# Advising Collegiate Peer Education Groups

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**Module 0**

# INTRODUCTIONS & LEARNING OUTCOMES

# Schedule Overview

9:00 - 9:10am       **Module 0**: Introductions & Learning Outcomes

9:10 – 9:40am       **Module 1**: Definitions & Theories for Peer Education Advising

9:40 – 10:25am      **Module 2**: Peer Education Group Considerations

*10:25 – 10:40am* *Break*

**10:40 – 11:25am** **Module 3**: Student Development & Student Learning Outcomes

**11:25 – 12:00pm** **Module 4**: Standards of Practice & Evaluation

*12:00 – 12:45pm* *Lunch*

**12:45 – 1:45pm**  **Module 5**: Ethical Decision-Making

**1:45 – 2:15pm**   **Module 6**: Leadership Development

**2:15 – 3:00pm**   **Module 7**: Getting Practical

# Learning Outcomes

By attending this training, participants will be able to:

- define and understand the role of the advisor as it relates to various forms of peer education groups

- understand the theoretical underpinnings of the work and related research

- feel empowered as an ethical leader based on relevant standards and competencies from the field

# Discussion

- Introduce yourself
  - Name, Campus, Title/Department
  - How long you've been a peer education advisor
  - Brief snapshot of your peer education group

- What do you hope to get out of today's training?

**Module 1**

# DEFINITIONS & THEORIES FOR PEER EDUCATION ADVISING

# Why Peers?

- "... students play a uniquely effective role - unmatched by professional educators - in encouraging their peers to consider, talk honestly about, and develop responsible habits, attitudes and lifestyles regarding alcohol and related issues."

*-The BACCHUS Network Philosophy*

# Discussion

- What are the key elements of effective collegiate peer education advising?

# Defining the Advisor's Role

- Keep in mind: your peer education group does not replace you!

- Peer education is one layer of an overall health promotion effort

- Consider your own job description
  - What percentage of your time is allotted for peer education?
  - How valued is peer education on your campus?

- Your role may be defined by or related to the group's structure or form

# The Weakest Link

- The greatest weakness in peer education is personality or talent driven programs

- If a strong student or advisor leaves, the entire program may be at risk

# Self Assessment

- What are your capabilities (and limitations) as a supervisor of peer educators?
    - o Complete Written Self Assessment


- What can you do to address your limitations?
    - o Complete Environmental Scan - Addressing Limitation
    - o Start Resource List

# How Theory Can Help

- Helps design interventions based on understanding of behavior

- Moves beyond intuition

- Consistent with using evidence-based interventions

- Explains dynamics of health behaviors and processes to change them

- Helps identify suitable target populations

- Helps define what should be evaluated

# Theoretical Foundations

- Health Promotion Theories & Models
  - Diffusion of Innovation
  - Ecological Model
  - Social Learning Theory
  - Social Marketing
  - Social Norm Theory
  - Social Support Model
  - Stages of Change

# Student Development Theories

- Leadership Development Theory
    - Kouzes and Posner
    - Komives
    - Astin

- Student Development Theories
    - Psycho-social and Identity Development (i.e. Chickering, Perry)
    - Cognitive and Moral Development (i.e. Kohlberg, Gilligan)
    - Person-Environment (i.e. Dewey)
    - Humanistic Existential (i.e. Maslow)
    - Typology (i.e. Myers-Briggs, Tinto, Pascarella)

