



Academic Skills Peer Coaching

PROGRAM MANUAL: POLICIES & PROCEDURES

The Learning Center at Washington
University in St. Louis

Fall 2026 | Last Updated August 6, 2026

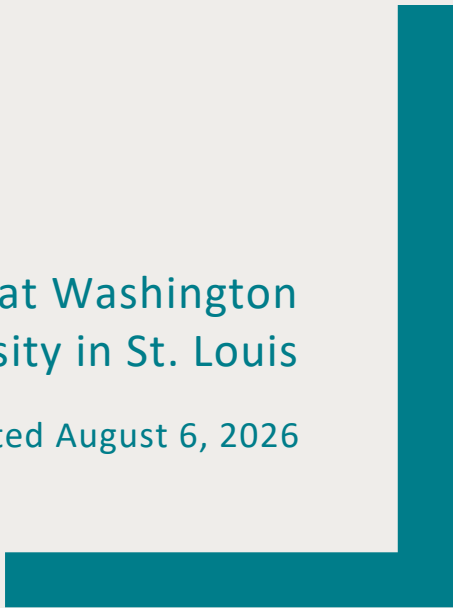


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SUPERVISOR CONTACT INFORMATION

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If you have a question or
need support, please contact
both Karen and Tyler!

PROGRAM OVERVIEW

The primary role of the [Academic Skills Peer Coach](#) is to support undergraduate and [CAPS](#) students in developing the skills they need to succeed in college, such as time management, studying, note taking, reading, and managing test anxiety. New Peer Coaches receive training in these evidence-based learning strategies, other relevant university resources, and the Coach Approach model that our office uses to facilitate dialogue with students. Additional professional development opportunities may be available throughout the academic year.

Peer Coaches are generally expected to work one 2-hour shift per week. During their weekly office hours, they facilitate 30-minute one-on-one coaching sessions by appointment. During downtime between appointments, Peer Coaches are expected to engage in solo professional development or other job-related tasks, with support and guidance from Learning Center staff.

WORKDAY

WashU employees record their hours in [Workday](#), the University's Human Resources and Finance System. Timesheets are submitted and approved on a bi-weekly basis. Paychecks (or direct deposits) are typically distributed on the Friday following the end of the pay period.

ENTERING TIME ON WORKDAY

Peer Coaches must check in and out for their shifts and other paid activities via the Workday [website](#) or [mobile app](#). Employees with multiple on-campus jobs will need to select the correct position ("Peer Coach") when checking in. Step-by-step instructions can be found in [TLC's Time Entry instructions](#) or via Workday@WashU.

TIME CORRECTIONS ON WORKDAY

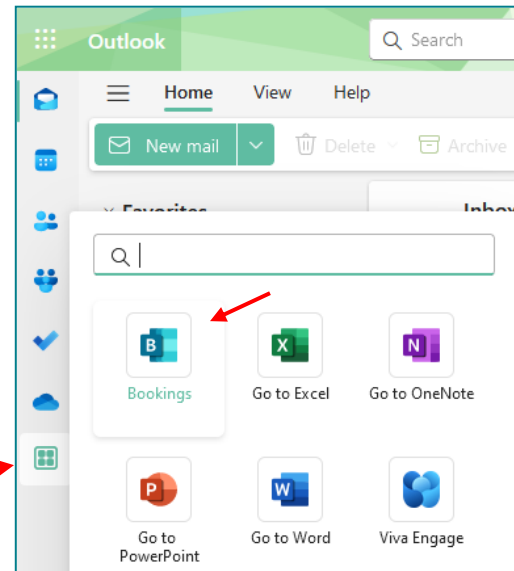
Student employees are unable to correct their own time record on Workday. If you forget to check in or out or check in under the wrong position, email your Workday supervisor to request a correction. **For Fall 2026, Karen (backes@wustl.edu) is your Workday supervisor.** At the end of each pay period, you are encouraged to review your time record for accuracy; to do so, navigate to the Time application and choose a week from the Enter Time box.

MICROSOFT BOOKINGS

All Academic Skills Peer Coaching appointments will be scheduled and managed through Microsoft Bookings. Bookings is available to WashU students through the Office 365 environment.

