



S2S

Mentor

Handbook

2024/25



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

S2S 
Student 2 Student

Welcome Message

Breda Walls



Breda

Breda Walls

Director of Student Services



Over 600 of you have stepped up to support new students at Trinity and this remarkable commitment reflects the true spirit of our Trinity community. Starting university is a significant milestone, often involving the challenge of moving to a new city or country which can be exciting yet overwhelming. Your efforts in easing this transition are invaluable.

Your involvement in campus tours and mentor group meet-ups is crucial to our orientation program, helping new students quickly form a sense of belonging. By guiding them through campus life, answering questions, and being a friendly face, you ease their worries and help them feel at home.

During this busy period I want to emphasise self-care. As classes begin, balancing academic responsibilities with S2S activities can be challenging. Your dedication to helping others in your personal time is deeply appreciated, and I extend a special thank you for this commitment.

Supporting each other and taking care of yourselves is essential. The close-knit S2S community is a resource for new students and a supportive network for all of you. This experience is enriching for everyone involved, so lean on each other, share experiences, and reach out if you need.

I hope you find your involvement with the S2S program as rewarding as it is impactful. The bonds you create and the positive difference you make will resonate throughout the year and beyond.

Thank you for your incredible dedication and hard work and here's to a fantastic year ahead!

Welcome Message

Trish Murphy



Patricia Murphy
Student Counselling Service Director

The student counselling services welcomes you wholeheartedly to the S2S programme. S2S volunteers are an essential part of our outreach and prevention programme, where new students benefit from the connection, energy and guidance of their more experienced peers. We know from research that S2S mentors fulfil an essential part of student success in that they create belonging for incoming students and this allows for academic achievement, emotional stability, and robust mental health.

Seeing Red hoodies around campus is a signpost to fun, engagement and genuine care. This is at the heart of volunteering, and it rewards the practitioner as well as the recipient.

We want to thank you for your commitment, for your generosity and your good humour and we'd like you to know that you are creating a positive experience for new entrants that may be the cornerstone of their whole college experience.

We salute you!

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Introducing S2S

Trinity College's Student 2 Student (S2S) Mentoring and Peer Support Programme is part of our Student Counselling Services, and specifically designed to ensure every student in Trinity knows that they belong here. Through S2S, students can get information and support from another student, find a friendly face to have a chat, talk things through or just ask a few questions when they're not sure who to approach.



Valerie Tsukanova
2023/24 Mentor

'To me, S2S means helping others and making college a more positive experience. This means helping any students struggling to meet people or struggling to navigate college life.'

Mission of the Trinity Counselling, Learning Development and Student 2 Student Services:

Support through collaboration, connection and compassion.

Vision of the Trinity Counselling, Learning Development and Student 2 Student Services:

To be an internationally accredited service, delivering accessible social, academic, mental health and emotional wellbeing services across the Trinity community, keeping students at the centre of everything we do.

Policies

As a member of S2S there are certain policies that you must be aware of to ensure your safety and the safety of the mentees.

We value you, our volunteers, and want you to get involved at all levels of the organisation. We aim to train, support and supervise to the best of our abilities, and to act quickly and fairly if difficulties arise, and we are proud to uphold the **TCD Volunteer Charter**.

By volunteering with S2S you agree to uphold our data protection and confidentiality agreements. You will also be required to sign an accountable space agreement.

You must familiarise yourself with some key S2S policies, including:

- **S2S Diversity and Accountability Policy**
- **S2S Reimbursement Policy**
- **S2S Room Booking Policy**
- **S2S Volunteer Policy**

As a student of Trinity, you are also expected to uphold **University Policies**, of note:

- **Dignity and Respect Policy**
- **Equality Policy**
- **Accessible Information Policy**

Policies

Data Protection

As S2S Mentors, you are required to adhere to the **Student Counselling Service's Privacy Notice** and to be mindful of how and why you process personal data.

Personal data you are likely to encounter as an S2S Mentor includes:

- Students' contact details (TCD email addresses).
- Emails written to you by other students.
- Video footage or photos of other students (e.g., recordings of online meetings, or photos taken at meetups).

To ensure that everyone's data and their privacy is respected, you must:

- Use live data from **s2svolunteer.tcd.ie** to create mentee mailing lists (don't download or save these contact details anywhere else)
- Adhere to the S2S email protocol. BCC your group members (don't paste their email addresses into the "To" or "CC" field).
- Delete emails once you have dealt with them. If emails contain personal/ sensitive data that may be needed in the future, please consult with the S2S office about secure storage on the SCS Titanium system.
- Get permission from all parties before sharing or storing any videos or photographs taken in your capacity as an S2S Mentor, including explicit written consent for any dissemination on social media, or in emails etc.

Please refer to **Trinity College's Data Protection Handbook** for more detailed information.

Policies

Confidentiality

As part of volunteering with S2S, it is important that you follow the **S2S confidentiality policy**.

The relationship between a mentee and an S2S Mentor is confidential to the service. This means that nothing a mentee tells you can be disclosed to anyone outside the Counselling Service. There are exceptions to this, including:

- 1.** If the S2S Mentor is concerned about the **risk of harm to the student or a third party**. In these circumstances you must raise your concerns with staff in the S2S office as a priority (following the referral process wherever possible). S2S will make every effort to discuss the situation directly with the student(s) concerned and to involve them in the disclosure process.
- 2.** S2S staff form part of the Student Counselling Service, who are mandated reporters under The Children First Act 2015. Information regarding **past or current abuse of children (aged under 18)** given to SCS must be reported to the Irish Child and Family Agency (TUSLA) if there is a reasonable suspicion that there is a child (aged under 18) at risk at the time of reporting. Records relating to such matters will be kept indefinitely, in accordance with current legal guidelines.
- 3.** Case notes kept by S2S staff relating to student engagement with an S2S volunteer may be **subpoenaed by court order**. This, along with GDPR, is a good reason not to keep notes unless absolutely necessary for the student's wellbeing.

S2S Staff



Ralph Armstrong-Astley

S2S Coordinator
Pronouns: She/Her

Ralph leads the S2S team and is responsible for the strategic development of the service. As part of the Student Counselling Service Management team, she represents S2S volunteers and the students they support in steering and advisory groups across Trinity College, and within the National Consortium for Peer-led Transition.



Shauna O'Connor

S2S Programme Officer
Pronouns: She/Her

Shauna manages the daily function of the S2S volunteer programmes and volunteer engagement. She provides students support and debriefing to S2S volunteers. She also assists in the strategic development and representation of the service.



Chloe Staunton

S2S Executive Officer
Pronouns: She/Her

Chloe assists with the administrative work of the programme and the daily function of the S2S Student Space in House 47. She manages student and volunteer queries, volunteer reimbursement and assists with the orientation process.

Here to Support You

Email: student2student@tcd.ie

Phone: 01 896 2658

Ralph's mobile: 085 7833 548

Address: House 47, Trinity College Dublin

Book a **drop-in session** with an S2S Staff Member

In an emergency, please use the **after hours services information**

Peer Supporters



Peer Supporters are student volunteers who are highly trained in active listening, confidentiality, and emotional support. They are available for any student in Trinity College, so you can call on them yourself, as well as referring mentees who you think may need a bit more support to them.

You don't need to be in distress or crisis to talk to a Peer Supporter, but they can help with the larger problems as well as the smaller things.