# Planning Cycle
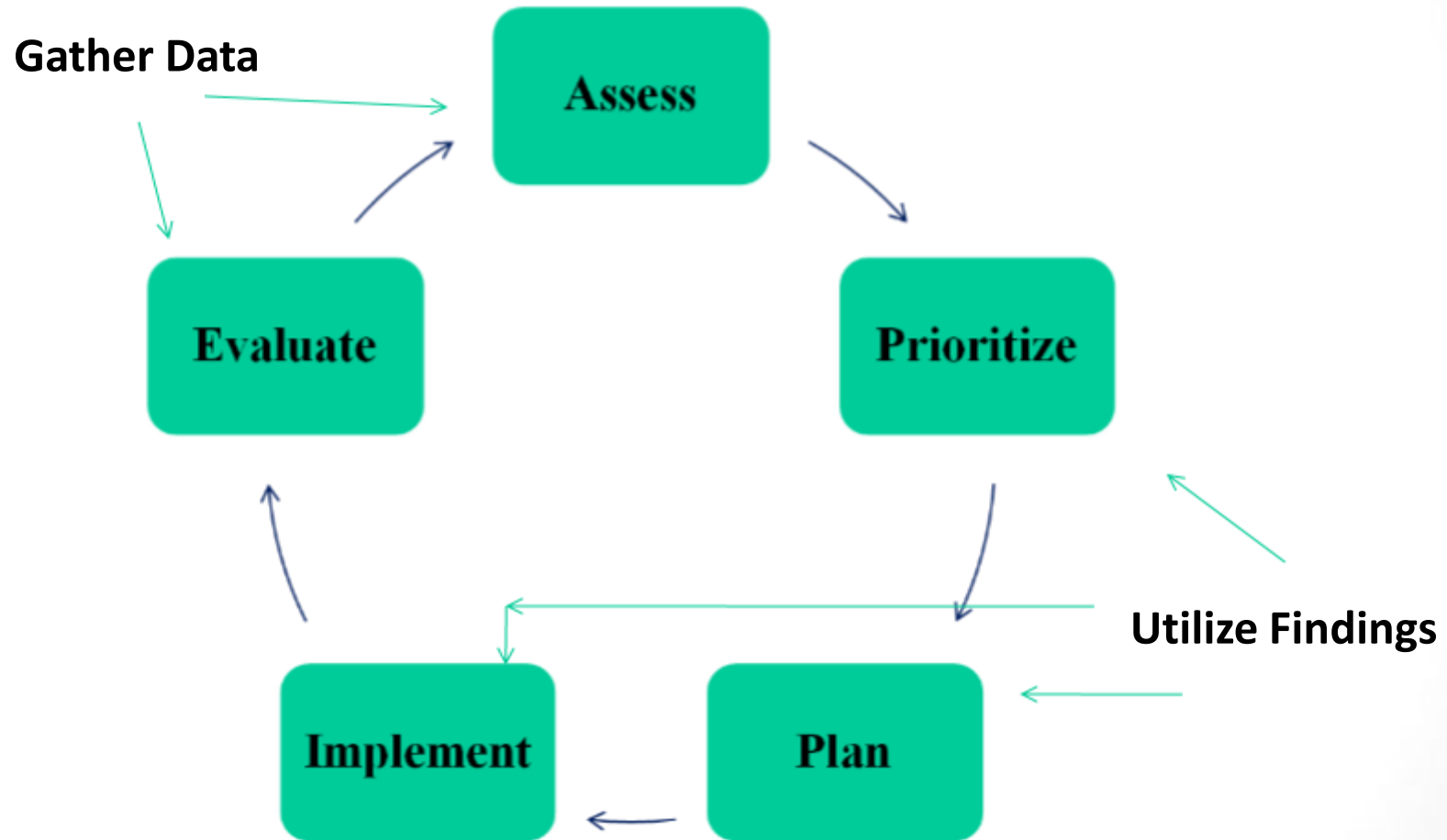
**Module 2**

# PEER EDUCATION GROUP CONSIDERATIONS

# Considerations for Your Group

**Campus/Student Culture**
- How much is peer education utilized on your campus?
- Will you be targeting the entire student body or a narrower population?
- Which developmental stages are you attempting to address?

**Focus/Goals**
- What does your data say?
- What health issue(s) are being addressed?
- What are your goals for your overall prevention program?
- What gaps exist in current efforts (yours or others)?

**Affiliation**
- Where will the group live?
- Who identified the need? Do they have resources ?
- Was this a grassroots or top-down initiative?

