

Peer Advisor Role Play Options:

Scenario 1: Student A wants to take an elective with their friend but was told that she has to complete the required PIJ and CI and is struggling to figure out how to solve their debacle, especially since their friend already finished their PIJ and CI credits.

Scenario 2: Student B is taking a Spanish class for their language requirement but is struggling to pass the class. They are conflicted on whether to take up tutoring as it would conflict with taking time away from some of their hobbies.

Scenario 3: Student C comes into drop-in hours and is freaking out because they think they failed an exam. They want to know how to better manage their course load while also in an emotionally distressed state.

Peer Academic Coach Role Play Options:

Scenario 1: Student A just returned from a leave after 2 years away 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?

Scenario 2: Student B 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 3: Student C 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 Role Play Options:

Scenario 1: Student A is a sophomore in an Intro STEM class. They did well in science classes in high school, but this STEM topic 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 Intro Psyc/Econ. They are finding the pace of the course to be challenging, as the depth of the college-level readings and assignments are more challenging than they expected. They understand the concepts when the professor explains them in class, but they've made a lot of errors on their homework assignments and exams. They are assigned multiple readings and a reading response paper/problem set each week. They failed to submit a few of the assignments on time, and they feel behind and are worried about their grade in the course. They are looking for support around staying on top of the readings, completing the work on time, and being able to apply the concepts on their own without making careless mistakes.

Scenario 3: Student C is enrolled in an intro language course comes to peer tutoring because they are having difficulty keeping up with the course material. They understand the vocabulary when studying on their own but struggle to remember and apply grammar concepts when completing assignments or participating in class. The student says, "I study the material, but when I have to actually use it, I freeze. I'm not sure what I'm doing wrong."