You don't need to be in distress or crisis to talk to a Peer Supporter, but they can help with the larger problems as well as the smaller things.



Joanna Jarmolowicz - 2023/24 Peer Supporter

'Peer supporters don't pass any judgement and being in a similar age group can make it easier to understand certain situations you might be struggling with'

You can request a meeting with a Peer Supporter by:

- emailing student2student@tcd.ie.
- using our [online form](#).

You can also view **Peer Supporter profiles** to find out more about the team, and you can specify any Peer Supporter you'd prefer to talk to (or not talk to) when you request a meeting.

It may not always be possible, but the aim is for you to receive a response from a Peer Supporter within 48 hours of making your application (excluding weekends). They will email you with some suggested times and venues for a meetup, and all you will need to do is reply with the one that most suits you.

Head Mentors

Think of a Head Mentor as your Mentor. They are there to support you and guide you in this role. If you have any questions about mentoring, organising events or signposting, you can go to your Head Mentor. They will organise events for you, your fellow mentors, and your mentees.



Head Mentors meet with the S2S office once a month to share any updates, things coming up or concerns.

They also are there to encourage you in your role and put forward any mentors for awards when S2S Award season comes around! Keep in touch with your Head Mentor and lean on them when you need to!

Head Mentors

Meet Your Head Mentors

Single Honours Arts



Emma Coyle



Samantha Lopez

s2shead.ahss@gmail.com

- Ancient and Medieval History and Culture
- Classics, Ancient History and Archaeology
- Clinical Speech and Language Studies
- Deaf Studies
- Drama and Theatre Studies
- Early and Modern Irish
- English Studies
- European Studies
- Film
- History
- History of Art & Architecture
- Music
- Psychology
- Religion

Joint Honours



Evie Gibbs



Phoebe Olkkola

s2shead.joint@gmail.com

- Joint Honours Courses

Law



Lucy May Roberts



Pavel Toderic

s2shead.law@gmail.com

- Law Courses

Business, SSP, Social Work, and Computer Science



Yukta Kanoria



Ka Yi Liu



Albertina Arockiyasamy

s2shead.bussocsci@gmail.com

- BESS
- Computer Science
- Computer Science, Linguistics, and a Language
- Economics and Social Policy
- Global Business
- Management Science and Information Systems Studies
- Modern Language and Social Policy
- Political Science and Social Policy
- Philosophy
- Philosophy Political Sci Economics and Sociology
- Social Studies
- Sociology and Social Policy

Hospitals

James' Campus



Darin Poon



Tristan Lim

- Human Nutrition and Dietetics
- Medicine

TBSI



Anna Patterson



Aviva Rynne Browne

- Human Health and Disease
- Occupational Therapy
- Physiotherapy
- Radiation Therapy

s2shead.hospitals@gmail.com

Engineering & MIDFY



Aoife Mitchell Arijita Aggarwal Níse Ó Cuill

s2shead.engineering@gmail.com
s2shead.midfy@gmail.com

- Engineering
- Engineering with Management
- Environmental Science and Engineering
- Foundation Year (TAP)
- Foundation Year Mature Students (TAP)
- Mature Student Panel
- Irish Student Panel
- TCPID

Nursing, Dental & Pharmaceutical (NDP)



Nourhan Hegazi Promise Okafor

s2shead.ndp@gmail.com

- Dental Hygiene
- Dental Nursing
- Dental Science
- Dental Technology
- Pharmacy
- Children's and General Nursing
- Midwifery
- Nursing (General)
- Nursing (Intellectual Disability)
- Nursing (Mental Health Nursing)

Sciences



Alison Zobenko Gabi Kwiecien Athina Tsiappa

s2shead.science@gmail.com

- Biological & Biomedical Science
- Chemical Sciences
- Geography and Geoscience
- Mathematics
- Physical Sciences
- Theoretical Physics

Mentors

An S2S Mentor is a student who volunteers to provide guidance and support to a group of incoming 1st year students. As a mentor, you will be one of the first students to welcome them to the campus and to help them feel included and like they belong.



What is involved?

As an S2S mentor you will help not only with orientation, but throughout the year! You will help:

- Orientation
- Run an Icebreaker and Q&A session.
- Give a guided campus tour (including the library)
- Answer any questions students might have.

What is expected?

- Attend one in-person training session (4 Hours)
- Complete a blackboard module over the summer.
- Apply for garda vetting clearance (subject to group membership)
- Be available for and facilitate an orientation session in September.
- Contribute 1-3 hours per week for the academic year.
- Attend meetings with your Head Mentors.
- Respond to and liaise with S2S staff.

During the year

- Send your group weekly emails.
- Arrange 5 group meet-ups per term.
- Attend meetings with your Head Mentors
- 1:1 meetings if requested by members of your group
- Log all your activity online.

What do you get?

- Full training (one in person 4hr training + one online module).
- A mentor buddy to help mentor your group.
- Excellent experience in leadership and teamwork.
- Guaranteed references based on logged activity and involvement.
- Support from Head Mentors, Committee and S2S Staff.
- Strong social network within S2S Society.
- The chance to make a change in a student's college experience.

House 47

Student Space

You can find us here: **House 47, Trinity College Dublin**
(check us out on the **TCD Sense Map** for accessibility information).

S2S is based in House 47, where there is a dedicated student space for you! Equipped with a microwave, cutlery and tea and coffee facilities for you to use. You can use this space to host a meet-up, have lunch, or just come hang out. We're working on getting a set-up that will allow you to stream movies too. Something you'd like to see in the space? Let us know!



Along with the communal space, there is a bookable Zoom Room and Private 1:1 space. If you have an online appointment, need to study or want to have a private convo with someone, you can book these spaces!



Booking Links:

The Zoom Room (Room 7)

The 1:1 Room (Room 8)

Student Space (for group meet-ups)

Please see the **S2S Room Booking Policy**.

Orientation

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What to Expect

As an S2S mentor, your first interaction with your mentees will be orientation, where you will give a guided tour of the campus, key locations, and run a group session.

Orientation takes place **Monday 16th September - Friday 20th September**. Your orientation session will take place after 6pm on one of these days.



1. Collect your hoodie!
2. Connect with your buddy/ buddies in advance & plan out your sessions.
3. Attend your session & check in with S2S. Make sure you get the materials you need.
4. Write your group number on your balloon.
5. Spread out! Remember that students will be gathering around you, and you don't want them to get mixed up with the next group.
6. Introduce yourselves. Your group might not know what S2S is or what your role as mentors will be.
7. Keep an eye out for shy students Who's not talking to anyone? Who's hiding in the back?
8. It's time to give your tour and run an icebreaker session! You've got this!



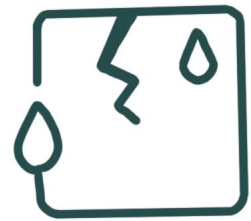
Orientation checklist

- Hoodie
- Balloon
- Running order
- Icebreaker materials

Icebreakers

Ice Breakers are great! They get everyone warmed up and speaking to each other. They help you to overcome that “embarrassment barrier” when no one wants to be the first to speak or to ask a question. They also give your group members means to start a conversation with a fellow mentee next time they see them.

When you’re thinking about Icebreakers remember:



Inclusive

Get everyone involved, and make sure everyone speaks!

Constraints

Have a back-up plan in case the room doesn’t allow for the icebreaker, or a member of your group can’t participate.