# Considerations for Your Group

**Resources**
- What resources are available and how much can they support?
- How much time and energy do YOU have to advise the group?
- Is it sustainable?

**Student Involvement**
- How can peer educators be involved in designing/redesigning group?
- What will keep them excited?
- How much time will it demand?

**Group Leadership**
- How will peer educators be involved in leading the group?
- How does their participation lead to a more significant role?

# Considerations for Your Group

**Compensation/Incentives**
- What will keep your peer educators involved?
- What can you afford to offer?
- Paid? Volunteer? Academic credit? Service Learning? Goodies? Food?

**Training Needs**
- Complex issues = More training
- How can current peer educators be involved in training new members?
- Do cross-training possibilities exist with other groups?

**What form will the group take?**
- Peer education
- Peer counseling
- Peer theater
- Late Night Social Activity Group
- Safe Ride/Walk Program

# Potential Group Activities

- Educational workshops
- "Don't cancel that class" program
- Freshman Orientation presentations
- Freshman Year Experience involvement
- Social marketing or social media campaigns
- Awareness days, weeks or months
- Information tables and booths
- Sponsor major speakers or performers
- Peer theater
- Peer counseling/referral service
- "Office hours" at various locations
- Writing articles/columns for campus media
- Motivational interviewing
- Campus policy advocacy or development
- Plans late night substance-free social events
- Fundraising
- Publicity/marketing

# When selecting strategies…

- Remember the overall goals of your prevention program

- Keep an eye to evidence-based (or evidence-informed) strategies

- Use strategies relevant to the health issue(s) being addressed

- Look to your data for guidance
  - issues to target
  - strategies to utilize

- Fun and interesting may not equal effective

- Re-evaluate long-standing traditions

# Discussion

- What does the peer education group's form and strategies mean for the role of the advisor?

# Legal Considerations

- Options to Mitigate Liability Issues

- Policies

- Liability and the Peer Educator

# Options to Mitigate Liability

- Job Descriptions

- Contracts

- Policies (Campus/Department/Group)

- What other suggestions are there?

# Policies

- HIPAA

- FERPA

- General Policy
  - Confidentiality
  - Disclaimers
  - Reporting Structure

- Peer Educators covered under campus Legal Services

# Liability and the Peer Educator

- **ACTIVITY:** Worst Case Scenario Protocol
  - o brainstorm possible issues
  - o think in terms of minor and worse case scenarios

**Module 3**

# STUDENT DEVELOPMENT & STUDENT LEARNING OUTCOMES

# Five Roles of Peer Educators

- Friend

- Educator

- Activist

- Role Model

- Team Member

*- The BACCHUS Network CPE Training*

# Peer Educator Development

- **Peer Education Group Development**
  - Working with students to define the peer educator role
  - Enhance ownership and involvement in the group
  - Promote their own personal development

- **Leadership development**
  - Include in initial and ongoing training
  - Design opportunities for advancement within group
  - Connect with academic experiences & internships
  - Involve students in strategic planning

- **Employee development**
  - Recruitment& Retention
  - Initial & Ongoing Training
  - Programming, Events & Activities
  - Evaluation and Performance Review
  - Play and Rewards

# Student Learning Outcomes

- Learning outcomes are statements that specify what learners will know or be able to do as a result of a learning activity

- Derived from mission statement and purpose

- Measure the transformation students experience rather than their satisfaction or participation

- Outcome indicators may be knowledge, skills, perceptions, behaviors, or attitudes
  - Examples: critical thinking, citizenship, interpersonal competence, leadership, social responsibility, health/wellness

- Provide markers of progress and key performance indicators

# Impact of Peer Education

- Peer Education has an impact on campuses in two ways
  - students who participate in peer education
  - peer educators impact the campuses and communities in which they live

- The Peer Educator Study
  - BACCHUS website Advisors Corner

- Dealing with naysayers who say peer education doesn't work
  - Some will say it's NIAAA Tier 4
  - Must be one piece of the larger whole
  - It's all in how you use and how you measure

