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**From Vision to Effective Practice:
Building a Comprehensive, Sustainable
Campus Peer Education Program Addressing
Alcohol, Other Drug Abuse, and Violence
Prevention**

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UNIVERSITY COUNSELING CENTER
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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

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Learning Objectives

The attendees should be able to:

- Describe the development, structure, and operation of an effective, evidence-based peer education program.
- Identify three ways to measure program effectiveness and address administrative, training, supervisory, recruitment, retention, and liability issues.
- Describe how concepts and program elements discussed in this presentation can be used to meet the needs of campuses with different demographic characteristics.

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What Does the Research Say?

Students who engage in heavy drinking are at risk for a host of negative alcohol-related consequences...

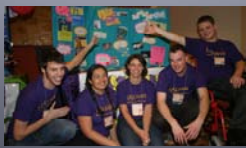
- Each year, among college students, alcohol use contributes to:
 - 1,400 deaths (up to 1700)
 - 500,000 unintentional injuries
 - 600,000 assaults
 - 70,000 sexual assaults, acquaintance rapes

Source: *NIAAA Report on College Drinking, April 2002*

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The Case for Peer Education

Why Involve Students in Our Efforts?



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What Does the Research Say?

- Percentage of students who reported specific problems over the past year as a result of their alcohol use (Wechsler et al., 2002)
 - Got into trouble with the authorities: 7%
 - Got hurt or injured: 13%
 - Forgot what you did: 27%
 - Done something later regretted: 38%
- Numbers rise for those students who report frequent "binge" drinking

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Alcohol and Drug Use Disorders

- Past year prevalence:**
 - Alcohol abuse: 12.5%
 - Alcohol dependence: 8.1%
 - Any drug abuse: 2.3%
 - Any drug dependence: 5.6%
- Only 3.9% of full-time college students with an alcohol use disorder received any alcohol services in the past year
- Only 2.4% of those who screen positive and did not receive services perceived a need for services
Wu, et al., (2007)



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Health and Mental Health

- Factors affecting academic performance as identified by students (ACHA, 2011):
 - 24.7% Stress
 - 17.8% Sleep difficulties
 - 16.5% Anxiety
 - 13.8% Cold/Flu/Sore throat
 - 11.6% Internet use/computer games
 - 11.5% Work
 - 10.1% Concern for a troubled friend/family member
 - 10.0% Depression
- Consider ways in which alcohol could contribute to, exacerbate, or cause problems in each of the above factors

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Substance Use Data from Monitoring the Future (2009)

- Any illicit drug
 - 35% report past year use
 - Marijuana
 - 32% report past year use
- Any illicit drug other than marijuana
 - 15% report past year use
 - 6.7% Vicodin
 - 6.5% Narcotics other than heroin
 - 5.7% Amphetamines
 - 5.1% Hallucinogens
 - 5.0% Tranquilizers

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Alcohol-Related Consequences

- Within the past 12 months as a consequence of drinking (ACHA, 2011)....
 - 23.3% did something they later regretted
 - 21.3% forgot where they were/what they did
 - 11.6% had unprotected sex
 - 10.9% physically injured themselves
- If the #1 consequence endorsed by students involves regrets, consider impact of feedback/info about how alcohol impacts decision making

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Substance Use Data from Monitoring the Future (2009)

Tobacco vs. Other Drugs

- More students reported past year use of any illicit drug (35%) than did past year use of cigarettes (30%)




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Research Supporting Student Involvement in Prevention Efforts (continued)


- 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).

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Why Engage Students in Peer Education?

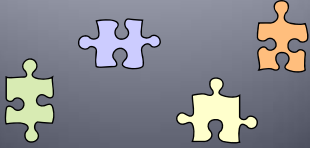
Peer Educators:

- 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



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A Comprehensive Model of Suicide Prevention
Reaching the Individual Student, the Environment, and the System



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Why Engage Students in Peer Education? (continued)

Peer Educators:

- Extend outreach of the professional staff
- Provide student leadership opportunities
- Economical

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Selecting Our Interventions:
The NIAAA Report on College Drinking
April 2002



<http://www.collegedrinkingprevention.gov/>

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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)

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The 3-in-1 Framework

- Individuals, Including At-Risk or Alcohol-Dependent Drinkers
- Student Body as a Whole
- College and the Surrounding Community

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

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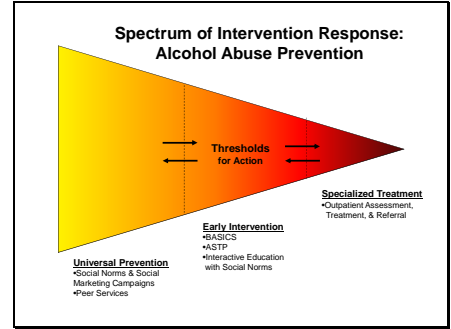
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NIAAA Recommendations for Classifying Intervention Effectiveness

Tier 1:	Evidence of effectiveness among college students
Tier 2:	Evidence of success with general populations that could be applied to college environments
Tier 3:	Promising: Evidence of logical and theoretical promise, but require more comprehensive evaluation
Tier 4:	Ineffective: No Evidence of Effectiveness