Equipment

Make sure you bring what you need, and it’s agreed in advance who does what.

You

If you join in, group members will feel more comfortable participating!

Alannah Brophy - 2023/24 Mentor

‘We asked our mentees to find one thing that they had in common (e.g. music taste, both owning a dog, being from the US, etc.). This actually worked pretty well at propelling deeper conversations!’

Icebreakers

Suggestions

Two Truths and a Lie

10 - 15 mins

Participants are asked to think of three statements. Two must be true statements, and one must be false.

Participants take it in turn to share the three statements (in any order) to the group. The group then have 3 minutes to ask them questions and to decide which statement is the lie.

Our Vision for the Future

10 mins

Divide participants into groups of about 3-4 people. Tell them it is four/ five years from now and they are about to graduate. What do they want to say about their Trinity experience when they look back at it? Give groups 5 minutes to discuss this and then bring them back in for feedback.

I Bet You Didn't Know

10 - 20 mins

Participants are put into pairs. They are asked to interview each other using Participants are given a link to an online poll/interactive whiteboard and asked to enter, using their own devices, two separate facts about themselves that nobody in the group would know, but that they don't mind sharing.

These statements are projected onto the screen/whiteboard in the room and participants are told, by asking questions of other group members, to work out who each statement belongs to. However, they are not allowed to use any of the words written in the statement when asking the question, and they're not allowed to ask outright what their fellow participants wrote.

Getting to Know You

10 mins + 1 additional minute per participant

Participants are put into pairs. They are asked to interview each other using the following questions:

1. What is your name?
2. What are your pronouns? (he/she/they etc.)
3. Why did you decide to volunteer?
4. What was the last thing you did before you went to bed last night (or the last thing you're willing to share - you don't need to disclose very private info!)

After 5 mins the group reconvenes, and each participant introduces their partner to the group using their answers to the questions posed.

Make a Web

10 - 15 mins

One participant is given a roll of string and asked to pick a number. The facilitator will ask the question associated with that number.

When the participant has answered the question they should hold on to the end of the piece of string and throw the roll to another participant.

That participant then picks a number and so on. When everyone is holding on to the string at some point, examine the web and point out that it would not be the same if any one member of the group was elsewhere.

Sample Questions:

- | | |
|--|---|
| 1. If you could date any cartoon character, who or what would it be? | 7. What's your favourite season and why? |
| 2. You have to sing karaoke, what song do you pick? | 8. What's the worst chat up line you've ever heard? |
| 3. Who would play you in a movie about your life? | 9. What's the weirdest present anyone has ever given you? |
| 4. What's your favourite procrastination technique? | 10. What was the last fancy dress costume you wore? |
| 5. What's the weirdest food you've ever eaten? | 11. If you were famous, what would you be famous for? |
| 6. What was your favourite toy as a child? | 12. If you were a wrestler, what would be your entrance theme song? |

Frequently Asked Questions

Starting college is a big transition, and incoming first years will likely have a lot of questions! Here is a list of the questions you submitted during training, as your most common questions you had when you started first year.

Academics

How do exams work?

Exams and results work differently for different courses. However, the Academic Registry's **student guide for examinations** is a great way to familiarise yourself with how exams and results work for Trinity student.

How to study?

Most Trinity students need time to adjust to independent study and research. If you're used to being told what to read and when, having to use your own judgement and motivation can be a lot trickier than it sounds. **Student Learning Development** have a host of online resources, workshops, and one-to-one supports to help you work it out.



What is referencing?

Referencing means acknowledging the source of the information you have used (referred to) in your work. It helps to make clear to the reader how you have used the work of others to develop your own ideas and arguments. Your course handbook normally contains guidelines for essay writing - including which style of referencing to use and example references to follow. Trinity takes referencing and plagiarism seriously and you can get into trouble if you've plagiarized someone else's work, which includes citing the work and not referencing the citation. If you're not sure you're referencing correctly or need help referencing, you can ask the **duty librarian** for assistance.

Campus Life

How to find things on campus?

To locate your lecture theatres or classrooms we recommend using the 'Finder' feature on the **Trinity Live App**. **Printable and interactive maps** of campus are also available, along with **directions to and from** the College from various transport hubs and locations around the city. The **TCD Sense Map** provides information about the sensory environments in different areas of Trinity, as well as physical access information for buildings across campus.

Cheapest places to eat on campus?

Finding something to eat between lectures that are student friendly and are also close to college can be a struggle for many freshers.

Here are some ideas from the Trinity News article **Five eats for a fiver**:

1. The Buttery/ The Dining Hall
2. KC Peaches
3. Cornucopia
4. Mangolian BBQ
5. Dicey's

Societies?

There are over 120 clubs and societies, and involvement in student organisations is not seen as just a hobby, but an integral part of Trinity education. **Find out more about clubs and societies.**



Where are microwaves on campus?

Publicly available microwaves can be found at the following locations:

- Institute of Population Health, Tallaght
- JCR Hamilton student space
- Old Stone Building, St. James's Hospital
- S2S Student Space (House 47)
- School of Nursing and Midwifery, D'Olier Street
- SU Café, Goldsmith
- SU kitchen, first floor of House 6
- The Atrium, Room 50

Student spaces on campus?

Sometimes you just need a spot to relax in between classes! There are relaxed student spaces, including designated Zón Mac Léinn (student zones) at the following locations:

- Global Room, Watts Building
- JCR Hamilton Zón Mac Léinn
- Old stone building, St James's Hospital
- Oldham House, Trinity Halls
- S2S Student Space (House 47)
- Seomra na Gaeilge
- SU Café, Goldsmith
- SU Kitchen, House 6
- TBSI Zón Mac Léinn
- The Buttery vaults Zón Mac Léinn

IT & Facilities

How do I use Blackboard?

Depending on the module, lecture notes, online assignments and other activities are available on Blackboard. Blackboard Help content is now located within the 'Student Help' sections when you **log in to Blackboard**. These sections have guides & video tutorials to help you get started and advice covering the majority of queries; if you cannot find the answer within the Blackboard help pages, please contact IT Services via **itservicedesk@tcd.ie**.



How do I connect to WiFi?

The **TCD WiFi guidelines** provide a user-friendly, step-by-step guide on how to connect to the TCD WiFi network. If you have any further queries or require assistance regarding the TCD Wi-Fi connection, reach out to the IT Services team by emailing **itservicedesk@tcd.ie**.



How do I use the printers?

The central printing, scanning and photocopying facilities are provided by Datapac and managed by IT Services and the College Library. There are multi-function devices in the IT Services Computer Rooms, Libraries, and in some off-campus locations. Full instructions on how to use the service are available on the **Datapac website**.

How to get a locker and when?

Locker locations and information about how and when to rent them **is available here**. You will need your TCard log-in details to access all the information.

Transition to College

How do I make friends at college?

It can be overwhelming making the transition to college, especially for students that have moved internationally or moved out of home for the first time. Make sure your mentees know about the number of **societies and clubs** they can join to meet new people. The **Sports Centre** is also great for attending classes and courses. And of course, you could meet your need college friends in your S2S mentor group!

What supports are there?

For a full list of supports from general queries to careers, financial or IT support see the **support services webpage**.