# Healthier Choices
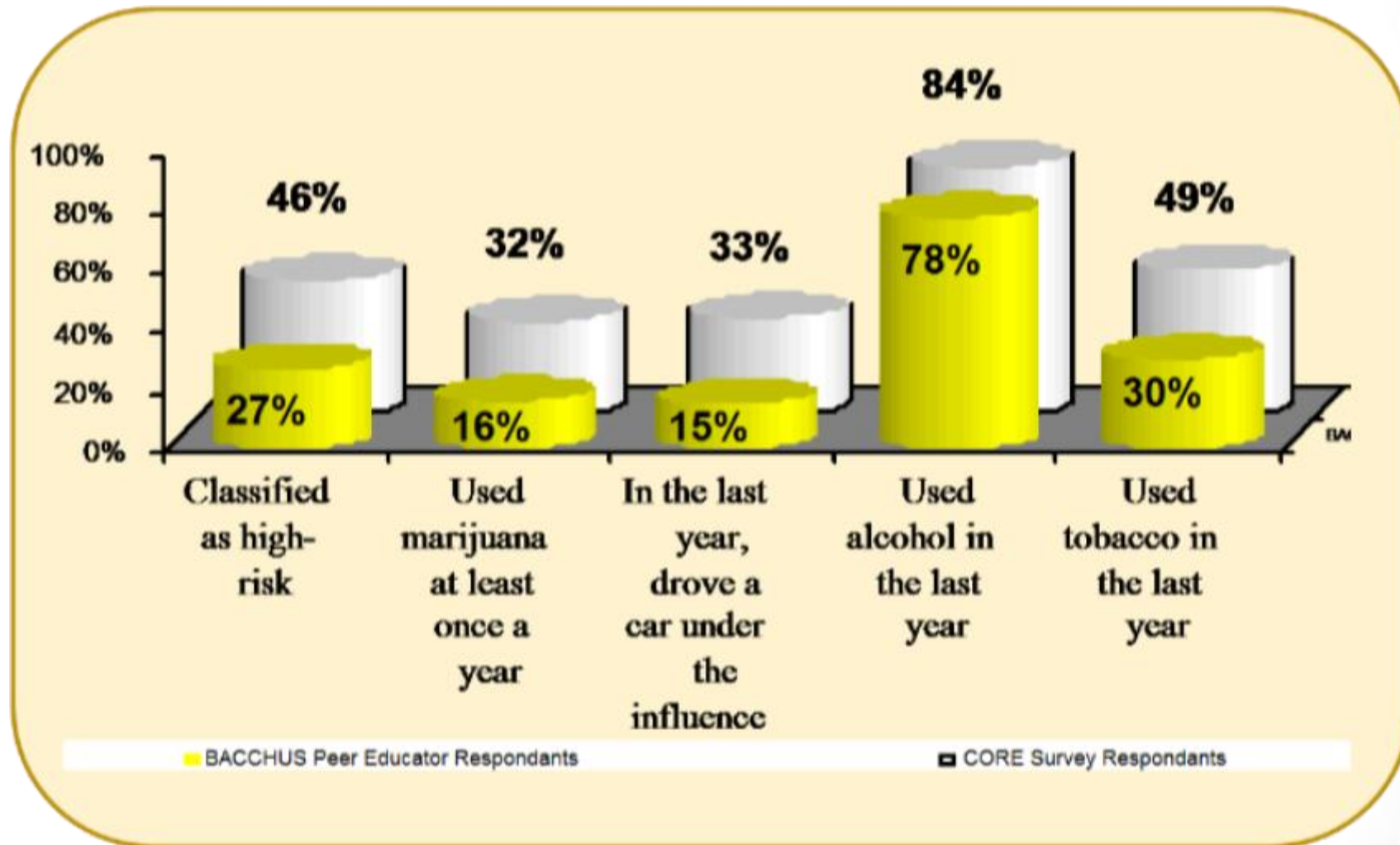


*-The National Peer Educator Survey*

# Affecting Others

- 95.8% believe that efforts as a peer educator have positively affected others.

