enrolled in Intro to Comp Sci to satisfy the SI requirement. Their skillset has always been in paper writing or short answers on exams, but so they aren't sure the best way to study for this kind of course. They're looking for study and note-taking strategies. Their goal is to get a 3.0, but they honestly are only worried about passing the course with a merit grade.

Peer Tutors

Scenario 1: Student A is a sophomore in an Intro Chemistry class. They did well in science classes in high school, but this chemistry has been much more challenging. They have been attending lectures and reading the material but struggle with the problem sets. They have their first exam in two weeks and are worried because they can't find ways to connect the concepts from class to the problems they need to solve. They are on the pre-med track and need support developing effective strategies.

Scenario 2: Student B is enrolled in Calculus. They are finding the pace and depth of college-level calculus to be more challenging than they had expected. They understand basic concepts when their professor explains them, but constantly make errors when working through homework. They have a problem set due every week and feel behind. They are looking for support with problem-solving strategies and want to avoid careless mistakes.