

Dialogue Maps for the Role Play Scenarios

Peer Advisor Scenario 1 — Elective vs. PIJ/CI Requirements

Scenario: 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.

1. Build Rapport

- “Tell me a little about what you're hoping to do this semester.”
- *Acknowledge that they want to take the elective with their friend.*

2. Identify Goals & Motivation

- “What makes this elective important to you?”
- “What are you hoping to figure out by the end of our conversation?”
- **Support focus:** *Wayfinding / navigating academic requirements*

3. Set Them Up for Success

- “What options have you already considered?”
- “What information do you still need to make a decision?”
- “How comfortable are you with exploring a few different options?”

4. Create Action Steps

- *Identify where to find PIJ/CI requirements and potential courses.*
- *Identify the appropriate person/resource to confirm requirements.*
 - *Refer to Class Dean.*
- *The student chooses what they want to do next.*

5. Wrap Up & Follow Up

- “Based on our conversation, what is going to be your next step?”
- *The PA is helping the student **navigate options**, not deciding their schedule for them.*

Peer Advisor Scenario 2 — Spanish Course vs. Tutoring

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.

1. Build Rapport

- “Tell me a little about how the Spanish class has been going.”
- “What do you like to do outside of your classes?”

2. Identify Goals & Motivation

- “What are you currently struggling with?”
- “What would you like to be experiencing instead?”
- “What makes you hesitant about tutoring?”
- **Support focus:** *Skill Building + Accountability*

3. Set Them Up for Success

- “How much time are you currently spending on Spanish?”
- “What have you tried so far?”
- “How comfortable would you be trying something different?”
- “What would make academic support feel worth the time?”

4. Create Action Steps

Explore options rather than assuming tutoring is the answer:

- *Try tutoring once.*
- *Attend office hours.*
- *Try a specific study strategy.*
- *Identify how much time they need to devote to Spanish.*

5. Wrap Up & Follow Up

- “Which option feels most realistic for you?”
- “What would you like to try before we meet again?”
- *Reinforce that the student is balancing **academic goals and personal priorities**, rather than needing to simply “give up” their hobbies.*

Peer Advisor Scenario 3 — Failed Exam + Course-Load Concerns

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.

1. Build Rapport

- *Slow down and acknowledge the student's distress.*
- “It sounds like you're feeling really overwhelmed right now.”
- “Let's take this one thing at a time.”

2. Identify Goals & Motivation

Once the student is able to engage:

- “What feels most important to address right now?”
- “Are you more concerned about the exam, your overall workload, or both?”
- **Support focus:** *Skill Building / Accountability*

3. Set Them Up for Success

- “What do you think is making your course load feel unmanageable?”
- “What have you tried so far?”
- “What would help you feel a little more in control?”
- **Important:** *If distress raises a safety/mental-health concern, **pause the academic coaching conversation and follow referral/crisis procedures.***

4. Create Action Steps

Keep it small:

- *Identify immediate upcoming deadlines.*
- *Choose the most urgent academic task.*
- *Identify an appropriate academic support/resource for broader workload concerns.*

5. Wrap Up & Follow Up

- “What are the one or two things you're going to focus on first?”
- *Confirm that they don't have to solve their entire semester today.*
- *Follow up as appropriate.*

Peer Academic Coach Scenario 1 — Returning from Leave

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?

1. Build Rapport

- "What has it been like being back at Bryn Mawr?"
- *Acknowledge that returning after two years is a significant transition.*
- *Echo concerns about slipping back into old patterns.*

2. Identify Goals & Motivation

- "What are you most concerned about as you get back into your academic routine?"
- "What would you like to be experiencing instead?"
- "What worked well for you in the courses you took while away?"
- **Support focus:** *Skill Building + Mindset & Confidence*

3. Set Them Up for Success

- "What patterns are you most worried about returning to?"
- "What are some early signs that might tell you you're starting to fall behind?"
- "How ready are you to try doing something differently this semester?"

For the leave question:

- "How much do you feel comfortable sharing with other people?"
- *Help them develop a brief, student-owned response rather than feeling obligated to disclose their full history.*

4. Create Action Steps

- *Establish a weekly academic check-in/planning routine.*
- *Identify an early-warning sign and what they will do if it occurs.*
- *Develop a brief response they feel comfortable using when asked about their leave.*

5. Wrap Up & Follow Up

- "What feels like the most important thing to put into place this week?"
- *Schedule a follow-up to evaluate how the new routine is working.*

Peer Academic Coach Scenario 2 — First-Year Student + Work Schedule

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.

1. Build Rapport

- “How has your first semester been going so far?”
- “What has surprised you most about college so far?”
- *Ask about their work in Erdman and other commitments.*

2. Identify Goals & Motivation

- “What are you currently struggling with?”
- “What would you like your week to feel like instead?”
- “What would a manageable schedule look like for you?”
- **Support focus:** *Skill Building + Accountability*

3. Set Them Up for Success

- *Map out fixed commitments: **classes** → **work** → **sleep/meals** → **other commitments***
- “How comfortable are you with trying a different approach to planning your week?”
- “What do you need to learn or change to make this schedule realistic?”