- 37% believe they have directly affected 10 or more people in a positive way.

*-National Peer Educator Survey*

# Ways Peer Educators Affect Others

| | |
|---|---|
| Taught new information | 87% |
| Changed an attitude | 70% |
| Caused or motivated a positive behavior change | 64% |
| Confronted or challenged a risky behavior | 54% |
| Caused or motivated a change in a risk behavior that resulted in changing a life | 24% |

*-The National Peer Educator Survey*

# Ways Peer Educators Affect Self

| | |
|---|---|
| Positively affected my decision making | 79% |
| Positively affected my relationship with others | 82% |
| Improved my leadership skills | 87% |
| Made me a better candidate for a job | 84% |
| I have made healthier decisions since joining my group | 67% |

*-The National Peer Educator Survey*

# Peer Educators Play Many Roles

| | |
|---|---|
| Role model | 71% |
| Presented and educational program | 61% |
| Worked on an awareness campaign | 58% |
| Directly confronted a person | 46% |
| Involved in service learning project | 39% |
| One on one time with a person | 59% |

*-The National Peer Educator Survey*

# Marquette PHE Eval Plan

| Pre-Selection | Start | During | Exit | Post |
|---|---|---|---|---|
| Application & PHE reflection essay<br><br>PHE interview & Feedback Form | "Health Knowledge, Attitudes, and Behavior Pre-Test"<br><br>Training Quiz<br><br>Task list | Performance Evaluations<br><br>PHE-to-PHE Evaluations<br><br>Program Evaluations<br><br>Time Sheets | PHE Blurb<br>"Health Knowledge, Attitudes, and Behavior Post-Test" | Self-report<br><br>Essay<br><br>Qualitative Evaluation |

*Adapted from Marquette University, Peer Health Education Program*

**Module 4**

# STANDARDS OF PRACTICE & EVALUATION

# Standards of Practice

- Council for the Advancement of Standards (CAS)

- American College Health Association (ACHA) Standards of Practice for Health Promotion in Higher Education

- The Network Standards

- ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners

- Accreditation Association for Ambulatory Health Care (AAAHC)

# ACHA Standard 1 – Integration with the Learning Mission

Effective practice of health promotion in higher education requires professionals to incorporate individual and community health promotion initiatives into the learning mission of higher education.

1.1 Develop health-related programs and policies that support student learning.

1.2 Incorporate health promotion initiatives into academic research, courses, and programs.

1.3 Disseminate research that demonstrates the effect of individual health behaviors and environmental factors on student learning.

# Applying Standards of Practice

- With an academic class model, the links are the strongest

- Draw direct connections between the peer education program and the FALDOs (Frameworks for Assessing Learning and Development Outcomes)

- Demonstrate how the mission of the peer education program is in alignment with the institutional mission