Accommodation

Moving to Dublin and finding accommodation for the first time can be a difficult task. We recommend you check out **TCDSU's Accommodation Advisory Service** which offers information on the different types of accommodation, your rights as a tenant, and where to look for accommodation.



Information for International students

All new incoming international students get sent the **International Student Welcome Guide**.

The **Global Room** is a space designed to support Trinity's community of international students and to provide a range of services. It is staffed by a professional team as well as a team of student Global Ambassadors.

The Global Room staff are trained to help international students with topics like immigration, visas, bank accounts, and health insurance. There is an Immigration Support Officer working in the room, too.

The space regularly hosts international-themed events, including the New2Dublin programme, to help incoming students adjust to life in Dublin city.

Campus Tour

During orientation you will be giving a campus tour, showing your mentees all the important spots any first year would need to know. When giving your tour along with showing the main spots, make sure to show your mentees important areas specific to your course like essay drop-off points and department buildings.

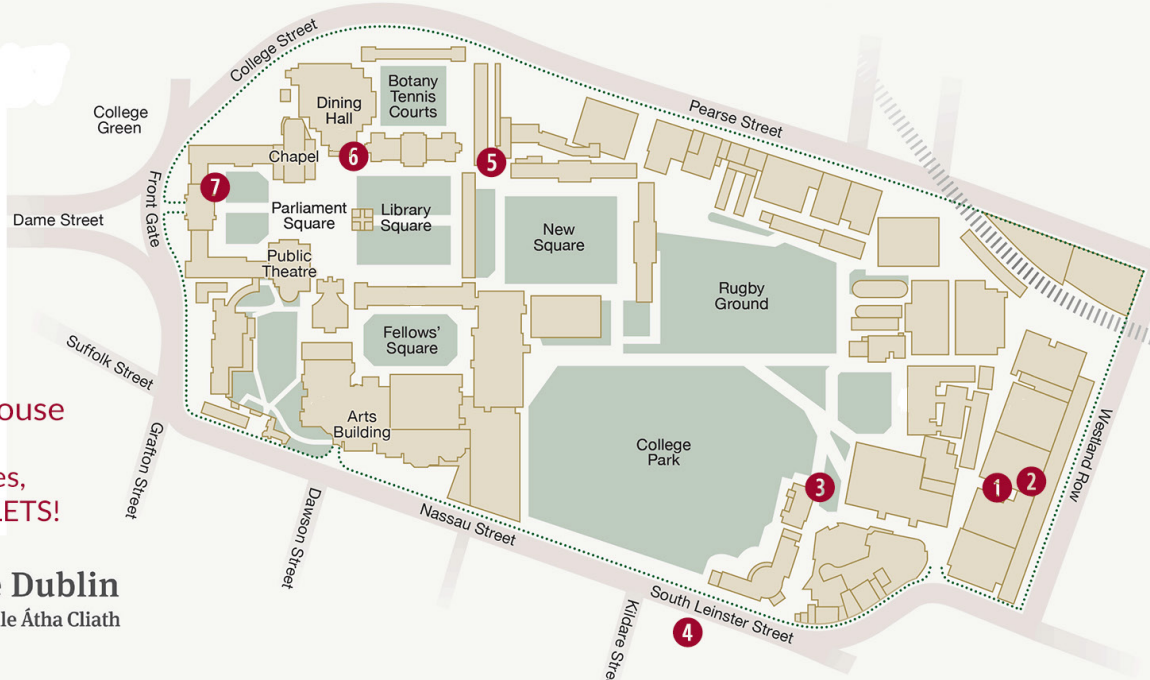
CAMPUS TOUR

- 1 Academic Registry
- 2 Global Room
- 3 The PAV
- 4 Student Counselling
- 5 Senior Tutor's Office
- 6 Dining Hall/Buttery
- 7 House 6 / Mandella House

Not forgetting lecture theatres, Labs, course offices and TOILETS!



Trinity College Dublin
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Don't forget to include the information you know best, like which toilets to use, what TCD websites are the most useful, how to book the best spots in the library, where the microwaves are etc.

Walk out your route in advance and make sure you're familiar with diversions, and areas where there may be accessibility issues - the **TCD Sense Map** can be a useful asset for planning.

'I would advise to contextualise the buildings as well, so rather than just go around saying the names, to say if/when they are going to need to be there, e.g. for lectures, for society events.'

Helen Wurdinger
2023/24 Mentor





Plan your route once you have all the orientation information.



Be helpful and informative but don't overstretch to be entertaining (e.g. inappropriate stories, rumours etc.)



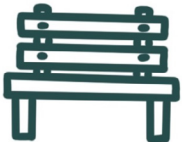
Always show where the toilets are!



Have one mentor leading the group and the other at the back to ensure that no one is left behind.



Allow informal chats/ questions.



Offer group members chances to pause/rest if they need them or take strategic breaks near benches.



Stop walking and face your group before saying important information so everyone can hear you.



Learn the location of accessibility features (accessible entrances, ramps, lifts, etc.) and point them out on your tour.



If necessary, have one mentor stay outside with students if you're visiting inaccessible buildings to ensure no one is left alone.

Library Tour

Along with your campus tour, you will be giving a tour of the Library, letting your mentees know about important library supports and services. Your tour should be of the library most relevant to the course (i.e., Hamilton for Science students, BLU for Arts students).



When giving the tour, the library staff will allow you and your group of mentees in (even if they do not have their TCards yet). When delivering the tour, remember to be respectful of the space and those using it, especially quiet areas.

Library staff are here to support your studies and continued academic learning, providing you with the skills and tools to make the most of your time.

The Library's **Welcome page** has all the go to information that students require in the first few weeks including top tips and getting started with your information journey.

Every student has access to a dedicated **Subject Librarian** to help them get the best from the Library during their time in Trinity, from support with breaking down a research question, to expert advice on how to search for quality information, Subject Librarians can make the information landscape feel less daunting. They are available for one-to-one consultations throughout the year.



The libraries opening times are available on the **library website**.

With several library spaces to choose from it is handy to know which ones contain books for certain subjects, as well as the general feel and vibe of the space. Here's what your S2S peers had to say about the different spaces:

BLU Complex

The former Berkeley, Lecky and Ussher are interjoining libraries that form the 'BLU' libraries complex. Kinsella Hall is a dedicated study area that is a subsection of the Ussher. Kinsella Hall has 24hr access via a separate door.

Former Berkeley

The former Berkeley library underwent a **denaming** in 2023 to address Trinity's colonial legacies.

- 'Good for concentrated work in a building with nice architecture.'
- 'The study rooms are excellent!'

Lecky

- 'I find the Lecky the easiest to access and very handy for shorter study sessions. Can be slightly distracting with people coming and going though.'
- 'Lecky has a more casual vibe which I would go to if I want to get a bit done but don't have immediate deadlines.'

Ussher & Kinsella Hall

- 'For long study periods or exam time, though the window seats are nice for relaxed work.'
- 'Ussher is a real rise and grind place. Most people are quiet and concentrated on their work. If you need external pressure to feel motivated to work then this is the place for you.'

Hamilton

- 'Good for short study sessions in breaks between classes, especially if you have classes at this end of campus.'
- 'Seating area is very nice and all seats have charging points. Like all the libraries it can get busy at times.'

John Stearne - Trinity Centre for the Health Sciences, St James's Hospital

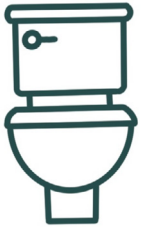
- 'Very quiet, studious and serious, but the lighting is nice and bright.'
- 'Small but cosy.'

