Peer Education Superheroes on Campus: Assembly and Engaging Your Team

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NASPA – Student Affairs Administrators in Higher Education
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AVP for Health, Safety, and Well-being
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– Started in college AOD Prevention in 2001
– Educational background in Social Work
– Trainer for Certified Peer Education Training (CPE), Screening and Brief Intervention and Referral to Treatment Training (SBIRT)
– Coalition to Prevent ADHD Medication Misuse (CPAMM), NCAA Sexual Assault Prevention Task Force, Chair, Coalition of Higher Education Association for Substance Abuse Prevention (CoHEASAP)
What is Peer Education?
What is Peer Education?

- Peer education is an intentional system of identifying, training and empowering a group of individuals to have educational conversations within peer groups where they have unique influence and access.

- Peer education capitalizes on the unique impact that peers have on each other.

(Astin, 1993; Kuh, 1993; Whitt, Edison, Pascarella, Nora & Terenzini, 1999)
College Alcohol Study:
Use of Peer Groups Whose Primary Purpose is Drug or Alcohol Abuse

(Anderson, 2018) – caph.gmu.edu
Why Peer Education?

• Peer educators can communicate with students with access that professional staff do not have
• Peer education programs are economical
• Peer education programs are effective
• Peer educators make healthier decisions, increased leadership opportunities, higher-ordered thinking skills (NPES data)

(Tinto, 1993; Pinciaro & Bedwell, 1997; Badura et al., 2000; Pascarella & Terenzini, 2005; Wawrzynski, 2007)
Peer Education in Prevention

Alcohol and Drugs
- Fatal Vision Goggles
- Serving Size Demonstration
- Not Another Root Beer Pong Game
- Factors of Intoxication (Q&A)
- Standard Drinks (0.5, 1.2, 4)
Prevention Pyramid

Campus Population

Severity of AOD Concern

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Prevention Pyramid

Severity of AOD Concern

Campus Population

Intervention and Referral
- Assessment & intervention (brief to long-term)
- Referral to campus & community agencies
- Placement in protective environments

Removal
- Suspension/removal
- Never remove without referral to community help
Prevention Pyramid

Severity of AOD Concern

Campus Population

Early Intervention
- Screening and brief intervention
- AOD expectancy challenging

Judicial/conduct intervention and response
- Harm reduction
- Follow-up

Follow-up
Primary Prevention
- Provide alternatives to high-risk behaviors
- Build skills to reduce escalation to higher-risk behaviors
- Education and training on pro-social bystander behaviors
Prevention Pyramid

Severity of AOD Concern

Campus Population

Peer Educators

Professionals

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Is Peer Education “Evidence-Based”

• Sure
  – Demonstrated evidence of peers as reliable narrators of information
  – Tons of research on peer educators themselves having improved outcomes
• But also, peer education is a tool (human resource) in campus prevention efforts
National Peer Educator Study

• Dr. Matthew Wawrzynski, Michigan State University
• NPES Data is from 2017-2018 Report (n=484)
• Participation open to identified peer education chapters (npes@naspa.org)
## Motivation to Become a Peer Educator

### National Averages

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Greatly Influenced</th>
<th>Influenced</th>
<th>Had Very Little Influence</th>
<th>Did Not Influence My Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desire to help others.</td>
<td>63.80%</td>
<td>34.90%</td>
<td>1.20%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Interest in gaining job related skills.</td>
<td>51.30%</td>
<td>35.40%</td>
<td>10.80%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Desire to acquire additional knowledge.</td>
<td>55.90%</td>
<td>38.80%</td>
<td>4.90%</td>
<td>0.60%</td>
</tr>
<tr>
<td>Observation of other peer educators.</td>
<td>26.70%</td>
<td>36.00%</td>
<td>22.10%</td>
<td>15.20%</td>
</tr>
<tr>
<td>Encouragement from others.</td>
<td>24.70%</td>
<td>38.30%</td>
<td>24.30%</td>
<td>12.80%</td>
</tr>
<tr>
<td>Desire to be involved in college.</td>
<td>51.90%</td>
<td>37.10%</td>
<td>8.50%</td>
<td>2.50%</td>
</tr>
<tr>
<td>Needed to add something to my resume.</td>
<td>23.80%</td>
<td>35.80%</td>
<td>25.40%</td>
<td>15.00%</td>
</tr>
<tr>
<td>Money (a job).</td>
<td>16.20%</td>
<td>20.00%</td>
<td>18.10%</td>
<td>45.70%</td>
</tr>
<tr>
<td>Peer educator class counted for course credit.</td>
<td>5.20%</td>
<td>8.70%</td>
<td>11.20%</td>
<td>74.80%</td>
</tr>
<tr>
<td>Career development/exploration</td>
<td>29.50%</td>
<td>40.30%</td>
<td>16.60%</td>
<td>13.50%</td>
</tr>
<tr>
<td>Desire for recognition.</td>
<td>9.20%</td>
<td>22.30%</td>
<td>30.10%</td>
<td>38.40%</td>
</tr>
<tr>
<td>Interest in making friends.</td>
<td>21.80%</td>
<td>38.20%</td>
<td>25.40%</td>
<td>14.70%</td>
</tr>
<tr>
<td>My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)</td>
<td>31.50%</td>
<td>30.50%</td>
<td>18.00%</td>
<td>20.00%</td>
</tr>
<tr>
<td>My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)</td>
<td>29.50%</td>
<td>34.10%</td>
<td>16.00%</td>
<td>20.40%</td>
</tr>
</tbody>
</table>
Practical Competence