  - *Peer educators will learn specific competencies in health promotion sufficient to be nationally certified peer educators.*
  - *Students exposed to the Washroom Weekly will report increases in health knowledge.*
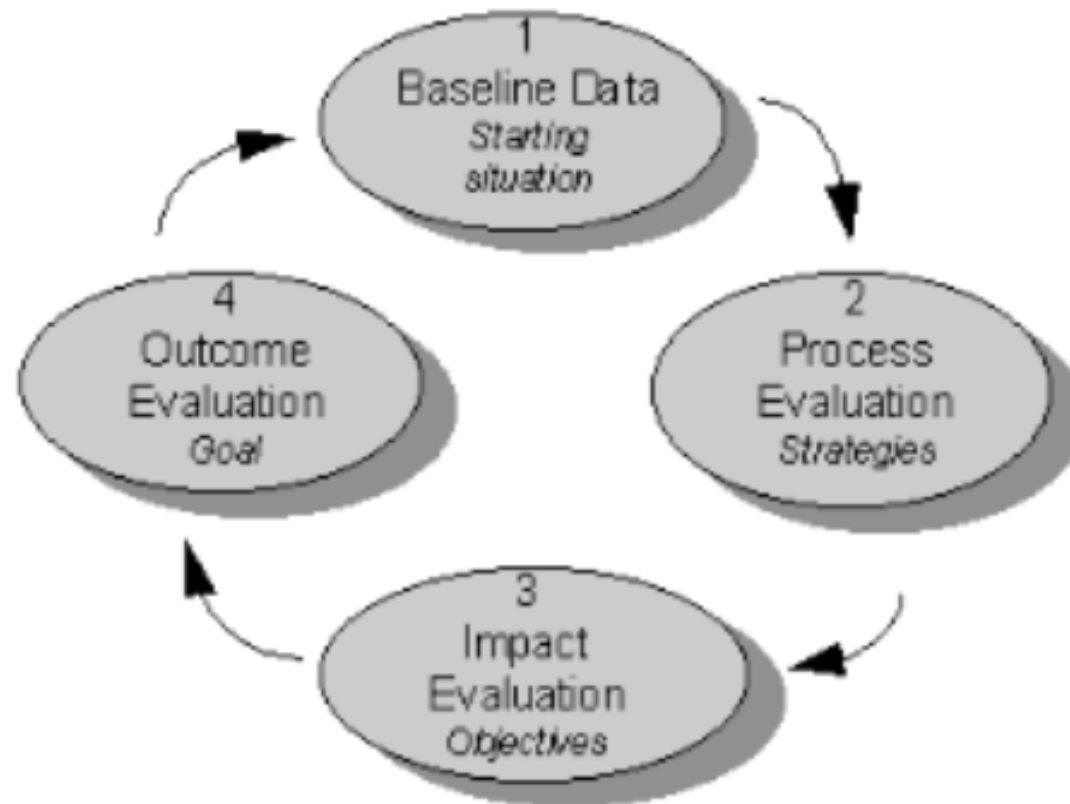
# Measuring Success

- Why do we evaluate our efforts?

- How do we evaluate our efforts?

# Evaluation

- Process

- Impact

- Outcome

# Why this Matters!

- Broad context of efforts, including peer education, are historically seen as auxiliary to the purpose of the institution

- Health in higher education has historically focused measures of success on process instead of outcome

- We have not always seized the opportunity to engage key stakeholders

- Improve our self-advocacy with regard to a mission-driven purpose

- Be sure to recognize that classroom learning is only part of the institutional mission

- We've not fully embraced student development and human development theories that complement the work of peer education

- Many people come to this work from a health-related academic preparation or student development/affairs approach, potentially missing exposure to the concepts, theories, and practices of the other

# Establishing Priorities on Campus

- **History** – a program continues to exist because it has become core to the unit operations

- **Perception** – a stated need that may not be supported by other data (includes emergent needs and anticipated needs)

- **Directives** – a mandate given from a source of authority to provide a program or service

- **Mission-Driven** – selecting priorities that reflect commitment to and support for the organizational mission

- **Relevance to Higher Priorities** – related the directives, this strategy is based on the need to support efforts of a higher level part of the organization

- **Higher-Level Impact** – some priority issues cannot be justified with process measures as the true impact is often unknown or under reported.

- **Data-Driven Decisions** – quantitative or qualitative data that support priorities

**Module 5**

# ETHICAL DECISION-MAKING

# Ethical Decision-Making

- Formal guidance
  - professional standards
  - research/literature
  - campus data

- Informal guidance
  - mentors
  - colleagues
  - instincts
  - values

# Values-Based Decision-Making

- We all have a core set of values that guide our behavior

- Allows identification of life values that are most important to them and weighs those in relation to being an advisor

- **ACTIVITY**: Values Clarification Card Sort

# Case Study

- **Scenario 1**: You're facing a situation where a high-profile event your peer educators have planned for next week is likely to fail. Your supervisor wants a positive outcome. Do you let the students fail as a learning experience or do you step in and take over, in order to please your supervisor or is there another alternative?

