Mini-Institute:

Building Comprehensive, Sustainable Peer Education Programs Addressing Alcohol, Other Drug Abuse, and Violence Prevention

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Learning Objectives

- Describe key elements relating to the development, structure, and operation of two university-based U.S. Department of Education-recognized model peer education programs addressing alcohol, other drug abuse, and violence prevention, including their focus areas, service missions, theoretical underpinnings, and recruitment, training, supervision, and retention strategies.

- Identify the ways in which program effectiveness is measured and liability issues are addressed within the context of student-staffed peer education programs.

- Apply concepts and program elements discussed in this presentation on other campuses and outline the importance of establishing linkages with university and community partners for program success.
Why Involve Students in Our Efforts?

THE CASE FOR PEER EDUCATION
What Does the Research Say?

- Up to ninety percent of college students drink alcohol
- Twenty-five to fifty percent are “heavy” episodic or “binge” drinkers
- Students who abuse alcohol are at high risk for a number of negative consequences
Research Supporting Student Involvement in Prevention Efforts

- Undergraduate students are the single most potent source of influence on undergraduate student affective and cognitive growth and development during college (Astin, 1993; Kuh, 1993; Whitt, Edison, Pascarella, Nora, & Terenzini, 1999).

- The frequency and quality of students’ interactions with peers extends to a positive association with college student persistence (Pascarella & Terenzini, 2005; Tinto, 1993).
Why Engage Students in Peer Education?

Peer Educators:
- Are trusted by classmates
- Have hands-on knowledge
- Are an important link
- Can assist in reducing stigma
- Can provide input to increase prevention program success
Why Engage Students in Peer Education?

Peer Educators:

- Extend outreach of the professional staff
- Provide student leadership opportunities
- Economical
Why Peer Education Works

- Peer influence is a key factor in determining the behavior of college students.

- College students regard their peers as a credible and trusted source of information (National College Health Assessment, 2000).

- Studies have shown that peers can be as effective as professionals in delivering alcohol interventions to college students (Fromme & Corbin, 2004).
Components of a Comprehensive AOD Prevention Program

- Presidential Leadership
- Campus AOD Task Force
- Student Involvement/Leadership
- Social Norms Marketing
- Campus-Community Coalitions
- Restricting Alcohol Marketing/Promotion
- Alcohol-Free Options
- Education
- Early Intervention
- Policy Evaluation/Enforcement
- Parental Involvement
- Treatment & Referral
- Research and Program Evaluation
Spectrum of Intervention Response: Alcohol Abuse Prevention

Universal Prevention
- Social Norms & Social Marketing Campaigns
- Peer Services

Early Intervention
- BASICS
- ASTP
- Interactive Education with Social Norms

Thresholds for Action

Specialized Treatment
- Outpatient Assessment, Treatment, & Referral
About Our Programs
Peer Education at the University at Albany, SUMY
University at Albany
Profile

- University Center within 64-campus SUNY System
- Urban Setting
- Research University
- NCAA Division I

Students:
- Undergraduates - 13,246
- Graduate Students - 4,956

Faculty: 967

Employees: 4,197

Degree Programs:
- Undergraduate - 61
- Masters - 89
- Doctorate - 39
The Middle Earth Program: Background, Services, Marketing, & Recruitment
A Description of the UAlbany Middle Earth Peer Assistance Program

- Provide peer counseling and peer education services to support academic success and personal and social growth and development

- Enhance responsiveness and sensitivity to diversity issues on and off campus
Our Mission

“STUDENTS HELPING STUDENTS”
History of the Program

- Begun in 1970 by students as alternative to traditional counseling services
- Peer education component begun in 1980
- Currently the peer assistance arm of UAlbany Counseling Center "feeder service" to professional counseling
Program Components

- Hotline
- Peer Education
- Staff Training and Staff Development
- Peer Career Advising
Hotline Service

- Open noon-midnight, Mon.-Fri. & 24 hours on weekends
- Over 1,600 contacts per year
- Serves campus and community
- Only hotline of its type in Albany, NY
Peer Education Program