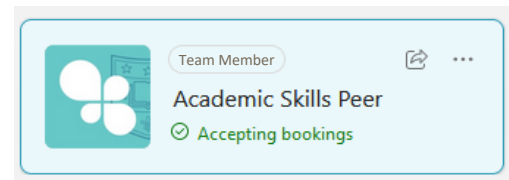
Peer Coaches can view their Bookings calendar via a [direct link](https://outlook.office.com/bookings) (outlook.office.com/bookings) or by opening another Office 365 application, such as their email inbox, and clicking the “More Apps” icon in the left sidebar.

Students can schedule Peer Coaching appointments via the public [Academic Skills Peer Coaching booking page](#).

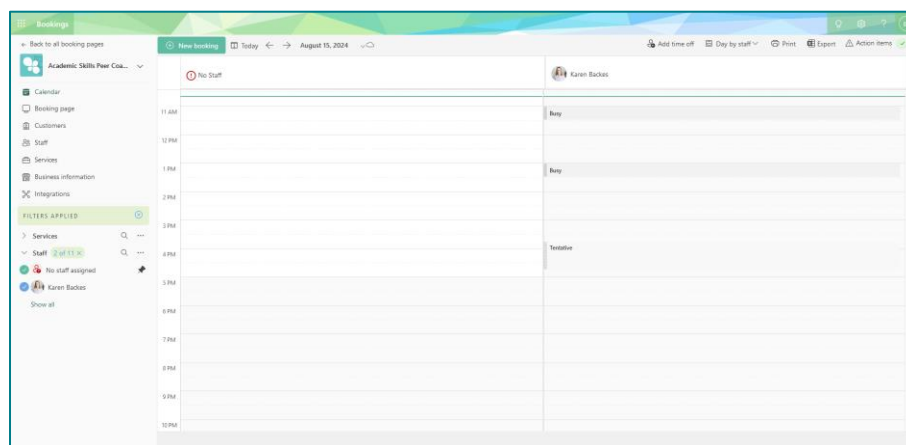


GETTING STARTED WITH MICROSOFT BOOKINGS

As part of the onboarding process, new Peer Coaches will receive an email invitation to join the Academic Skills Peer Coaching booking page. After you receive and accept the invitation, the Academic Skills Peer Coaching page will appear under your shared Booking pages. It should say “Accepting Bookings.”



Click on this button to view your Peer Coaching booking calendar:



If you cannot view your Peer Coaching booking calendar after accepting the invitation, contact your supervisors for assistance. Sometimes, due to a quirk of the Bookings systems, new Peer Coaches must be removed and re-added to gain full access to their booking calendar.

As pictured above, any existing events on your Outlook calendar will appear as “busy” or “tentative” time blocks on your Peer Coaching calendar. To avoid double bookings, students cannot schedule a meeting with you if your calendar is blocked by another event. For this reason, **do not create an event for your Peer Coaching shift on your Outlook calendar** unless you are purposefully doing so to cancel your shift, with permission from your supervisors (see [Canceling or Rescheduling Your Office Hours](#)).

While viewing your booking calendar, **do not make any changes to your staff profile, services, or office hours!** Your supervisors will manage these on your behalf, and any unauthorized changes may result in students being unable to schedule meetings with you or other Peer Coaches. If you have questions about your office hours, email your supervisors.

OFFICE HOURS & SCHEDULING LOGISTICS

Your weekly office hours will be assigned by staff based on the availability you provided prior to the start of the semester. If you requested to meet with students in person, your supervisors will also reserve a conference room for your sessions, likely in the lower level of the Mallinckrodt Center. If you are only holding virtual meetings, you are expected to work from a private, distraction-free location; if needed, staff can reserve an appropriate space on campus.

MEETING WITH STUDENTS

When a student signs up for a meeting with you, you will receive two emails from “Academic Skills Peer Coaching.”