Old Library

The Old Library, or the Long Room, contains some of Trinity's oldest books as well as marble busts. It also famously houses the Book of Kells. The Old Library is currently undergoing a **redevelopment project**, and the Book of Kells has been relocated on campus. Trinity students can visit the new Book of Kells Experience, by **pre-booking**, free of charge and can bring up to 2 guests.

Library Tour

Facilities



When giving the Library tour, make sure to point out some key facilities including the nearest bathrooms, water fountains, printers and desks with plug sockets.

There are several PCs available for online research in most Library reading rooms. There are also **IT Services Computer rooms** across campus. The Library also provides a **self-service laptop loans unit** in the former Berkeley Library Basement. These laptops can be borrowed for short periods of time and used in the Lecky, Ussher and former Berkely libraries.



Group study rooms can be booked by students in groups of two or more for project work in the former Berkeley, Hamilton, and John Stearne libraries.

There are supports available to students registered with the Disability Service within the Library. New students can contact the **Disability Service** directly to discuss their needs assessment and accessing supports in the Library.



The **TCD Sense Project** developed a variety of learning environments within the Library to cater for different sensory preferences in terms of room size, noise, light, seating and visual stimuli. These include sensory rooms, small study rooms, study pods, transition spaces, flexible seating, and respite rooms.

The **TCD Sense Map** shows where these spaces are.

My Library's Top Tips

2024/2025

Undergraduate Degree Students

Certificate & TAP Foundation Students

1

SEARCH for books or articles from your reading list using the Library's catalogue, [Stella Search](#)

2

CONTACT your [Subject Librarian](#) for expert searching advice

3

BORROW up to 10 books at a time

4

REQUEST books from storage using our *Click and Collect* service in [Stella Search](#)

5

USE the Self-Service Kiosks to borrow or return books

6

PRINT/COPY/SCAN on any printer (service managed by [Datapac](#)). ID code = your student number; PIN e-mailed when you register with TCD

7

ATTEND any of our training sessions - [Library HITS](#) - and brush up on your research skills

8

ASK LIBRARY STAFF FOR HELP

by e-mail to library@tcd.ie, our *Chat with us* service on the [Library website](#) or in-person at our Service Counters



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Emails

Your mentees first week of classes begin the week of **23rd September** so start sending your emails this week, if not sooner. Exams begin the **week of 21st April** so you can finish up emails around this time.

Remember that 85% of our survey respondents said they read their Mentor emails. You may never get a response, but you are not wasting your time!



When sending your emails, always remember to send them putting the following people in these fields:

 Send	To	Your Buddy
	Cc	Your Head Mentors
	Bcc	Your Mentees

- Please don't create group lists to email your mentees. Always copy your group list from Odyssey.
- Include information from the **Trinity in 12 Weeks programme**, but don't limit yourself to it.
- Keep your communication open and accessible. Don't write huge paragraphs, give a helpful overview and links to further information. And beware of Trinity words that might need explaining (Pav, Schols, AR, SITS... you get the idea!)
- Remember how much information overload you experienced in first year? Don't be afraid to space things out, and to say things more than once!



Lisa Cordas - 2022/23 Mentor

'I thought it would be interesting if I structured the emails in a newsletter format, containing certain topics each week, that would ultimately make life that bit easier for them.

The emails contained general housekeeping on upcoming events around Trinity and a weekly update on Trinity in 12 Weeks with some added advice. Additionally, I included sections in the emails that included restaurant recommendations, activities to do around Dublin and more personal recommendations for recipes, songs and books.

These additions were based on feedback we got from our mentees about what they would like to see in the emails from week to week.'

Special Awards are available at the end of the year for creative email titles, good use of memes and innovative content, so don't hold back!

To give you an idea of what you can make, here is a snippet of a weekly email sent out by mentor Lisa Cordas and her buddy.

✨ Reading Week ✨ Email

Hello, hello!

You can practically hear the glee in the tone of this email, as *Reading Week* is approaching us! This week is a great opportunity to catch up on much needed sleep, as well as any studying that you feel you may be behind on (sure aren't we all haha). Whether you are at home with your family, or out with your friends having the time of your life, we hope that by the end of the week, you'll feel more ready than ever to take on the final stretch of lectures before Christmas! (Am I even allowed to mention the C-word before Halloween??)

One of my main agendas with this email is to give a final notice that we are having a meet up tomorrow, Monday the 24th of October at 12:00 at the National Gallery (the Merrion Square entrance). The address for those of you wondering is: Merrion Square W, Dublin 2, D02 K303. We'll be taking in the works of art after which we will head out for some coffee, lunch and, most importantly, some much needed chats. We would love for you to be there, so please come along!!! :D

Easy recipe (in honour of Health Week)

Tofu Curry - suitable for vegetarians and vegans :)

This recipe is tried and true. I recommend cooking this with your flatmates, as you do get a good few portions out of it. Otherwise you can save the leftovers for later in the week. The best part about this recipe is that, as complicated as it may seem, many of the ingredients aren't necessary (in my humble opinion) and you can customize it to your liking. I love adding button mushrooms as another source of protein.

The recipe is [here!](#)

Book review

Oh My God, What a Complete Aisling - by Emer McLysaght and Sarah Breen

This no.1 bestseller follows Aisling, a 28-year-old, typical country woman who works in Dublin and has to try navigate her new life, after a holiday away with her long-term boyfriend doesn't result in a proposal like she hoped it would.

This book series (yes, there are four books - I am currently on the third) is a hilarious, light-hearted read that perfectly encapsulates the typical Irish country woman. It has been highly commended by well-known author Marian Keyes. Give it a read if you want to experience a taste of Irish wit and humour.

Events and Meet-Ups



Mentoring doesn't end with Orientation. Mentors are expected to arrange 5 social meetups in the first semester, and a further 2-3 in semester 2.

At meetups, be aware of any particularly shy members of your group. Please do your utmost to include these students but at the same time, not in an obvious way that might embarrass them.

Just ask them a question or two to make sure that they are included or have a general check-in at the start of a meetup, so everyone has a chance to speak.

Alison Zobenko

2023/24 Head Mentor



'In terms of organising you need an action plan - suitable venue, date, time, materials and availability to all align.

S2S is amazing with letting your creative ideas thrive so you don't always need a pizza and a movie, let's think outside the (pizza) box '

- 1. Alternate Times and Days:** Offer events at different times and on various days to accommodate diverse schedules.
- 2. Mix Alcohol and Non-Alcohol Events:** Provide a balance of events with and without alcohol to cater to all preferences.
- 3. Include Free Events:** Ensure some events are free to increase accessibility for everyone.
- 4. Avoid Empty Events:** Focus on promoting and organizing events that are likely to attract participants. If you're using social media, or anything that advertises how many people have said they are going, ask a couple of friends to boost your numbers before you circulate the link. No one wants to be the first to say "yes".
- 5. Start Smaller, Aim Bigger:** Begin with smaller events to build interest and scale up as needed.
- 6. Collaborate with Other Groups:** Combine efforts with other S2S groups and integrate with larger society, school, and S2S events.





