

# Learning Communities Monthly



## Updates from the LC Program

Dear Learning Community Family,

### **Happy December and Happy Holidays!**

Thank you again for all of the work you are doing to support each other this past semester—that support and care are helping all of us navigate uncertain times, and is crucial to our future success. I know that some LCs have been almost “back to normal” and things are going great. I also know that some LCs have had to really pivot and adapt to unforeseen challenges, and that many students and staff are struggling. Please know that the Learning Community Program is here for you, and we are ready to help however we can.

The LC Program will not be hosting LC Coordinator meetings or Peer Mentor professional development sessions this month, to allow everyone to focus on preparing for finals and the end of the semester. We will be participating in a calling campaign with the Academic Success Center next week, to reach out to students and check in. If you or one of your students is struggling, please reach out to me. We have also included an opportunity for peer mentors to request support on the LC Peer Mentor Canvas page. The link to request support can be found on the homepage of our Canvas site and [here](#).

We have launched our Request for Proposals for new and continuing Learning Communities for Fall 2022. LC Coordinators, if you have any questions about the proposal process, please feel free to contact me. For help with your proposal, we will be hosting optional LC Info Sessions on Tuesday, Dec. 7 at 12 noon and Friday, Dec. 10 at 2 pm via Zoom. You can find more information about our proposal process at: <https://wayne.edu/learning-communities/faculty/propose>

I hope that you all finish STRONG this semester, and have a relaxing and enjoyable holiday season.

All the best,  
Amy C.

## December 2021

*Save the Date!*

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### Important Dates:

**12/7:** LC Proposal Info Session 12 pm

[Zoom Link](#) Password: LC2022-23

**12/10:** LC Proposal Info Session 2 pm

[Zoom Link](#) Password: LC2022-23

**12/14:** Study Day

**12/24-1/2:** University Closed

**1/7:** LC Proposals Due

### Extra Resources:

[Fall Finals Prep Workshop  
from the Study Skills  
Academy!](#)

[Information on the College of  
Education's Mental Health  
and Wellness Clinic](#)

# PEER MENTOR SPOTLIGHT

Olivia Kimes



## How long have you been a peer mentor?

I am currently in my second year of being a peer mentor for the Theatre and Dance department and I have loved every second of it!

## Why do you like being a peer mentor?

I really enjoy being able to connect with our students in a super intentional, helpful way. I love building relationships with people, and genuinely see my job as making new friends! It has also been wonderful to coordinate fun events where I can not only deepen my connections with students, but watch new friendships and connections unfold between other students! Seeing our community of amazing and talented artists thrive has been a highlight as well.

## What advice would you give to other peer mentors?

My advice to other peer mentors would be to focus on your strengths! What are the things you are interested in, what are your communication styles, and what do you have in common with students? In my experience the best mentorship can happen when you are simply just becoming friends with your mentees, building rapport and shared experiences.

That will open the door for more trust and transparency with what support they might need, so you can help them better!

## You just presented at the National Learning Community Conference, what takeaways do you have from that experience?

I did! It was an incredible experience, and I am super thankful my LC coordinator James Fortune asked me to present with them! It was virtual, and the folks from Corpus Christi that were helping us with the technology were incredibly kind and excited to hear our presentation. Our title was "How to be a RAFT: A Model for Relationship Building and Leadership Culture." RAFT is an acronym: Rapport, Approachability, Familiarity, and Trust. Overall, the presentation was fun and very interactive, and my favorite part was the very end when the audience members asked us questions. Between James and I, there was a lot of heart and soul in the presentation, and we were very open about the family-like love that extends throughout our department and so our Learning Community. I think that this really touched the attendees, and at the end several people shared with us how moved they were by the way we spoke about our LC! We even had some folks who said they teared-up and just expressed how thankful they were that we presented. My biggest take-away is that even when it doesn't seem like the right setting, always lead with your heart! When I was putting together the presentation with James, I wasn't sure if it would make sense to the advisors and faculty members of various universities that might be attending. Turns out that all they needed was to see the genuine care on our faces and in the way we spoke about our beloved Learning Community.

# An Intensive Approach to Cardio Review: Student Pharmacists Learning Community

*This feature was provided by Student Pharmacists LC.*

*Peer mentors: Brooke Penny, Emily Meredith, and Cailyn Evans  
Coordinator: Dr. Victoria Tutag Lehr*

The pandemic introduced many challenges for students over the past year and a half; and now students must adjust to attending- in-person classes. Remote learning has been our constant through the pandemic, and for some students, it's their only experience with learning at Wayne State. Our current second year pharmacy students (P2s) are in this group and experienced some challenges with their Cardiology Pharmacotherapeutics course this fall. These challenges became apparent after the second course exam. A portion of these difficulties may be attributed to students using a different type of study techniques and comprehension skills acquired during their remote P1 year. Students report using memorization instead of incorporating the material for application.

To improve student success in this challenging required modular course, the Student Pharmacists Learning Community worked with the Cardiology Course Coordinator and the P2 Class President to schedule three review sessions in preparation for their third cardiology exam. The Course Coordinator identified points from each topic for focus and intensive review. Two of the sessions were created to focus on one topic where we would discuss pharmacology, medicinal chemistry and therapeutics aimed to help them with content comprehension in addition to how to approach the material. The last session was aimed at bridging the material across topics, applying to clinical scenarios, and discussing appropriate study strategies, not only for their third Cardiology exam but also for the entire program curriculum.

In the end, the students who were able to attend, as well as those students using the materials independently, found our interventions useful in improving their exam preparations and outcome. We emphasize the importance of partnering with the Course coordinator to obtain clear focused learning objectives to develop review materials and flexible scheduling for the review sessions to allow a maximum number of students to attend. These struggles and trends are not isolated to the pharmacy program; however, students throughout campus are likely experiencing similar difficulties with their transition back to campus, an area that Learning Communities are uniquely qualified to address. To improve student success, we need to assist them in the developing appropriate study techniques, so that they can reach their potential.

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