The practical competence learning domain includes identifying short and long-term goals, establishing a career path, and developing a sense of self and purpose.

The NPES measures intrapersonal development with the following outcomes:

- Having a sense of purpose.
- Having a career direction.
- Developing long range goals.
- Engaging in effective listening.
- Effectively organizing my time.

Knowledge about general student health issues.
- Effectively presenting a program.
- Holding myself accountable for obligations and commitments.

**Diagram:**

Bar chart showing the NPES Average and results for different educational settings before and after peer education experience.
Cognitive Complexity

The cognitive complexity learning domain includes reflecting on previous experiences, considering assumptions, thinking critically, and applying learned concepts to practical problems.

The NPES measures cognitive complexity with the following outcomes:

- Applying previous experiences to inform new situations.
- Reevaluating previous assumptions.
- Formulating an innovative approach to a solution or problem.
- Critically analyzing situations.
- Analyzing the basic elements of an idea, experience, or theory.
- Applying theories or concepts to practical problems in new situations.

![Bar chart showing cognitive complexity before and after peer education experience for different types of educational institutions. The chart includes categories for strongly agree, agree, neutral, and disagree, with bars for before and after peer education experience, and different colors for various types of institutions. The NPES average is also shown.]
Intrapersonal Development

The intrapersonal development learning domain includes realistic self-appraisal, self-awareness, personal goal setting, navigating personal values and beliefs, working with people different from one’s self, recognizing personal attributes such as self-confidence, self-esteem, ethics, and integrity.

The NPES measures intrapersonal development with the following outcomes:

- Clarifying beliefs or values.
- Understanding people’s values that different from my own.
- Developing a personal belief system.
- Having a better understanding of my own values.
- Having a positive self-concept (self-confidence, self-esteem, independence, and determination).
- Articulating values and beliefs as they relate to personal decisions.
- Recognizing and accepting my strengths and deficiencies.

![Bar chart showing changes before and after the peer education experience for different types of institutions.](chart.png)
Knowledge Acquisition, Construction, Integration, and Application

Knowledge acquisition, construction, integration, and application learning outcome includes awareness/knowledge of campus and community resources, interpreting thoughts and ideas, evaluating arguments effectively, and developing problem solving skills.

The NPES measures knowledge acquisition, construction, integration, and application with the following outcomes:

- Having knowledge about general health issues.
- Evaluating information, arguments, or methods and assessing the conclusions.
- Having knowledge about campus resources.
- Referring someone to counseling.
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations.
- Researching skills that allow me to seek out information about topics.
- Developing an effective solution to a problem.
Interpersonal Competence

The interpersonal competence learning outcome includes managing relationships between self and others, understanding personal leadership styles, active listening, establishing comfort discussing risky behaviors, presenting, role modeling health choices for others, and creating meaningful relationships.

The NPES measures interpersonal competence with the following questions:

- Effectively managing conflict between others.
- Effectively working with others who share views that are different from my own.
- Effectively demonstrate a skills leading a group.
- Ability to motivate others to accomplish goals.
- Listen to and consider other’s points of view.
- Presenting ideas and information effectively to others.
- Effectively communicating with people.
- Talking with a friend about a risky behavior or choice.
Humanitarianism and Civic Engagement

Humanitarianism and civic engagement learning outcome includes consideration of others, thoughtful critical reflection, having conversations with others who may be different from you, and integrating into the campus community.

The NPES measures humanitarianism and civic engagement with the following questions:

- Considering the welfare of others when making decisions.
- Engaging in critical reflections.
- Putting others before yourself.
- Having conversations with students who are a different race/ethnicity, religion, or sexual orientation than me.
- Feeling a part of the campus community.