From: "A Call to Action: Changing the Culture of Drinking at U.S. Colleges," NIAAA Task Force

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Components of UAlbany Comprehensive Prevention Program

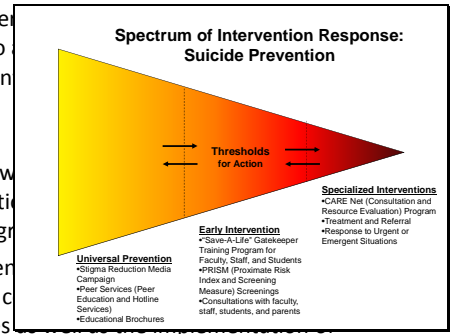
- ✓ Presidential Leadership
- ✓ Campus Task Force: "BRisk"
- ✓ Student Involvement/Leadership
- ✓ Social Marketing/Social Norms
- ✓ Campus-Community Partnerships
- ✓ Education
- ✓ Gatekeeper Training
- ✓ Early Intervention
- ✓ Policy Evaluation/Enforcement
- ✓ Parental Involvement
- ✓ Treatment & Referral
- ✓ Research and Program Evaluation

Comprehensive Program

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The University approach to uses both environmental and individual factors.

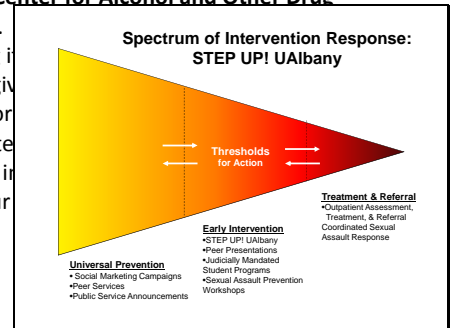
- Initiatives with peer education as support groups
- Environmental changes include the creation of AOD policies and alcohol-free options for our students on weekends, such as our midnight basketball program.



As we look at the elements of our comprehensive program, many of you may note that it is an adaptation of the model developed by the **Higher Education Center for Alcohol and Other Drug Prevention**.

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for creating it which has given our work You will note highlighted in facets of our



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Involving Peers in Comprehensive Prevention Efforts

A Campus Example



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Program Staff

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

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University at Albany Profile


- University Center within 64-campus SUNY System
- Urban Setting
- Research University
- NCAA Division I
- Students:
 - Undergraduates - 13,457
 - Graduate Students - 5,377
- Faculty: 967
- Employees: 4,197
- Degree Programs:
 - Undergraduate - 61
 - Masters - 89
 - Doctorate - 39



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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




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A Description of the UAlbany Middle Earth Peer Assistance Program

Mission

- 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



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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


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Staff Training Program

- 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

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Key Considerations
Developing, Implementing, and Evaluating Safe and Effective Peer Education Programs



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How Are Peer Educators Involved?

- Middle Earth Hotline Service
- Save-A-Life Program: Referral of Peers in Distress
- Educational Programming and Brochure Dissemination
- Screening Day Exhibits and Programming (Screening for Mental Health College Response Program)
- Social Networking Site Development
- PSA Development and Dissemination
- Focus Group Member Recruitment

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Consideration #1: Focus of Services

- What do we think of when someone says 'Peer Education Program'?
- What do we want our peer education program to focus on?
- What services and initiatives will it include?
- What are some of the most important traits that a peer educator/mentor should have?

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UAlbany Public Service Announcements

Suicide Prevention PSAs

You're Not Alone
<http://www.youtube.com/watch?v=EVNdEt8HIO8>

You Are Not Alone, Part 2
<http://www.youtube.com/watch?v=PQAoMKfsvp4>

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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 and email communication system work?
- How much funding and other resources will the program need to operate?

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Consideration #3: Training and Supervision

- What will be the focus of our peer education training 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?
- How will the training and supervision process address students who are experiencing their own mental health, alcohol and other drug abuse, or violence-related issues?

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Consideration #6: Liability Issues

- Does our program have clear protocols addressing how to respond to situations that are urgent or life-threatening?, such as sexual assault, suicide or homicide risk, alcohol poisoning, or drug overdose?
- Does our 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 our program is not open, and are these advertised?
- Does our university have a document/contract specifying who accepts the liability for the program?
- Is there a malpractice policy in place for our program?

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Consideration #4: Recruitment & Retention

- How will we recruit students for our peer education program?
- What qualifications should we look for?
- How should we conduct our application process?
- How can we motivate and reward our Peer Educator/Mentor undergraduate students once they become a part of the program?
- How should we address issues of performance and discipline in our program?

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Consideration #7: Evaluating Effectiveness

- What mechanisms do we have in place to track and monitor the course of contacts to our peer education program? How are these records kept secure and confidential?
- What mechanisms do we have in place to track the performance of our undergraduate peer educators/mentors?
- Do we have templates to produce annual reports for our program, highlighting data on effectiveness?
- Do we have a "brag document" or organizational resume that we can use to let people know of our accomplishments and successes?


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Consideration #5: Marketing the Program

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

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Thank You!



Questions?

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