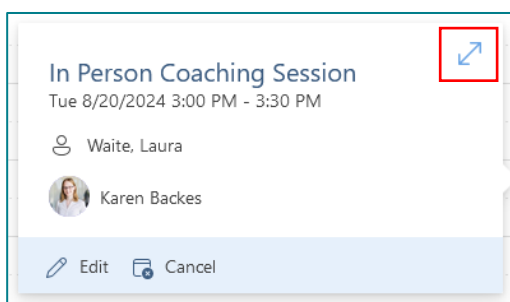
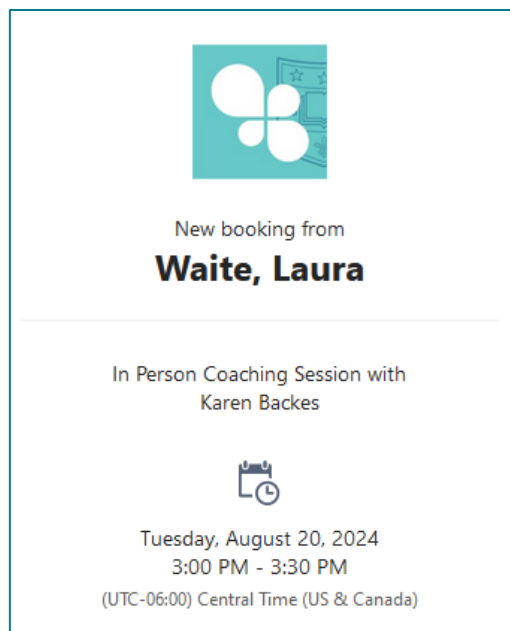
One will have the subject line “**New booking: (Attendee name) for (In Person or Virtual) Coaching Session**” and its contents will resemble the screenshot on the right. This email will also contain directions to your meeting location (if in person) or a link to join a Microsoft Teams call (if virtual).

The second email will be an Outlook calendar invitation. This invitation will be accepted and added to your calendar automatically, which means the email may go straight to the “Deleted Items” folder in your inbox. In addition to basic meeting information, **this email will also contain a few important details that you may wish to review before your meeting:**

- The attendee’s email address (you will be asked to enter this when you fill out the [post-session report form](#) and may need it to contact them in the event of a no-show)
- The attendee’s student ID number (also needed for the post-session report form).
- The attendee’s primary reason for meeting.
- Any notes or details that the attendee shared when they scheduled the meeting.

These details can also be found via your [booking calendar](#). Navigate to the date of your appointment and click on the event, then click the “expand” button in the upper right corner of the meeting info card to view the service details.

When it is time for the meeting to start, in-person attendees should meet you in your reserved meeting space. If they are more than 5 minutes late, you are encouraged to email them and offer assistance in the event that they are lost. To join a virtual meeting, click the link in your confirmation email or click the “Join” button from the event on your booking calendar.



CANCELING OR RESCHEDULING YOUR OFFICE HOURS

Peer Coaches are expected to make every reasonable effort to attend their entire shift every week, except during university breaks or holidays. **In the event of an emergency or an unavoidable one-off conflict with your office hours, you should notify both of your supervisors via email as soon as possible.** Your supervisors will make a note of your absence, cancel any already-scheduled appointments on your behalf ([see below](#)), and block off your calendar by scheduling placeholder meeting(s). You are also welcome to block your own calendar by creating an event during the affected office hours, provided you also contact your supervisors about your upcoming absence.

Any Peer Coach who intentionally blocks their calendar during their scheduled shift without notifying their supervisors will face disciplinary action. Repeated violations of this policy may result in termination.

Because Microsoft Bookings is an office hour-based scheduling system, as opposed to an event-based scheduling system, **it is not possible to reschedule a missed shift.** With supervisors' permission, a Peer Coach may clock in at another time to work on a deliverable or other job-related task, but they will not be able to meet with students until their next scheduled shift.

CANCELING A SCHEDULED APPOINTMENT WITH A STUDENT

Peer Coaches are expected to meet with any student and to make every reasonable effort to keep all scheduled appointments. However, Peer Coaches may be allowed to cancel scheduled appointments under the following circumstances:

- An emergency or compelling, unavoidable conflict renders the Coach unavailable to attend the meeting as scheduled.
- The Coach feels uncomfortable meeting with a particular student due to an adverse pre-existing relationship or previous inappropriate interaction in a Peer Coaching setting.
- The Coach does not feel it is appropriate to meet with a particular student due to dual relationship concerns (student is a close friend, teammate, romantic partner, etc.).

If you wish to cancel an appointment, you must email your supervisors as far in advance as possible! Staff will cancel the appointment and reach out to the student on your behalf to invite them to reschedule. **Coaches are not permitted to cancel meetings directly from their bookings calendar** unless granted explicit permission to do so by staff.