- 7. Give Notice and Send Reminders:** Provide ample notice for events and send reminders to keep participants informed.
- 8. On-Campus Meet-Up Points:** For off-campus events, arrange a meet-up point on campus so everyone can arrive together.
- 9. Choose Accessible Locations:** Ensure locations are physically accessible (e.g., no stairs or with lifts). We can help book accessible rooms on campus if notified in advance.
- 10. Use Accessibility Event Generator:** Plan events inclusively using the **Accessibility Event Generator**.
- 11. Collaborate and Share Responsibilities:** Don't feel pressured to do everything yourself. Work with other mentor groups, use college and society events, and share the organisational load with mentor buddies.
- 12. Encourage Informal Chats and Questions:** Allow time for informal conversations and questions to create a more relaxed and engaging environment.

Reimbursement Process



S2S has a small budget that can be used by volunteers to fund activities and meet-ups. Please read the **reimbursement policy document** to become familiar with the process - you must follow the principles in order to be reimbursed.

1. Fill out a **request for funding** with all the details we require at least 3 working days prior to the event happening. We cannot offer reimbursement at short notice, or retrospectively.
2. Once we review your application, we will respond within 24 hours of approval or denial of the reimbursement.
3. Once spending is approved, we will send you a Non-Staff reimbursement form.
4. After the event volunteers need to fill in their bank details and email the completed reimbursement form to the S2S staff as a PDF, along with a photo of the receipt and proof of event. Proof of event can be the email inviting mentees to the event – just forward it on to us marked “for reimbursement”.
5. S2S staff will process reimbursement forms as a priority and send them to Trinity Finance, who will send the money into your bank account by EFT.
6. FIS process forms once a week, so alert S2S staff if you have not been paid within 2 weeks.

Remember:

- Ask for reimbursement before you buy anything!
- Requests are limited to €30 per event unless there are exceptional circumstances, agreed with the S2S Office in advance.
- Keep your receipts.
- Don't rely on quick reimbursement.
- Don't pay for deposits out of your own pocket. If you're arranging an event for which a deposit is required, ask everyone who's coming to give you their portion of the deposit in advance.
- Alcoholic drinks will not be reimbursed by Trinity's Finance Office.

Logging Activity

It is important that you log your activity regularly on Odyssey so that we can write quality references for you, and so you can apply for awards including the Dean's List of Volunteering and the Trinity Employability Award! It also really helps the S2S programme, as the activity you log helps us to directly advocate for funding!

The screenshot shows the S2S (Student 2 Student) interface. The top navigation bar is dark red with the Trinity College Dublin logo on the left, the text 'S2S (Student 2 Student)' in the center, and the user email 'test.a@dovetail.ie' and a 'LOG OUT' button on the right. A left-hand sidebar menu contains options: Activity (selected), Training, Buddies, Mentor Group, Profile, and Withdraw. The main content area is titled 'Activity History' and features a dropdown menu for 'Academic Year' set to '2021/2022'. Below this is a thank-you message: 'Thank you for all these hours you have contributed to your fellow students.' Three white boxes display the total hours: '0.25 Hours this week', '0.25 Hours this month', and '0.25 Hours this academic year'. At the bottom, there is an 'Activity Log' section with a 'Hide minor events' checkbox, an 'EXPORT ACTIVITY HISTORY' button with a download icon, and a blue '+ ADD A LOG RECORD' button.

To log your hours:

1. Log onto <https://s2svolunteer.tcd.ie/> with your TCD credentials.
2. On the side menu, click on the “**Activity**” page. This will open your activity log.
3. To add a new activity, click the blue “**+ ADD A LOG RECORD**” button. This will open a popup menu.
4. Enter the details of your meetup including the date, time, event type and duration. Make sure the duration is in **minutes** or it won't be added properly.

Add a log record

Date: 06/08/2021 Time: 09:55 Event type: [dropdown] Duration (Mins): [input]

Details: [text area]

< CANCEL SAVE UPDATES

5. Under details, write a short description of your meetup/email.

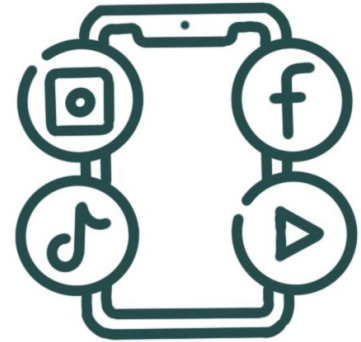
There are a number of “**Event Types**” in the dropdown menu - here are some guidelines for when to use each type:

- **Group meetup:** Any time you arrange a meetup for your whole mentee group. The duration should be as long as you stayed with them.
- **One-to-one:** Use this if you meet up with a mentee one-to-one.
- **Orientation:** To log your orientation meetup!
- **Email by Volunteer:** Log any emails to your mentees under this category, both your weekly email and any direct emails you may send. We ask that you log all emails as 30 mins - some might take you a little longer, some a little less but it will balance out in the end!
- **Training:** Use this category to log any S2S training you take. This includes your 4-hour online training session and the time it takes you to complete the Blackboard module.
- **Planning:** If you spend extra time planning a meetup with your mentor buddy, you can log that time in this category!

6. When you are done, make sure to click the blue “**SAVE UPDATES**” button to add it.

Social Media

Social media can be a great addition to your emails, to encourage engagement within your group! When creating an engaging social media space, it is important to also protect your privacy, which can be done by setting up a new profile specifically for your group.



Aviva Rynne Browne - 2023/34 Mentor

‘Social media can be good to remind mentees of special events and meet-ups.

Make the accounts before campus tour and get mentees to follow the account during the ice breaker.’

- Weekly emails are the primary communication for you and your mentees – social media can be a fun, optional, space to use in addition to your emails.
- Only relevant content should be shared, related to Trinity, academics, personal growth and any mentor group updates like your weekly emails.
- Make your posts accessible, so everyone can enjoy them. Check out **AHEAD’s accessible communication guidelines** for top tips:

1. Use **CamelCase hashtags** - for example #S2SMentorMeetUp, not #s2smentormeetup.
2. Always offer **captions**, where applicable for video-type materials. If screening a movie, put the subtitles on.
3. Ensure all images include **alternative (alt.) text** to provide extra context for screen readers.
4. Use **high contrast colours** to accommodate colour blindness and make reading the information easier.
5. Provide a **variety of formats** (text, video, audio) - different people learn and access information in different ways.
6. Clarify **specialised terms** and phrases - explain the many Trinity abbreviations when using them!
7. Use **emojis** sparingly - too many can lose the message's meaning.
8. Use **accessible fonts** (sans serif and equal to or greater than 12pt) - where possible avoid italics, underlining and all capital letters which can be more challenging to read.
9. Be mindful of **language use** - make sure your tone and vocabulary is suitable for your mentees.
10. Don't assume you don't have a **disabled audience** - many students have disabilities, including invisible ones.

Social Media

Instagram

If you don't already have an Instagram account:

- Download the Instagram app from the App Store (iPhone) or Google Play Store (Android).
- Once the app is installed, tap Instagram to open it.
- Tap Create New Account and enter your email address or mobile number, then tap Next.
- Enter the confirmation code sent to your email address or mobile number, then tap Next.
- Create a password, then tap Next.
- Enter your birthday, then tap Next.
- Create a username, then tap Next.
- Read Instagram's terms and policies, then tap I agree, to create your account.
- Add a profile picture, then tap Next. If you'd like to add a profile picture later, tap Skip.