![Bar chart showing ratings before and after peer education experience for different types of institutions.](chart.png)
Models of Peer Education Programs
Models of Peer Education Programs: Peer-to-Peer Consultancy

- Peers meet individually with students
- Highly structured programs (e.g. HIV screening, mentoring); and generalized (e.g. RA model)
- Training emphasizes listening skills, response and referral; training can include specific tools or techniques
- Requires a higher investment from an institution (space/supervision/training)
Models of Peer Education Programs:
Targeted Group Educational Programs

• Peer educators present on educational topics to small groups or through passive programming, including poster campaigns, fairs, interactive events, etc.

• Program topics are specific and are indicated to peer groups

• Training emphasizes knowledge and content delivery skills
Models of Peer Education Programs: Environmental Advocacy

- Peer educators change campus and community environments
- Change campus policies, influence resource allocations, find and address gaps (e.g. tobacco policies, unjust campus practices, service creations)
- Training emphasizes leadership and advocacy skills
Models of Peer Education Programs: Peer Theatre

- Peer Educators are trained to conduct interactive scenarios about health topics to engage students in educational dialogue.
- Requires extensive setup and training for implementations.
- Supervision is required for periodic training updates and follow-up.
Models of Peer Education Programs: Hybrid Models

- Most peer education groups consist of peer educators who operate across methodologies.
- Individual peer educators may have skills in one area, but lack skills in others.
- Hybrid model is a more sustainable model.
- Requires institutional investment, especially in supervision.
Campus utilizes peers: 55%

- Educational workshops: 43%
- Health awareness: 48%
- Alcohol-free events: 40%

Policy review/ task member: 22%

Guest lectures in academic classes: 26%

Initial intervention/ referral to counseling: 12%

Other: 7%

[College Alcohol Study: Peers With Primary Focus on Alcohol and Substance Abuse – 2015](Anderson, 2018) – caph.gmu.edu
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- Other: 7%

(Anderson, 2018) – caph.gmu.edu
Individual Roles of Peer Educators

- Learner
- Activist
- Consultant
- Operator
- Trainer
- Disseminator

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Roles of Peer Educators: **Consultant**

- Provide one-on-one service
  - Formally: screening and referral
  - Informally: bystander intervention
Roles of Peer Educators: **Disseminator**

- Service disseminates information and education
  - Raise awareness and knowledge
  - Change attitudes and beliefs
  - Align perceptions
Roles of Peer Educators: **Trainer**

- Service teaches, improves, and retains skills and abilities
  - Passive: through non-interactive display (e.g. brochures, advertisements)
  - Active: through interactive workshops and tabling opportunities
  - With a level of mastery in mind
Roles of Peer Educators: **Activist**

- Service changes the environment contributing to student decision making
  - Environmental assessment and management
  - Policy change
  - Giving voice and lending power to disenfranchised populations
Roles of Peer Educators: **Collaborator**

- Works with the group and the community to identify gaps in service
- Service also includes being a representative voice between the peer education group and community
Roles of Peer Educators: **Operator**

- Servant leader for the peer education group, providing support service
  - Strategic planning for group
  - Assessment and evaluation service
  - Budget
  - Makes decisions
Roles of Peer Educators: Learner

• A key identity of collegiate peer educators is that they are in pursuit of higher education, of which peer education is a facet
• Continuous development and learning in roles of a peer educator
What Makes Peer Education Groups Successful?
Successful Peer Education Groups: Strong Diverse Membership

• Group should not be built around one person or one type of talent
• Recruit people with diverse ideas and skills
• Identify what your group lacks and recruit members who possess those talents
Successful Peer Education Groups: Well Trained Peers

• Completing some baseline, foundational training (CPE)
• Monthly training meeting
• Annual or biannual retreats
• Content area workshops
• Utilizing experienced peers as mentors or trainers
Certified Peer Educator (CPE) Training
Skills for Peer Educators

- Power, Role, and Characteristics of Quality Peer Educators
- Affecting & Understanding Change
- Being an Effective Listener
- Responding to Crisis
- Bystander Intervention
- Intrapersonal Identity Development
- Program & Presentation Skills
- Group Development
### National Percentage of Training Received for Peer Educators

<table>
<thead>
<tr>
<th>Topic</th>
<th>Received Training</th>
<th>Did Not Receive Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bystander Intervention</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Hazing Prevention</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Impaired Driving Prevention</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Nutrition</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Physical Activity and Fitness</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Sexually Infectious Disease (SID)</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>AIDS/HIV Prevention</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>Stress Management</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Eating Disorders</td>
<td>62%</td>
<td>39%</td>
</tr>
<tr>
<td>Mental Health Awareness</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Self-Harm Prevention</td>
<td>62%</td>
<td>38%</td>
</tr>
<tr>
<td>Suicide Prevention</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Violence Prevention</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Sexual Assault/Relationship Violence</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Marijuana Use</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Prescription Drug Use</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Illicit Drug Use</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Alcohol Use</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Tobacco Use</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