POST-SESSION REPORT FORM

Peer Coaches are required to fill out the [post-session report form](#) for all scheduled sessions within **24 hours** of their weekly shift. This includes sessions that do not take place as scheduled, such as no-shows or informal cancellations (where the Peer Coach is notified that the student will not attend, but the student does not cancel the meeting on the booking page).

When completing the form, you will be asked to provide the following information:

- The scheduled date and start time of the session, as it appears on your calendar.
- Meeting attendee details (student's name, email address, and ID number; for details as to how to find this information, see [Meeting with Students](#)).
- Did the student attend the meeting as scheduled?
 - If no: Do you have any additional information to share?
 - If yes: Provide a brief summary of your session, including resources discussed, and note if there's anything staff can do to provide you and/or the student with additional support.

While your form responses will typically only be accessible to Learning Center staff, you are encouraged to fill out this form as if the student you met with might read it. Do not include medical information or personal details that are not relevant to your conversation about academic skills (with a few exceptions; see [Mandatory Reporting](#) below). For instance, if a student shared that they haven't kept up with their study plan because they recently broke up with a romantic partner, all you need to share is that they "fell behind on their study plan due to a personal situation" and the skills or steps you discussed that will help them get back on track. If they share that they are experiencing challenges that are related to an ADHD diagnosis, you can mention that they have a medical condition, but you should not specify what it is.

If you would like to receive a copy of your post-session report(s) about a particular student, email your supervisors and provide a reason for your request, such as a need to prepare for a follow-up appointment with a student you have supported previously. These requests will be considered on a case-by-case basis.

Any Peer Coach who consistently fails to complete the post-session report form within 24 hours of their shift may face consequences up to and including termination. Timely submission of these reports is important for the Learning Center's data tracking purposes and helps us ensure that both students and Peer Coaches are supported throughout the semester.

PERSONAL MEETING NOTES & STUDENT PRIVACY

While Peer Coaches are not encouraged or required to keep notes about their meetings with students beyond what they share via the [post-session report form](#), we understand that some may choose to do so. All Peer Coaches, but especially those who keep personal meeting notes, must be cognizant of the need to protect students' privacy and their responsibilities under [FERPA](#), the Family Education Rights and Privacy Act of 1974.

FERPA is a federal legislation designed to protect students' privacy and access to their educational records. Under FERPA, a student's education records cannot be disclosed to another party without a student's consent. "Education records" include any electronic, print, or handwritten records that contain personally identifiable information about a student, such as their name, contact information, or ID number. Unauthorized distribution of any personally identifiable information about a student is punishable by law.

To protect the privacy of students who use this program, Peer Coaches should:

- **Not** share the names, IDs, or any other identifying information about the students they support, unless talking with a Learning Center staff member.
- **Not** discuss a student's grades, academic concerns, or other education records with anyone other than a Learning Center staff member.
- **Not** access Microsoft Bookings or other systems that may contain private information in public or allow others to access these systems using your account.
- **Not** keep personal notes that contain identifying information about students. If you keep records of your meetings, label them as discreetly as possible (perhaps with meeting dates and times instead of student names or initials) and do not share or discuss them with others.
- **Be sure** to keep any personal notes in a secure location, such as a locked drawer or a password-protected file, where they are not accessible to unauthorized parties.
- **Be sure** to hold sessions in a private location to prevent a student's personal issues, sensitive data, or identity from being confirmed by individuals not authorized to be a part of the conversation.
- **Be sure** to use headphones for virtual sessions, to reduce the risk that an unauthorized party will be able to identify the meeting attendee or overhear sensitive information.

MANDATORY REPORTING

As student employees, Peer Coaches are mandatory reporters. This means you must inform your supervisor or other Learning Center staff if you become aware that one of your mentees is experiencing or has recently experienced any of the following:

Mental Health Crisis:

- A desire and/or intent to harm themselves (including self-harm or suicidal ideation)
- A desire and/or intent to harm others

Sexual and/or Relationship Violence:

- Sexual harassment
- Sexual violence
- Sexual assault
- Stalking
- Relationship violence

You are only a mandatory reporter when you are acting as a Peer Coach. If a student discloses any of the qualifying experiences immediately before, during, or after one of your mentoring sessions or in another mentoring-related communication, you must inform your supervisors.