If you already have an Instagram account:

- Go to your profile page and select the down arrow next to your username.
- Select "Add Instagram account"
- Select "Create new account" and follow the instructions.
- If you opt to "share login in your Accounts Center" you will be able to switch between profiles without logging out and logging in. Consider getting into the habit of switching back to your personal profile every time you leave Instagram, so you don't post/share personal things to your group by accident.

Communication Essentials

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Boundaries

Please pay attention to these - we've drawn them up to make sure you're never in a difficult position, and that you and your mentees are safe!



- Only use your TCD email address to contact your group.
- Be clear about your role - you are not a PA; you are not available all day every day. When you can, hide your online status between meetups, so no one attempts instant messaging when you're not expecting it.
- If one-to-one meet-ups are requested, only hold them in public places, or book the 1:1 Room in House 47.
- Keep one-to-one meetups between the hours of 9am-4pm, Monday-Friday in case you need to make a referral.



- Refer anyone under 18 seeking support to S2S Peer Support unless you are specifically Garda vetted as an S2S Mentor.
- Trust your instincts. If anything doesn't feel right, or worries you in any way, or if you just feel like you have too much going on, debrief with an S2S staff member or Head Mentor.
- But, don't talk to anyone outside of S2S without explicit consent.
- Remember that anything you say about your group or S2S could be overheard by someone who uses or is thinking about using the service.
- If you're someone's Mentor that's the only relationship you should have with them!

Empathy

Empathy is the ability to hold off on assuming that we know how someone else feels, and to engage with what they are saying in a way that helps us to understand their experience of something. It's not about knowing how you would feel in someone else's shoes, but what it's really like for them.

To understand empathy better, Dr Brené Brown has some great insights:

- Perspective Taking, or putting yourself in someone else's shoes.
- Staying out of judgement and listening.
- Recognizing emotion in another person that you have maybe felt before.
- Communicating that you can recognize that emotion.

'Empathy fuels connection. Sympathy drives disconnection'

'Rarely can a response make something better. What makes something better is connection'

'Empathy is a choice, and it's a vulnerable one'

To learn more, watch this really helpful video from Brené Brown:



Active Listening

Active listening is the practice of listening that reflects understanding back to the speaker. It is a fantastic way to demonstrate empathy and understanding and ultimately creates a more enriching conversation.

Alannah Markham - 2023/34 Mentor

‘Responding to mentees queries and questions in a well-rounded manner. Trying to understand and processing it before responding to them helps!’

- **Stop talking.** You can't listen while you are talking.
- **Don't interrupt.** Give them time to say what they have to say.
- **Smile.** Respond appropriately, don't overdo it.
- **Look at them.** Their face, mouth, eyes, hands, it will all help them to communicate with you. They also help you to concentrate, too. Make them feel that you are listening.
- **Work with them.** Only part of the responsibility rests with the speaker; you as the listener have an important part. Try to understand and, if you don't, ask for clarification.
- **Pause your emotion.** Try to push your worries, your fears, your problems, outside the meeting room. They may prevent you from listening well.
- **Avoid distraction.** Find a quiet place where you can sit with your back towards most of what is going on.

- **Concentrate.** Actively focus your attention on their words, ideas, and feelings related to the subject.
- **How is it said?** We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitudes and emotional reactions may be more important than what he says in so many words.
- **Allow space to think.** The temptation is to fill silence with questions or comments, which may not be helpful. Try to be comfortable with silence and allow time for people to think about what they are going to say.
- **Don't judge.** Wait until all the facts are in before making any decisions.
- **Don't solve.** You are there to listen. If you are focused on finding answers, you are not listening completely.
- **Avoid assumptions.** Assumptions can get you into trouble in trying to understand other people. Don't assume that they:
 - Use words in the same way that you do.
 - Feel the same way that you'd feel.
 - Are distorting the truth because what they say doesn't agree with what you think.
 - Are lying because they have interpreted the facts differently from you.
 - Are unethical because they are trying to win you over to their point of view.
 - Are angry because they are enthusiastic in presenting their views.



Question Types

Open questions cannot be answered with a “yes” or “no” response, or with a static response. This type of question encourages exploration.

“How are you?”
“What happened next?”

Closed questions are questions to which an answer must be selected from a limited set such as “yes” or “no” or to which the answer is finite. This type of question is useful to check-in or clarify.

“Do you want to take a break?”
“What month did you move to Dublin?”

Hypothetical questions ask someone to imagine how a possible plan of action could work out. They are a great way to introduce suggestions/ideas.

“What do you think would happen if you told your dad about the debt?”

Leading questions assume that the questioner knows the answer, and puts it in the other person’s mouth. Using these tells someone what you want them to think/say.

“That’s hard for you, isn’t it?”
“When will you tell your parents?”

Judgemental questions are coloured by your personal opinion on the situation. They tell someone how you feel.

To maintain a non-judgemental, non-directive space:

- Ask to explore – not to persuade.
- Be mindful of context, and tone of voice.
- Don’t put pressure on them to answer.

“You would never do something like that, would you?”

Reflect:

I've got so much on, I hate my course, I can't afford to eat and I'm an alien!

You're an alien...

Paraphrase:

I've got so much on, I hate my course, I can't afford to eat and I'm an alien!

So, you're from another planet...

Summarise:

I've got so much on, I hate my course, I can't afford to eat and I'm an alien!

So, you're overwhelmed, you don't like your course, and you have concerns about your visa. Where would you like to start?

Conflict Resolution

When we are not confident asserting our needs or boundaries, we start to blame the person who is “making” us speak up. They should have known not to have done this, or said that, without us having to tell them.

We also tend to respond to criticism defensively, which means that we listen to someone to correct them (e.g., fact checking) rather than with empathy.

There are two simple things you can practice doing in arguments that will help to keep things calm and to strengthen a bond with the person you’re talking to:

- 1.** Use “I” statements. Talk about how you feel without the “because you...”
- 2.** Employ as much empathy as you can. Someone might be using very blaming language or making inaccurate accusations. Instead of making your case in response, try reflecting, paraphrasing, summarising, helping them to feel heard and understood. Go back to the “I” statements to share your perspective, respectfully, with them.

**Instead of saying:**

‘You’re not pulling your weight, and it’s not fair. You’ve left me holding everything’.

Try:

‘I feel like the workload isn’t evenly distributed. I get angry when I think I have to do the lion’s share.’

Instead of saying:

‘It’s not my fault if you decide to take everything on. You’re making it all about you when you have no idea what’s going on for me’.

Try:

‘I hear you saying that I’ve let you down, is that how you feel?’

‘I am genuinely sorry that you’ve been left with all the responsibility. Can I take a minute to explain to you what’s been going on for me, and then hopefully we can work out a better way to manage the workload together?’

Signposting

- As we discussed in training, if support goes beyond practical information giving and becomes emotional support, we are asking you to signpost your mentee to another service.
- Use your active listening tools to make sure your mentee feels heard and to figure out what service might be best suited to their needs.
- If you need more information or support around where to signpost someone, please reach out to the S2S Office - we're here to help!
- Remember - hearing your mentee out and helping them access the **right** support is helping them! You don't have to provide all support yourself!
- If and when the time is right to signpost, there are plenty of useful resources. Please check these resources regularly for access and service updates.
- If your mentee requires more direct support, then it's time to make a referral.