4. Create Action Steps

- *Build a realistic weekly schedule.*
- *Break upcoming midterms into smaller preparation tasks.*
- *Establish a weekly planning/check-in time.*
- **Use the 1% Better Principle:** *Don't try to create the perfect semester schedule in one appointment.*

5. Wrap Up & Follow Up

- “What part of this schedule are you most confident you'll be able to follow?”
- “What are you going to try this week?”
- *Follow up after they've had a chance to test the schedule.*

Peer Academic Coach Scenario 3 — Intro Comp Sci + Study Strategies

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.

1. Build Rapport

- “Tell me about your experience with computer science so far.”
- “What kinds of courses have you typically felt most confident in?”
- *Acknowledge that this course requires some unfamiliar ways of learning.*

2. Identify Goals & Motivation

- “What would you like to be able to do differently in this course?”
- “What's your main goal for working together?”
- “What makes passing this course important to you?”
- **Support focus:** *Skill Building + Mindset & Confidence*

3. Set Them Up for Success

- “What does studying for this class currently look like?”
- “What have you tried?”
- “How comfortable are you with trying a different way of studying?”
- “What do you think you need to learn to reach your goal?”

4. Create Action Steps

Help them choose 1–3 strategies:

- *Practice problems rather than primarily rereading notes.*
- *Try retrieving concepts without notes.*
- *Keep an error log.*
- *Explain how they arrived at an answer.*
- *Schedule a short, regular practice session.*
- *Connect the action to their goal: “If your goal is to pass the course, what study behavior would give you the best chance of getting there?”*

5. Wrap Up & Follow Up

- “What are you going to try before we meet again?”
- “How will you know whether it's working?”
- *Schedule a follow-up to **evaluate**, rather than simply continue doing the same thing.*

Peer Tutor Scenario 1 — STEM Problem-Solving

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.

1. Build Rapport

- “Tell me a little about your experience with this course.”
- “What has felt different from the science courses you've taken before?”

2. Identify Goals & Motivation

- “What are you hoping to be able to do after tutoring?”
- “What would make you feel more prepared for your exam?”
- **Support focus:** *Skill Building + Mindset & Confidence*

3. Set Them Up for Success

- “What have you tried so far?”
- “Where do you usually get stuck?”
- “How comfortable are you with trying a different approach?”

4. Create Action Steps

- *Practice a problem-solving process: **Identify** → **Connect** → **Plan** → **Solve** → **Check***
- *Then have the student choose 1–2 ways to practice before the next session.*

5. Wrap Up & Follow Up

- “What did you learn about how you approach these problems?”
- “What will you try on your own before we meet again?”

Peer Tutor Scenario 2 — Intro Psyc/Econ

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.

1. Build Rapport

- “Tell me about how the course has been going.”
- “What's been most challenging so far?”

2. Identify Goals & Motivation

- “What would you like to be experiencing instead?”
- “What's the biggest thing you want to get out of tutoring?”
- **Support focus:** *Skill Building + Accountability*

3. Set Them Up for Success

- “What have you tried for the readings?”
- “Walk me through how you approached this assignment.”
- “What kinds of mistakes are you noticing?”
- “How comfortable are you with trying a different approach?”

4. Create Action Steps

Examples:

- *Practice reading for a specific purpose.*
- *Break assignments into smaller tasks.*
- *Practice applying concepts to new questions.*
- *Create an error log to identify recurring mistakes.*

Important: *If the primary issue is broad time management across courses, consider **PAC referral** rather than trying to solve the entire workload through tutoring.*

5. Wrap Up & Follow Up

- “Which strategy are you going to try first?”
- “What will you bring back next time so we can see whether it's helping?”

Peer Tutor Scenario 3 — Intro Language Course

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.”

1. Build Rapport

- “Tell me about your experience with the language course so far.”
- “What feels easiest for you? What feels hardest?”
- Echo: “So you feel like you know the material when you’re studying, but when you have to use it, you freeze.”

2. Identify Goals & Motivation

- “What would you like to be able to do more comfortably?”
- “What is your main goal for tutoring?”
- **Support focus:** *Skill Building + Mindset & Confidence*

3. Set Them Up for Success

- “What happens when you try to use the grammar?”
- “What have you tried so far?”
- “How comfortable are you with making mistakes while practicing?”
- “What do you think you need to practice differently?”

4. Create Action Steps

Move from: **Recognize → Explain → Produce → Apply**

Then select a small practice goal, such as:

- *10 minutes of grammar production practice*
- *Create sentences without notes*
- *Practice speaking aloud*
- *Track and retry recurring grammar errors*

5. Wrap Up & Follow Up

- “What helped you move from knowing the rule to actually using it?”
- “What are you going to try on your own?”
- “What should we evaluate when we meet next?”