- Provides peer education workshops for campus and community
- Coordinates Sexuality Week and other campus-wide theme weeks (Sexual Assault Awareness month activities)
- Sponsors the Middle Earth Players, a campus theater group
- Authors Middle Earth Roots help column and has done a radio talk show on WCDB 90.9FM
Trains undergraduate students in hotline counseling, peer education, and important campus issues

Offers academic course credit (6 courses)

Prepares students for careers in the helping/human services fields
Program Staff

- Director (Licensed Psychologist)
- Supervisors (Staff Psychologists)
- Undergraduate Student Officers/Executive Board
- 2 Psychology Interns
- 2 Graduate Assistants
- 85 Hotline Counselors
- 30 Peer Educators
- 45 Trainees
Marketing the Middle Earth Program

- Weekly article in Student Newspaper: Albany Student Press
- Information exhibits
- Social media ads
- Fliers, posters, and table tents
- Mass emails
- Giveaways
- Student nominations
- Middle Earth Website
Recruiting Students to Work in Middle Earth

- Seeking nominations from faculty and staff
- Information exhibits
- Social Media Ads
- Fliers, posters, and table tents
- Mass emails to all undergraduates
- Announcements in classrooms
- General interest meetings
- Middle Earth Website
Peer Education at the University of North Carolina Wilmington
University of North Carolina Wilmington

- Public 4-Year Institution in southeastern North Carolina
  - 5 miles from Atlantic Ocean
- Enrollment: 12,195 (10,989 undergraduate, 1,206 graduate)
- 58% female, 42% male
- 85% white, 5% African-American
- 3rd most competitive state institution for admissions after flagships (Chapel Hill & NC State)
Peer Education Models

- College level peer-to-peer education

- College to high school peer education
two-tiered model
  - College mentors recruit, train, and advise high-school peer educators.
  - High school peer educators deliver prevention programs to fellow high school students.
College Peer Education: Generalists to Specialists

- Substance Abuse Peer Educators
- Specialized Topics:
  - Gender and Alcohol Peer Educators
  - Tobacco Awareness Peer Educators
- Violence Prevention Peer Educators
  - 1 in 4 Men’s Sexual Assault Prevention Peer Educators
Background, Services, Marketing, & Recruitment
History of the CROSSROADS Program

- Substance Abuse Prevention at UNCW started in 1988 with FIPSE grant, including peer education.
- Local school system approached UNCW to bring peer education programs into schools in 1997.
- Developed, with NIDA funding, a market-ready effective product.
Changing a High-Risk Drinking Culture through the Lens of Gender: A Promising Model Program

- Tiered series of programs related to gender-specific aspects of college drinking.
- Peers are involved in: classroom presentations, normative feedback sessions with high-risk groups, development of gender-based social norms campaign.
Sample of Other Peer Education Programs:

- The Tiki Bar: interactive “bar” program
- Girls Night In: women, alcohol, & stress
- Fatal Vision goggles & golf cart, twister, or other activities.
- Drinking Games- interactive series of carnival games.
- Energy Drinks: Truth or Fiction
- Vicodin, Adderall & Xanax, Oh my!
CROSSROADS High School Drug Prevention Program

- Consists of:
  - Alcohol and Drug Prevention Curriculum, lessons designed to be team taught by teachers and peer educators in health class.
  - Social Norms campaign
  - School-wide Drug Information Booths
  - College Mentors work with high school peer educators.
  - High school peer educators deliver program to the school.
History of UNCW CARE

- Founded in 2005, a year after two campus tragedies.
- Original staff was one counselor from the Counseling Center and one from CROSSROADS.
- Coordinator for Men’s Programs position was added in 2006 with U.S. Department of Education funds.
- Victim Advocate was added in 2010 with U.S. Department of Justice funds.
Sample of CARE peer-led programs

- I CARE: How to Help training
- First Aide: Bystander Intervention program
- 1 in 4 Men’s Sexual Assault Prevention
- Long Distance Relationships
- Take Back the Night speak out
- Clothesline Campaign display
Recruiting Students

Recruitment Strategies are matched to each program.