- **Scenario 2**: It's been brought to your attention that some of your peer educators inadvertently offended an African-American student during an outreach presentation in a residence hall. How do you address this situation with respect to the student, the peer education group and your department?

- **Scenario 3**: Several of your students share that a well-liked professor is often seen out in a local bar, drinking with students. What comes to mind with your own boundary-setting with your peer education group members?

**Questions:**
- **What formal sources of guidance would you look to?**
- **What informal sources of guidance?**
- **How do your values play into this decision?**

# Boundary Setting

- What are your personal boundaries for work vs. personal life?

- How do you role model that for your students?

- How could these boundaries affect your goal setting or attainment?

- **ACTIVITY**: Defining Your Boundaries

**Module 6**

# LEADERSHIP DEVELOPMENT

# Leadership Platform

- Self: What we bring with us

- Others: Subordinates, peers, superiors, etc.

- Organization: university, division, department, etc.

- Need insight into each!

# Discussion

- Think of a person who had significant positive impact on your growth and development.

- Discuss with the person next to you :
  - Who was it?

  - What impact did he/she have?

  - What <u>specifically</u> he/she did for you?

# Kouzes & Posner Five Exemplary Leadership Practices

- Model the Way

- Inspire a Shared Vision

- Challenge the Process

- Enable Others to Act

- Encourage the Heart

# K&P: Model the Way

**Leaders establish principles concerning the way people should be treated and the way goals should be pursued by:**

- creating standards of excellence
  - express personal values
  - affirm shared values
- setting interim goals to help people
  - cope with complex changes
  - encourage continued action
  - achieve small wins
- unraveling bureaucracy that impedes action
- creating opportunities for victory
- practicing what they preach

# K&P: Inspire a Shared Vision

- Leaders enlist others in their dreams for the future by sharing their vision for what could be.

- A vision is a picture that is meant to be shared and should:
  o express genuine enthusiasm
  o present a compelling -- but achievable -- view of the future
  o represent collective goals and values
  o inspire others to action

# K&P: Challenge the Process

- Leaders search for opportunities to change the status quo.

  - Seek innovative ways to improve the organization

  - Create momentum in others for continuous improvement

  - Experiment and take risks

  - Accept the inevitable disappointments as learning opportunities

# K&P: Enable Others to Act

- Leaders foster collaboration and creating spirited teams by building relationships through listening, learning from others, and being open to suggestion.

- Leaders empower others by:
  - promoting respect and reciprocity
  - providing people with choices or latitude in determining how to fulfill shared goals
  - being willing to share power and accountability

# K&P: Encourage the Heart

- Leaders recognize contributions that individuals make by:
    - celebrating accomplishments
    - recognizing contributions
    - showing appreciation
    - helping people carry on when times get tough

# Communicating Vision

- A vision is a picture that is meant to be shared and should:
  - express genuine enthusiasm
  - present a compelling -- but achievable -- view of the future
  - represent collective goals and values
  - inspire others to action

- Helps others see themselves in the future that leaders are striving to create.

- People will want to understand:
  - What is **my role** in this future?
  - How are **my values** represented?

# Example of a Vision Statement

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today."

# Example of a Vision Statement

"The vision of Adelphi University's Health and Wellness Peer Education Center is to create a college experience that is positive, safe and healthy for all students at Adelphi to reach their intellectual, psychological, social, cultural and spiritual potential while maintaining their physical health."

- from: students.adelphi.edu/sa/hs/peer-education/

# Develop a Vision Statement

- To create a vision, you need a clear picture of the future that you are trying to bring about.

- Draft your initial vision today.
  Revisit and revise it after today.

- **ACTIVITY**: Vision Statement Exercise

**Module 7**

# GETTING PRACTICAL

# Tips & Tricks

- Visit the parking lot!

# Thank you!

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