

Building & Sustaining Strong Peer Education Programs

The 2008 National
Conference for
Advisors of Peer
Education Programs

Michael P. McNeil, MS
Alice! Health Promotion Program
Columbia University

Amy Melichar, MEd, CHES
Center for Health Education & Promotion
Marquette University



Session Objectives

At the conclusion of the session, participants will be able to:

- **Describe the single largest challenge to longevity in peer education programs**
- **Discuss three critical elements for building a strong peer education program**
- **Discuss two strategies for sustaining strong peer education programs**
- **List three resources to support peer education programs**



Session Outline

- **The Weakest Link**
- **Building A Program**
- **Sustaining A Program**
- **Resources**

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.”

– *BACCHUS Network Philosophy*

Building A Strong Program

- **Necessary Tools & Infrastructure**
 - Program Format
 - Administrative Support
 - Ongoing Funding
 - Models & Theories



"If the only tool you have is a hammer, you will see every problem as a nail."
- A. Maslow

Building Structure

- **Program Structures**
 - Academic Course
 - Formal Peer Programs
 - Student Club/Registered Student Organization
- **Advisor Models**
 - Health Center
 - Health Promotion
 - Faculty Advisor
 - Counseling Services
 - Residence Life
 - Student Services/Activities
 - Others?



Building Administrative Support



- **What's In It For Them?**
- **Supporting the Academic Mission**
- **Student Leadership Programs**
- **National Standards & Guidelines**
- **Everybody's Doing It...**

Building A Funding System

- **Soft Money** (grants)
- **Institutional Support**
 - Ongoing
 - Department Specific
 - Zero-based Budgeting
- **Fundraising**



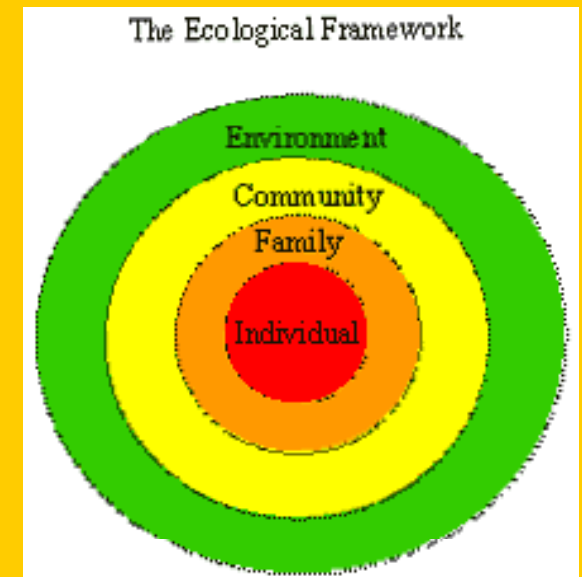
Traditional vs. Community Action Model

Traditional Health Education Model	Community Action Model
<p>Inadequate Support Program does not receive necessary administrative and financial resources. Support from one source.</p>	<p>Priority Support Central to the campus mission, program receives noticeable financial and administrative support from many sources.</p>
<p>Reactive Management Works within the current system to impact students without challenging the system.</p>	<p>Proactive Management Challenges current system through organizational change and political activism.</p>
<p>Sole Source Health educators function as gatekeepers of campus health information.</p>	<p>Multiple Resources Health educators work themselves out of jobs by empowering others and the system.</p>

Adapted from Montana State University, Peer Health Education Program

Theoretical Foundations

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



More Infrastructure

- Mission & Vision Statements
- Measurable Learning Outcomes
- Assessment & Evaluation



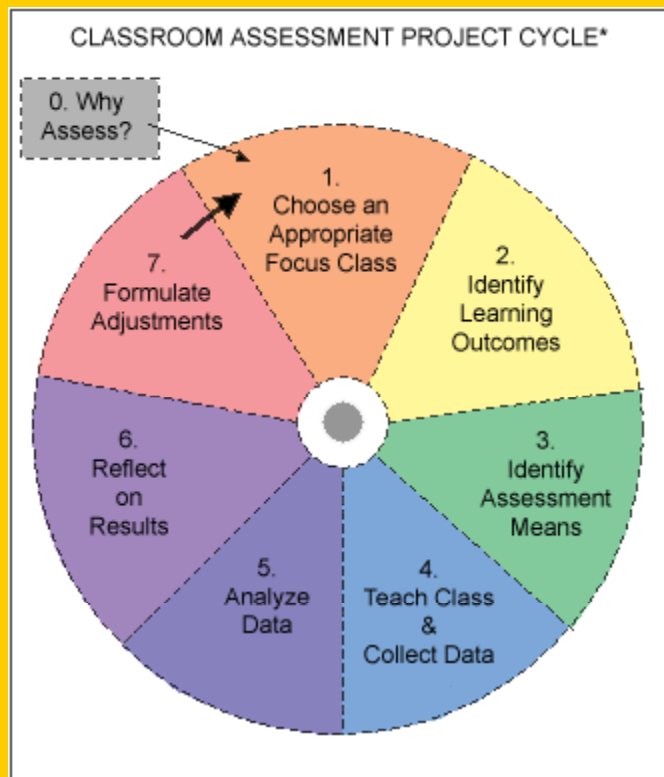


Learning Outcomes

(examples)

- **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.**

Assessment & Evaluation



- Peer Educator
 - Self Evaluation
 - Peer Evaluation
 - Staff Evaluation
 - Course Grade

- Program Evaluation
 - Activity/Effort
 - Process, Impact & Outcome

Sample Evaluation

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

Adapted from Marquette University, Peer Health Education Program



Outcome Evaluation

- Use to determine priorities
- Individual & campus level change
- Provides evidence that programs are worth the investment

Sustaining Programs

- **Consistent Institutional Support**
 - Show Me The Money
 - Advisors
- **Using National Standards**
- **Evidence-Based Programming**
- **Best Practices**





Sustaining Programs

- **Keeping Advisors Strong**
 - **New Students**
 - **Evaluation**

Are you the newest
peer educator?

Everyone Can Help

- **Collaboration Is Key**
- **Partners**
 - Faculty
 - Other Staff
 - Administrators
 - Community Support



Resource Publications

Guidelines for a College Health Program, American College Health Association

Campus HIV Prevention Strategies: Planning For Success, AACC, ACHA & BACCHUS

Recommended Standards for a College Health Program, American College Health Association

Health Programming in College/University Settings for Students of Colour, American College Health Association

Community College Guide to Peer Education, The BACCHUS Network

Show and Tell: Using Peer Theatre to Teach, The BACCHUS Network

Concepts & Content in Peer Health Education: A Guide for College Students, Luoluo Hong – Shepard College

The Prevention Marketing Initiative: Applying Prevention Marketing, US Dept. of Health and Human Services

Certified Peer Educator Training, The BACCHUS Network

Gamma Guide, The BACCHUS Network

Contact Us

Michael P. McNeil
**Alice! Health Promotion
Program**
**Health Services at Columbia
University**
Wien Hall, 1st Floor
411 W. 116th St., MC 3711
New York, NY 10027

212-854-5453
mm3117@columbia.edu
www.alice.columbia.edu

Amy Melichar
**Center for Health Education &
Promotion**
Marquette University
707 North 11th Street
Milwaukee, WI 53233

414-288-5217
amy.melichar@marquette.edu
www.marquette.edu/healthed