One Size Doesn’t Fit All: Three Unique Models for Peer Education

Aimee J. Hourigan
Assistant Director for Campus Prevention, UNCW CROSSROADS

Adam W. Hall
Interpersonal Violence Prevention Coordinator, UNCW CARE

University of North Carolina Wilmington
601 S. College Rd
Wilmington NC 28405

BACCHUS Network
November 14th, 2014
Goals for Today

- Identify peer education models that are effective, sustainable, and evidence-based, no matter their size or structure.

- Describe strategies for integrating peer education into the strategic prevention framework.

- Identify the elements necessary for strong, sustainable peer education programs and the strengths of a variety of models of peer education.
Elements of Effective Peer Education Programs

- Focus of Services
- Staffing & Resources
- Training & Supervision
- Recruitment & Retention
- Marketing
- Liability
- Evaluating Effectiveness

Credit: Dolores Cimini, SUNY Albany
University of North Carolina Wilmington

- Public 4-Year Institution in southeastern North Carolina
  - 5 miles from Atlantic Ocean

- Enrollment: 13,000 undergrad
  1,600 graduate

- 65% female, 35% male

- 85% white, 5% African-American

- 3rd most competitive state institution for admissions after flagships (Chapel Hill & NC State)
Three Unique Models at UNCW

Traditional

Community Action

Recovery Mentors
“Traditional” Model

- **Focus**: educational programs & presentations
- **Staffing**: small number of highly invested, well trained students
- **Training & Supervision**: in-depth on limited topics and job-related skills, close supervision
- **Recruitment & Retention**: peers are invested, passionate, and have ownership over program
- **Marketing**: continuous, focus on programs and campaigns
- **Liability**: extensive training on confidentiality, protocols for backup in crisis situations
- **Evaluation**: of peers’ skills, knowledge, & behavior; of participants’ learning & behavior
Variety of “Traditional” Peer Education Education

- Structure & leadership positions
- Paid v. volunteer
- Peer influence & social capital
- Specialization
“Community Action” Model

- **Focus**: bystander intervention education, raising awareness of issue/resources
- **Staffing**: large number of socially influential students, “ambassadors”
- **Training & Supervision**: just enough to keep them engaged and coming back for more
- **Recruitment & Retention**: swag, prestige, part of a “movement”
- **Marketing**: MyStand Mondays, leadership positions
- **Liability**: focus on referral skills
- **Evaluation**:
Who’s Trained?

- 2011: 24 (Fall Only)
- 2012: 77 (Fall/Spring)
- 2013: 105 (Fall/Spring)
- 2014: 155 (Fall/Spring)  ◦ As of 10/31/14

- Focus on campus leaders and more recently emerging leaders.

3 Hour Training

Monthly Meetings
Every Stand Matters Campaign

Danielle Lloyd helped a friend get home safely after she’d been given a date-rape drug.

Seeing a girl being verbally abused, Joey Carver intervened and took a stand to ensure her safety.

What’s Your Stand?
Isaiah Jackson takes a stand against sexist comments because he knows they hurt women.

Vickilyn Gill educates the UNGW community because she cares about ending interpersonal violence.
**“Recovery Mentors” Model**

- **Focus**: social support, recovery coaching, reducing stigma related to addiction and recovery
- **Staffing**: very small numbers
- **Training & Supervision**: campus resources, programming, time intensive supervision
- **Recruitment & Retention**: challenging! But most peers are highly invested, part of a “movement”
- **Marketing**: word of mouth, connections
- **Liability**: training & protocols, unique concerns
- **Evaluation**: to be developed!
Social Ecological Framework

- **Individual**: attitudes, beliefs, and knowledge
- **Group**: norms, communication, and relationships of groups or social networks
- **Institutional**: Include rules, messages, and cultures within the organization
- **Community**: Include community organizations, activities, and campaigns
- **Policy**: The rules, regulations, and laws that govern the environment
<table>
<thead>
<tr>
<th>Social Ecological Framework</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Individual                | Classroom presentations  
Residence Hall Programs  
Individual Consultation  
Passive and Active Information Programs  
Orientation Programs  
Judicial Sanction Education |
| Group                      | Fraternity & Sorority New Member Education  
Small Group Norms Presentations for Fraternity & Sorority Chapters, Sport Clubs, Athletic Teams |
| Institution                | Social Norms Marketing Campaigns  
Learning Communities  
High profile speakers |
| Community                  | Campus/Community Coalition  
Partnerships with local agencies |
<p>| Policy                     | Policy Enforcement &amp; Revision |</p>
<table>
<thead>
<tr>
<th>Social Ecological Framework</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Individual                  | Classroom presentations  
Residence Hall Programs  
Individual Consultation (CRC)  
Passive and Active Information Programs  
Orientation Programs  
Judicial Sanction Education |
| Group                       | Fraternity & Sorority New Member Education  
Small Group Norms Presentations for Fraternity & Sorority Chapters, Sport Clubs, Athletic Teams |
| Institution                 | Social Norms Marketing Campaigns  
Curricular Infusion, Learning Communities, etc  
High profile speakers |
| Community                   | Campus/Community Coalition  
Partnerships with local agencies |
| Policy                      | Policy Enforcement & Revision |
Elements of Effective Peer Education Programs

- Evaluating Effectiveness
- Focus of Services
- Staffing & Resources
- Training & Supervision
- Recruitment & Retention
- Marketing
- Liability

Aimee Hourigan
hourigana@uncw.edu
uncw.edu/crossroads

Adam Hall
halla@uncw.edu
uncw.edu/care