Here are some examples of situations in which you would not be required to share information with your supervisor (although you are certainly encouraged to err on the side of caution and do so).

- You learn or suspect that a student is going through a rough time, but they have not disclosed any of the specific experiences mentioned above.
- You check in with a student because you are concerned about their well-being, but they decline to provide details after you disclose that you are a mandatory reporter.
- You learn that a mentee or another WashU student may be dealing with one or more of these issues outside of a Peer Coaching context (e.g., word of mouth from mutual acquaintances or through casual interactions).

COMMUNICATING WITH STUDENTS ABOUT MANDATORY REPORTING

If you are meeting with a student in crisis, it is important to share that you are a mandatory reporter so they can make an informed decision about what they disclose to you. If you are unsure how to bring this up, consider using language like, “I just want to let you know that as a student employee, I am a mandatory reporter. If you disclose that you are experiencing sexual or relationship violence, or that you are at risk of harming yourself or others, I will have to inform my supervisor.”

You are also encouraged to emphasize that you are here for the student and will do your best to get them connected to confidential resources (see [Confidential Resources for Referrals](#)), even if they do not wish to trigger a mandatory report.

Students who have experienced sexual or relationship violence may be reassured to hear that although a mandatory report will initiate an investigation, they will reserve the right to decide whether or not to file a formal or criminal complaint against the perpetrator(s).

If the student is talking about their situation after being reminded that you are a mandatory reporter, remember to use empathetic verbal and body language while supporting them, such as reflection and paraphrasing to show that you are listening. You should not pressure them to provide details that they do not wish to disclose, though you are encouraged to remember and later report any details that the mentee shares voluntarily. If you find yourself at a loss for what to say, you can always recognize your mentee's strengths; it can be difficult to reach out for help, and it can be helpful to verbally acknowledge this to a student in crisis.

MANDATORY REPORTING PROCESS

If you are meeting with a student who is in acute distress and has expressed intention to cause harm to themselves or others imminently, contact emergency services directly by calling WUPD at (314) 935-5555.

If your mentee is not in acute distress or danger, you should **reach out to your supervisors directly**, via phone or email, **within 24 hours; do not rely on the post-session report form to bring this to their attention**. When relaying information to your supervisors, share as many details about the mentee's experiences and mental state as you were able to gather. From there, your supervisor will inform the appropriate authorities and/or campus offices about the student's situation. After they make a formal report, someone will reach out to the student to make sure they are safe, provide resources, and initiate an investigation, if applicable.

CONFIDENTIAL RESOURCES FOR REFERRALS

Even if a student does not wish to share information that would require you to report to your supervisor, you can refer them to [confidential resources](#) that can help them process difficult experiences and keep themselves safe. There are several confidential resources available within the WashU community, and students can also take advantage of other local or national resources.

UNIVERSITY RESOURCES:

- [RSVP \(Relationship and Sexual Violence Prevention\) Center](#): 314-935-3445
- [Center for Counseling and Psychological Services](#): 314-935-6695
- [SARAH \(Sexual Assault and Rape Anonymous Helpline\)](#): 314-935-8080
- [Uncle Joe's Peer Counseling and Resource Center](#): 314-935-5099

OTHER LOCAL AND NATIONAL RESOURCES:

- [National Suicide Prevention Lifeline](#): 988
- [St. Louis Queer+ Support Helpline](#): 314-380-7774
- [National Domestic Violence Hotline](#): 1-800-799-7233
- [Crisis Text Line](#): Text 'HOME' to 741-741

OTHER LEARNING CENTER RESOURCES

Peer Coaches are expected to be familiar with and able to make referrals to other Learning Center resources, including:

- [Peer-Led Team Learning \(PLTL\)](#): Peer Led Team Learning is a model of collaborative learning that supplements General Chemistry, Calculus, and Physics courses at WashU. In PLTL, 8-10 students work together on a packet designed to develop course-relevant problem-solving skills in a study group facilitated by a Peer Leader. Students must sign up for PLTL courses during the first week of classes.
- [Residential Peer Mentoring](#): Drop-in support for Calculus and General Chemistry courses; sessions take place in residence halls on the South 40. Students can attend as many sessions as desired, as there is no attendance policy. This type of mentoring is most helpful when students have questions about specific concepts or problems.
- [Drop-in Academic Mentoring](#): Mentoring sessions (similar to RPM hours) for a handful of large lecture courses besides Calculus and Chemistry; sessions are held in various locations, typically on the Danforth campus.
- [Matched Academic Mentoring](#): Small group support for eligible students who are struggling in foundational courses. Students request support by filling out a form; staff typically follow up within 10 business days.
- [Study Group Finder](#): Students can fill out a form to request to join a study group for a specific course or pre-professional test. They can also let the Learning Center know about an existing group that is open to new members. The request form is available year-round. The Learning Center will connect students who submit matching requests.

WASHU CAMPUS RESOURCE DIRECTORY

During meetings, Peer Coaches may learn that students are in need of support from campus resources outside the Learning Center. Coaches may also find it helpful or necessary to make use of these resources to support their own academic success and well-being.

CAMPUS RESOURCE	RESOURCES / PROGRAMS / SERVICES OFFERED	CONTACT INFORMATION & LOCATION
Disability Resources	- Housing accommodations - Academic/testing accommodations - Note-taking - Reduced course load	Website: disability.washu.edu Email: disabilityresources@wustl.edu Phone: (314) 935-5970 Hours & Location: Monday - Friday, 8:30 AM - 5:00 PM South 40, Gregg House, Lower Level <i>Appointment recommended</i>
Writing Center	- Writing help appointments - Speaking studio - Personal statement assistance - Workshops - Thesis writing support	Website: writingcenter.wustl.edu Email: writing@wustl.edu Phone: (314) 935-4981 Hours & Location: Monday - Friday, 9:00 AM - 4:00 PM Mallinckrodt Center, Lower Level, Suite 130
Relationship and Sexual Violence Prevention (RSVP) Center	- Housing, academic, and protective order accommodations after sexual assault - Implementation of a no-contact order - Medical and counseling services	Website: rsvpcenter.washu.edu Email: rsvpcenter@wustl.edu Phone: (314) 935-3445 Hours & Location: Monday - Friday, 8:30 AM - 4:30 PM Seigle Hall, Suite 435
Center for Diversity and Inclusion / Bias Reporting	- Diversity and inclusion self-study guides - Bias report and support system	Website: cdi.washu.edu Email: diversityandinclusion@wustl.edu Phone: (314) 935-7535 Hours & Location: Monday - Friday, 9:00 AM - 5:00 PM Danforth University Center (DUC), Suite 150

WashU Cares	• Case management for struggling students • Coordinate on- and off-campus resources • Report student in need of support	Website: caresteam.washu.edu File a Care Report online Email: caresteam@wustl.edu Phone: (314) 935-3566 Hours & Location: Monday - Friday, 8:30 AM – 5:00 PM Danforth University Center (DUC), Suite 213-216 <i>Enter through Suite 200 – The Office of the Vice Chancellor for Student Affairs</i>
Student Health Center	• Medical care • Pharmacy • Psychiatry	Website: studenthealthcenter.washu.edu Email (non-emergency): SHCInfo@wustl.edu Phone: (314) 935-6666 • Option 0: General Office/Information • Option 1: Medical Appointments • Option 2: Counseling & Psychiatry Hours & Location: Mon, Tues, Thurs, Fri: 8:00 AM - 5:00 PM Wed: 10:00 AM - 5:00 PM South 40, Dardick House, Lower Level (Corner of Shepley Drive and Big Bend Blvd)
Center for Counseling and Psychological Services	• Mental health counseling • Mental health emergency and crisis response • Group therapy and skill-building	Website: counseling.washu.edu Email: CCPSCoordinator@wustl.edu (314) 935-6695 Hours & Locations: Mon, Tues, Thurs, Fri: 8:00 AM - 5:00 PM Wed: 10:00 AM - 5:00 PM South 40, Dardick House, Lower Level (primary) Seigle Hall, 4th Floor (satellite location)
Center for Career Engagement	• Career coaching and planning • Assessments and skills training • Access to job opportunities and resources through Handshake platform	Website: careers.washu.edu Email: careers@wustl.edu (314) 935-5930 Hours & Location: Monday - Friday, 9:00 AM - 5:00 PM Danforth University Center (DUC), Suite 110