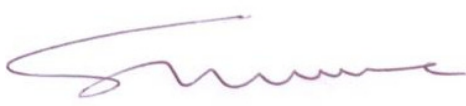



The Catholic University of Eastern Africa

TITLE	AUTHOR
PROCEDURE FOR TRAINING PEER COUNSELLORS (CUEA/DVC-AA/DOS/06)	DEAN OF STUDENTS
	NO. OF APPENDICES:
	THREE (3) 7.1 – 7.3
AUTHORIZATION This Standard Operating Procedure is issued under the authority of:	
TITLE	DEPUTY VICE CHANCELLOR ACADEMIC AFFAIRS
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NOTE: 1. Write amendments on the page provided (Clause 0.2) 2. Controlled copies of this document will be in the DVC Academics and Dean of Students' offices.	

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0. CONTENTS AND RECORD OF CHANGES

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0.2 Record of Changes

No.	Date	Details of Changes		Authorization
	<i>(dd-mm-yy)</i>	<i>Page</i>	<i>Clause/subclause</i>	<i>Title</i>
1.	22.11.2018		Review of Procedure	DOS

0.3 Distribution / Circulation

This standard operating procedure is available on CUEA servers for authorized users


1.0 PURPOSE

This procedure aims to effectively identify students who shall be trained as Peer Counsellors in CUEA.

2.0 SCOPE

This procedure shall apply to all training activities for CUEA peer counsellors.

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3.0 REFERENCES

- 3.1 CUEA Quality management manual
- 3.2 Student Handbook
- 3.3 Kenya Counselling Code of Ethics 2012
- 3.4 Peer Counselling Training Manual

4.0 DEFINITION OF TERMS

- 4.1 DOS: Dean of Students
- 4.2 Peer Counsellors: Persons who are trained to offer guidance/advice to their colleagues, friends, age mates or people that they share a common interest.
- 4.3 Counsellor: A trained and qualified person who provides counseling on a broad range of issues.
- 4.4 Information and Consent form: A document signed by client in an agreement that he/she consents to the counselling regulations.


5.0 PRINCIPAL RESPONSIBILITIES

The University Counsellor has the overall responsibility of ensuring that that this procedure remains adequate for its intended purpose and it is effectively applied.

6.0 METHOD

- 6.1 At the beginning of the first trimester, the University Counsellor shall announce an interview date for all students interested in being peer counsellors by putting up a notice on all the notice boards of the University.
- 6.2 The University Counsellors shall interview the applicants.
- 6.3 University Counsellor shall put up names of successful students on the notice boards.
- 6.4 The University Counsellor shall convene a meeting where all the successful applicants shall write a commitment letter and be asked to divide themselves into class training groups.
 - 6.4.1 Or those who did not succeed are advised on the reasons why did not qualify.

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- 6.5 The University Counsellor shall train the successful applicants on personal integral development, mastery of basic counseling skills and interpersonal relationships for eight (8) months.
- 6.7 The University Counsellor shall present the trainees who have met the requirements (course contents) of a peer counsellor for issuance of certificates of participation.
- 6.8 Trainees who are not successful shall be advised to join the next class to complete the requirements of the training in order to be issued with the certificates.


7.0 APPENDICES

7.1 CONTEXT

7.1.1 External / Internal Factors

(a)	External Factors	Identified Risk / Opportunity
(i)	Families socialization processes that presents heavy psychological burdens and unfinished businesses to the trainees	Less students coming for the training can affect retentions of students
(ii)	Peer pressure from their friends that presents values which are different from those the training are seeking for themselves	Discontinuing from the University causing inability them to attain their life aspirations
(iii)	Culture shock of joining an international University.	Identity crisis
(b)	Internal Factors	Identified Risk / Opportunity
(i)	Losing peer counsellors in training as a result of lecturers changing the academic class timetables with make-ups	Inconsistency in the formative and informative training process
(ii)	Impromptu meetings from the students leadership, causing cancellation of training	Inconsistency in the formative and informative training process
(iii)	Restricted educational trips due to Financial challenges	Less exposure causes less broad mindedness


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7.1.2 Relevant Interested Parties

	Party	Needs and Expectations
(i)	Commission for Higher Education	Expects the counseling office to be a co-partner in the education processes, character formation of the students; and the enhancement of their psychological wellbeing.
(ii)	The University Management	Expect the counsellors to provide mentorship and form the students in personal integral development.
(iii)	Parents, Guardians and Sponsors	Expect the counsellors to provide mentorship and form the students in personal integral development.


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7.2 RISK ANALYSIS AND CONTROL

No	Risk	Cause	Risk Assessment			Risk Level	Control / Treatment
			Likelihood	Impact	Likelihood / Impact		
1.	Less students coming for the training can affect retentions of students	Families socialization processes that presents heavy psychological burdens and unfinished businesses to the trainees	1	1	1	Low	During orientation for new students , basic tenets of a healthy family.should be included in the program of the day.
2.	Peer pressure from their friends that presents values which are different from those the training are seeking for themselves	Discontinuing from the University causing inability them to attain their life aspirations	2	1	2	Low	Intensify the mentoring program and follow up of students by counsellors and staff.
3.	Culture shock of joining an international University.	Identity crisis	3	3	9	High	Enhance the students self esteem so that they can make personal decisions
			2	3	6	Medium	
			2	2	4	Medium	
			1	3	3	Low	

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7.3 REQUIRED ORGANIZATIONAL KNOWLEDGE

- Yearly reports
- End of year Peer Counselling report
- Peer Counselling class attendance training lists

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