LifePrep@Naz:
A Mentor Program to Promote an Inclusive College Campus

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Nazareth
College Overview
LifePrep@Naz

- 20 Students, school-age & adults
- First Cohort in Fall of 2011
- Supported by faculty & staff from all three partner agencies
- Mentor program
  - 60-70 peer mentors
  - 200 shifts weekly
  - Social, Classroom, Courses, Vocation
  - Most serve 3-4 years
  - Supported largely by the federal work study program
- Service-Learning partnerships
- Additional campus partnerships
**Student Experience**

**LifePrep:**
- Nazareth coursework
- Targeted coursework
  - Life skills
  - Vocational skills
- Vocational placement
- Nazareth partnership programs

**Nazareth:**
- Authentic opportunities to learn, engage, & lead
  - Student employment
  - Leadership opportunities
  - Inclusive learning environments
  - Inclusive work-spaces
  - Inclusive social offerings and events
Multiple opportunities for:

- **Curricular**
  - Service-Learning
  - Clinic hours
  - Field hours
  - Internships
  - Practicum

- **Co-curricular**
  - Clubs
  - Social events
  - Intramurals
  - Work study
  - Leadership opportunities
The **Mentor Program** builds the foundation for campus inclusion.
Organization

LifePrep@Naz Mentor Program

- Faculty Liaison
- 2 Graduate Assistants
- Mentor Leaders (CAML & VML)
- Mentors
  - Social
  - Vocational
  - Class Ambassador
  - Classroom Peer
TOOLS
FOR COMMUNICATION

- Moodle
- Qualtrics
- Google Forms
- Homebase
- Email
- Social Media
Mentor SLO’s

1. Mentors will identify and reflect on the value the individual contributions and talents of all the LifePrep students.
2. Mentors will identify the social implications and issues facing people with developmental and intellectual disabilities in both higher education settings and the larger community, and will be able to locate this understanding in the wider context of diversity and inclusion.
3. Mentors will facilitate self-advocacy and independence for people with developmental or intellectual disabilities, and apply their understanding of diversity to both facilitate and advocate for more inclusive spaces and opportunities on campus or in the larger community.
4. Mentors will apply leadership and professional skills through relationship building, facilitating activities, and teamwork.
5. Mentors will identify the unique social, emotional, educational, and vocational needs of the students they support to effectively work with members and community partners of the LP community to support students in finding success.
6. Mentors will make connections between the work they do as mentors and their coursework, and will reflect on how they apply this in meeting the needs of the LifePrep students.
7. Mentors will recognize inequities in privilege and power within society and develop the knowledge, skills, and cultural humility to address systems of oppression.
8. Mentors will develop their sense of civic responsibility by exploring and applying values and beliefs.

★ Nazareth College will become more inclusive of individuals with intellectual and developmental disabilities, valuing the contributions and talents of the LifePrep students.
All Students
- Student specific goals
- Beginning of the semester check-ins
- End of semester written reflection & survey

First Year
- 8-10 additional training sessions over the year: job specific skills, ensuring parity in relationships, systems of power and privilege, fostering self-advocacy, intersections of diversity and disability, ensuring dignity, equity, and inclusion

Second Year
- Experiential Learning (EL) Experience - Meet 4x over a semester to engage in guided reflection, integrate their learning and experiences

Third & Fourth Year
- Opportunity to serve as mentor leaders
- 1-2 additional sessions each semester continuing to deepen learning from year 1 and connecting to current professional and personal understanding

Mentor Training vs. College Core Requirements

- Year One: Ask
  - 5 Perspective-Enduring Questions & ACS seminar

- Year Two: Explore
  - EL in addition to coursework

- Year Three: Integrate
  - Core Milestone Experience course that pulls together PEQs, EL, other coursework through an independently driven project focused on a ‘big idea’

- Year Four: Apply
  - Focus on major area of study, perhaps an additional EL
Service-Learning: Additional Campus Engagement

- Guest seats in Nazareth courses
- Clinic & Field Hours
- Internships
- Practicum
- Project-based Partnerships
Measurement Tools

- End of Semester Survey
- Mentor Training Feedback Forms
- EL Preflection & Reflection Papers
- Peer Course Feedback Forms
- Professor Course Feedback Forms
- Campus Climate Survey
- Class Ambassador Independence Tool
- Vocational Placement Tool
Outcomes
• 100% of mentors stated that their time in LP has positively influenced their attitude about individuals with disabilities
• 95% of mentors reported that working in LP provided them with opportunities for real life application of their coursework.
• 100% of mentors reported gaining insight and new information to support their interactions with individuals with intellectual or developmental disabilities (IDD)
• 100% of mentors reported improved factual knowledge about IDD
• 100% of mentors reported gaining an increased knowledge of diverse populations (i.e. ethnic, racial, religious, abilities)
• 97% of mentors reported an increased understanding of their own personal biases
• 95% of mentors reported gaining experience and skills in collaboration
• 100% of mentors reported growing in their skills of patience and interpersonal communication
• 100% of Nazareth students gained an increased sensitivity to the problems facing the individuals with IDD
• 89% of mentors reported that they can both identify and value the individual contributions and talents of the LifePrep students
• 91% of mentors reported understanding how the social implications facing people with IDD fit into the larger context of diversity and inclusion
• 93% of mentors report having the skills and knowledge necessary to be an advocate for people with IDD in the community
• 89% of mentors reported gaining the skills and knowledge necessary to support individuals with IDD in becoming self-advocates
Themes

- **Relationship Building** Mentors discussed the impact of their experiences on building both professional and personal relationships.
- **Campus Climate of Inclusion & Diversity** Many discussed the positive impact the LP program has on the campus climate.
- **Personal Growth** Most reflected positively on their own growth in dispositions, personal skills, and professional knowledge.
- **Link to Learning** Many were able to see a direct link between their work in LP and their coursework on campus.
- **Deepened Understanding of Issues Facing People with IDD** Many expressed growth in their understanding of the issues facing LP students both on campus and within the larger community.
- **Future Goals/Career** Some were impacted in ways that influenced their goals for the future.
- **Retention** Mentors have reported that this program was a highlight of their time at Nazareth and some as the primary reason for finishing their degree.
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Questions?