*Note: The chart shows the percentage of peer educators who have received training in various topics, along with the percentage who did not receive training.*
Successful Peer Education Groups: Utilizing Role as Change Agents

• Peer educators have capacities to impact change which are **under-utilized**
  – In consultancy role, through screening, brief intervention
  – In advocacy role, through identification and policy change
Campus utilizes peers
Educational workshops
Health awareness
Alcohol-free events
Policy review/ task member
Guest lectures in academic classes
Initial intervention/ referral to counseling
Other

College Alcohol Study: Peers With Primary Focus on Alcohol and Substance Abuse – 2015

(Angerson, 2018) – caph.gmu.edu
Successful Peer Education Groups: Active Advisement

- Passion for student wellness
- Spends time with group issues
- Promotes collaboration
- Evaluate efforts
- Mentor, teach, coach, counsel
- Serves as public relations contact
- Builds bridge for transition
- Coordinate effective peer education training
Successful Peer Education Groups: Peer Student Ownership

• Peer leadership and ownership of the peer education group is an overarching umbrella and foundation of the program
• Students hold the responsibility for leadership of the program – scheduling events, etc.
• Program should be enjoyable
Recommendations

• NPES Competency Related
• Invest in Advising
• Train and Trust Peer Education Groups
• Plan and Account for Transition
Recommendations: National Peer Educator Study

1. Participate in the National Peer Educator Study (NPES)
   - Requires institutional membership with NASPA to access for free
   - For inquiries or to sign up, e-mail npes@naspa.org
Recommendations: Practical Competence

2. Provide goal setting activities for peer educators and create goal timelines.
3. Work to relate peer educator work to career goals.
4. Provide opportunities for feedback and constructive criticism regarding presentations (peer to peer).
5. Create mock counseling sessions and provide feedback.
6. Ensure grounding in mission & values of work.
Recommendations: Cognitive Complexity

7. Incorporate reflection activities into individual or group meetings.
8. Deconstruct peer educators’ previous assumptions through dialogue circles, role playing, or case studies.
9. Provide students with theories that are easily understood and transferable in their daily work as peer educators.
10. Utilize puzzles or problems to help facilitate or enhance critical thinking skills.
Recommendations: Intrapersonal Development

11. Use written reflection tools (e.g. Journals)
12. Lead reflective activities that include group conversations, 1-on-1 meetings and silent reflection.
13. Provide space for students to discuss and reflect along religious or spiritual dimensions.
14. Facilitate values exercises to help articulate values throughout one’s life, rank values, personally and
Recommendations:
Knowledge Acquisition, Construction, Integration, and Application

15. Coordinate information or training sessions/workshops with campus partners.
16. Invite academic affairs partners to meetings, facilitate trainings, or partner on programs.
17. Introduce peer educators to scholarship in the student affairs, counseling, psychology, and other academic fields.
18. Examine work as it relates to existing literature and critique for its alignment with best practice.
Recommendations: Interpersonal Competence

19. Practice scenarios that peer educators encounter during typical conversations with fellow students.

20. Analyze case studies with peer educator groups.

21. Hold an active listening workshop, ensuring feedback is part of the peer educator process.

22. Encourage shared responsibility to group members as the year progresses.
Recommendations: Humanitarianism and Civic Engagement

24. Encourage peer educators to attend campus events to help them feel a part of the campus community.
25. Allow students to identify community partners from whom they can learn about the profession.
26. Organize volunteer opportunities with community partners.
27. Create space for conversations and reflection during group meetings - reflect, seek, and receive feedback at the end of meetings.
28. Incorporate social-justice and multi-cultural training into work.
Recommendations:
Invest in Advising

29. Dedicate FTE allocation to advising (right staff level).
   – Do not allow “other duties as assigned” to rule this work.

30. Attend professional development for staff in advising roles.
Recommendations: Train and Trust Peer Educators

31. Facilitate a baseline, foundational training for all peer educators (new, recurring).
   • Certified Peer Educator (CPE) training – cpe@naspa.org

32. Provide topic-based training for groups with specific health and safety aims.

33. Create procedures for program (intervention) implementation.

34. Follow-up with peer educators regularly.
Recommendations: Plan and Account for Transition

35. Document successes and lessons learned between classes of peer educators.
36. Constantly recruit for peer education participation.
37. Recognize independence and continuity of peer education classes.
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