Health and Wellbeing

Chaplaincy
College Health
Dignity, Respect and Consent
Advisors
DisAbility Service
Healthy Trinity
Niteline
Student Counselling Service
S2S Peer Support
TCDSU Welfare & Equality Officer

Academic

Academic Registry
Library
Student Learning Development (SLD)
TCDSU Education Officer
Your Tutor

Careers

Careers Service

Financial

Senior Tutor Financial Assistance

IT Support

IT Services
Microsoft Apps (Office 365)

Accommodation

TCD Accommodation Office
TCDSU Accommodation Advisory
Service

Student Parents

Breastfeeding rooms and supports
Trinity Day Nursery

International Students

The Global Room

Mature Students

The Mature Students' Officer

Referrals

Referrals can often be confused with signposts, but here's the key difference:

A **signpost** involves informing a student about a service or services, and making sure they know how to get there.

A **referral** means making sure a service is aware that a student may need their help and asking the service to offer support.

It can be much harder to make the distinction in practice, but you can always come and talk to someone in the S2S office if you are unsure of whether and/or how to make a referral.

Don't wait to talk to us if a referral is urgent though!

If you have any concerns for the student's safety, or for the safety of others, please bring the student directly to S2S, to the Student Counselling Service or to the College Health Centre. If the student won't come with you, it's important that you come to the service directly and let them know who you are concerned about, and why. Our services are safety-first, so they will take any measure necessary to ensure the student's wellbeing and/or the wellbeing of others. Remember that this includes your wellbeing!

If you must make a referral of any kind, please come and debrief with an S2S staff member as soon as possible, even if you feel as though it has had no direct impact on you.



Reasons to make a referral include:

- Concern that a student may be at risk of significant harm, and/or may harm others (remember that in this case referral is mandatory - see confidentiality agreement).
- Recognising that the student's needs require expertise/ experience outside of your training.
- Not feeling personally comfortable with the students' support needs (e.g. their issue is outside of your experience, or is uncomfortably close to your own experience).
- Not having personal capacity - regardless of your ability to support someone, you will not always be in a place where this is feasible or good for you to offer this support.

It is always ok to make a referral if you are in any way uncomfortable or unsure of your capacity to support someone directly. It is better to ensure someone has appropriate and sustainable support than to take everything on yourself.

Emergency contacts:

Ralph Armstrong-Astley: 085 7833 548

Student Counselling Service: 01 896 1407

Trinity College Health Services: 01 896 1591 / 8555 / 1556

SCS **out of hours support information.**

If you are making a referral:

- Use your **active listening skills** wherever possible. If you know that the subject or issue is going to impact negatively on you, be honest about this and politely redirect the student. Otherwise, you can stay listening and make the referral calmly at the appropriate point in the conversation. You don't need to cut someone off or to end a conversation unless it's better for you not to continue with it.
- Be **honest** about why (e.g., "I hear you saying you're not sure if you can go on, and it makes me very concerned for your safety.")
- **Let them choose** who, if you can (e.g., "we can go to the Counselling Service, or to the College Health Centre. It depends on who you'd feel most comfortable talking to, but you do need to talk to someone.")
- Stay **supportive** if it is appropriate (go with them, meet them after or check-in with them online before/after if you can't meet face-to-face.)
- Name your **concerns** - it's better to ask and be wrong, than to not ask and be right. If you say the word suicide you will not be putting ideas into people's heads, but you might be giving them an opening to say something they didn't know how to express out loud.
- Acknowledge the **strength and courage** the student has shown by talking to you. Asking for help is one of the bravest things a person can do.
- Talk to an **S2S staff member** as soon as possible. If you are concerned about someone's safety then it's important that you go to S2S, Student Counselling and/or College Health with that information straight away. Encourage the person you're worried about to join the meeting if you can. Tell them you are going to tell S2S, Student Counselling and/or College Health even if they will not join the meeting with you.

S2S
Community

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Award Ceremony

Every year there is a dedicated award ceremony for all our fantastic volunteers. This is a time to reflect on the incredible work done, and to give each other a well-earned pat on the back! Logging your activity is particularly crucial for this, so the S2S staff know the work you have been doing behind the scenes, and can celebrate your contributions. Staying in contact with your Head Mentors too, they're the ones that put you forward for special awards!



Trinity Graduate Attributes

Trinity Graduate Attributes

To Act Responsibly

A Trinity Graduate

- Acts on the basis of knowledge and understanding
- Is self-motivated and able to take responsibility
- Knows how to deal with ambiguity
- Is an effective participant in teams
- Has a global perspective
- Is ethically aware

To Develop Continuously

A Trinity Graduate

- Has a passion to continue learning
- Builds and maintains career readiness
- Commits to personal development through reflection
- Has the confidence to take measured risks
- Is capable of adapting to change



To Think Independently

A Trinity Graduate

- Has a deep knowledge of an academic discipline
- Can do independent research
- Thinks creatively
- Thinks critically
- Appreciates knowledge beyond their chosen field
- Analyses and synthesises evidence

To Communicate Effectively

A Trinity Graduate

- Can present work through all media
- Is expert in the communication tools of a discipline
- Connects with people
- Listens, persuades and collaborates
- Has digital skills
- Has language skills

Trinity College Dublin has identified specific Graduate Attributes that students should be able to demonstrate upon graduation. They are important because they will:

- Enhance your learning. Working on them will help you become a better and more successful student.
- Help to prepare you for your future and lifelong learning given the changing nature of society.
- Enhance your employability as they are highly desired skills by employers.

During your time as an undergraduate in Trinity you will have the opportunity through your coursework and assessments as well as cocurricular and extra-curricular activities to develop and improve these attributes - being an S2S mentor allows you to develop these attributes.

Employability

Your learning and involvement during your time as a Trinity student gives you the opportunity to develop key attributes and skills that will allow you to succeed in your future as an individual and as a member of society.

The Trinity Careers Service offers current students and graduates advice and resources to help prepare you for your future.

- **Trinity Employability and Employment Guide**
- **MyCareer portal**
- **Applications and interviews**
- **More Career Service resources**



Trinity students can avail of the Trinity Careers Service for advice and resources relating to interviewing, searching for jobs, career planning and more.



James Carey
2023/ Mentor

‘It has gave me a great sense of accomplishment and pride over the past year. I never thought I would have the confidence to take up a role like a mentor but the feeling you get from knowing you are making a difference is unmatched.’

Good interview preparation can improve your performance on the day and help to reduce interview nerves. When the day of the interview comes you should feel that you have a good understanding of the role and the company from your research, and have prepared evidence to demonstrate how you meet the role requirements. Anticipating and preparing for the types of questions they are likely to ask will help you to make a strong impression.

Interview Questions

In advance of your interview it's advisable to review the job description, highlight the key requirements, and come up with a list of questions that you think they could ask, alongside a list of your evidence to support the reasons why you are a suitable candidate. You can then practice answering these before the interview itself.

STAR

When asked to give examples, structure your answers using the STAR framework, which can help you to communicate your competencies clearly and simply. When you outline your example, make sure to tell describe each of the following elements:

S ituation:	Describe the context of the example
T ask:	Explain what you had to do
A ction:	Describe the actions you took, give details about what you did.
R esult:	What was the outcome? What made it successful or unsuccessful? What would you do differently another time?

**Thank you for being a
mentor - S2S couldn't
do it without you!**



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2024



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S2S 

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