Examples include:

- **1 in 4:** Nominations from faculty and staff
- **College Mentors:** Snowball recruitment
- **CROSSROADS Peer Educator:** Peer Educators are challenged to attract and encourage the next peer group.
- **CARE Peer Educators:** Approach facilitators after classes and presentations.
- **High School Peer Educators:** Class survey identifies students with social capital, teachers pick students who are high-risk.
LOOKING FOR AN ON CAMPUS JOB?

Plan events
Educate your friends
Recognize signs of abuse
Help someone quit smoking
Learn about health
Advocate for change
Be a leader

BE A PEER EDUCATOR!

Priority deadline is March 1st!
Applications available in Westside Hall 2nd floor & Student Recreation Center #104
Call 962-4136 with questions
uncw.edu/care or uncw.edu/care
Marketing Programs

- Direct to faculty: Don’t Cancel that Class!
- Weekly Happy Hour program on Thursday afternoons
- Peer educators market their program to their other student groups, i.e. 1 in 4 members arrange a presentation to their fraternity.
- Resident Assistant & Seahawk Link training
- Information exhibits
- Social Media
- High Profile program weeks and months: Alcohol Awareness Week or Sexual Assault Awareness Month.
- Giveaways
Getting Results

Program Evaluation
Evaluation Continuum

- Measuring Program Attendance and Assessing Program Satisfaction
- Assessing Behavioral Intent
- Assessing Attitude, perception, and Behavior Change using Longer-Term Outcomes
Taking the First Step

Starting a Campus-Based Peer Education Program: Issues to Consider
Consideration #1: Focus of Services

- What do you think of when someone says ‘Peer Education Program’?
- What do you want your peer education program to focus on?
- What services will your program include?
- What are some of the most important elements that a peer educator/mentor should have?
Consideration #2: Staffing and Resources

- Who will serve as the peer education program director? How much time will that individual devote to running the program?
- How many hours will the program operate? How many students will be needed to operate the program, and what will be their time commitment?
- Where will the program be located? Who will supply the furniture for the office? How will the phone system work?
- How much funding and other resources will the program need to operate?
Consideration #3: Training and Supervision

- What will be the focus of the peer education program?
- What training model shall we use? How will the training program be structured?
- What will be the training contract with students (volunteer basis, course credit, money)?
- What is our mechanism for ongoing supervision of students?
Consideration #4: Recruitment & Retention

- How will you recruit students for my peer education program?

- What qualifications should you look for in student applicants?

- How should you conduct the application process?

- How can you motivate and reward your peer educators once they become a part of the program?

- How should you address issues of performance and discipline in your program?
Consideration #5: Marketing the Program

- How will you market your program?
- Who will fund your marketing efforts?
- Can you partner with other campus groups, offices, or community agencies to help advertise our programs?
- How can your own students serve as ambassadors for our program?
- How can you work with our campus and community media offices to advertise our services?
Consideration #6: Liability Issues

- Does your program have clear protocols addressing how to respond to situations that are urgent or life-threatening, such as sexual assault, suicide or homicide risk?

- Does your hotline program have a mental health backup system staffed by a licensed mental health professional or agency in place to respond to urgent and emergency situations?

- Do referral networks with community agencies exist for times in which your program is not open, and are these advertised?

- Does your university have a document/contract specifying who accepts the liability for the program?

- Is there a malpractice policy in place for your program?
Consideration #7: Evaluating Effectiveness

- What mechanisms do you have in place to track and monitor the course of contacts to your peer education program? How are these records kept secure and confidential?

- What mechanisms do you have in place to track the performance of your undergraduate peer educators/mentors?

- Do you have templates to produce annual reports for your program, highlighting data on effectiveness?

- Do you have a “brag document” or organizational resume that you can use to let people know of your accomplishments and successes?
Thank You!

Questions?
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