Learning Objectives

• The participant should be able to describe how to structure a comprehensive recruitment process for peer educators.

• The participant should be able to list various retention strategies to maintain high levels of engagement among peer educators.

• The participant should be able to identify at least three strategies to measure the effectiveness of peer education programs.

• The participant should be able to list at least five common challenges associated with developing peer education programs.
What Brings You Here Today?
Why Peer Education?

• Research suggests that peer educators benefit the most

• Resource for health promotion/education

• Access to student population beyond office hours or availability of professionals

• Informal conversations and contact with peers beyond programming

• Vehicle for delivering evidence-based and/or evidence-informed interventions

• Culture change
Peer Education Considerations

What is the purpose of the group?
- What are the objectives for the group?
- How will the peer educators be utilized?
- What are the conditions they are meant to address?
- How does it relate back to the strategic plan for the institution?

Peer education group
- Supervision of peer educators
  - Staff and/or graduate students
  - Experienced peer educators
- Format and structure of group
  - Paid
  - Course/Internship credit
  - Volunteer
- Topics covered by group
  - All health topics
  - Specific health topics
Peer Education Considerations

Institution

- Location
  - Urban vs. Rural
- Type of school
  - Private
  - Public
  - Religious
  - Commuter
- Resources
  - Funding
  - Staff
Recruitment

• General recruitment strategies
• Targeted recruitment strategies
• Information sessions
• Formal application process
• Selection committee
• Interviews
Recruitment Process

Students For Responsible Choices (SRCs):
• Attend Leadership Fair spring semester
• Campus wide email recruitment in January of spring semester (for SRCs to begin the next fall)
• Solicit recommendations from key campus constituents
• Targeted emails: “You have been recommended.”
• Formal application process including 2 letters of recommendations
• Director of Wellness Programming interviews all candidates
• All current SRCs interview all candidates in group format (3 groups with 3 different interview tasks)
• Candidates selected and invited to a spring “Meet and Greet”
Recruitment Process

UConn Sexperts:
• Beginning of each semester prior to the mandatory training
• Discussed at programs, in stall streets, at events
• Applications are held until the screening process time
• Formal application process online
• Interview includes a UConn Sexpert and advisor
• Candidates are selected and called to be invited to the group
Recruitment Tips

• Structure is key – legitimizes your program
• Ask for recommendations
• Frame as “leadership development”
• Discuss what skills the student will gain from the program
• Be open about expectations of the group and program
• Where does this fall among the students’ priorities?
• Gauge time commitment, and then ask again, and again...
Retention

- Training
- Annual retreat
- Holiday parties
- Recognition
- Conference/training opportunities
- Letters of recommendation
- Banquets
- Friendships
- Leadership opportunities
Retention

UConn Sexperts:
• Shirting ceremony
• Holiday Party
• Mandatory training each semester
• Conference Opportunities
• Leadership positions
• Program awards
• Letters of Recommendation
• Dairy Bar end-of-the-year program
• “Cording” of our seniors and annual gifts of mugs and alumni sticker
Retention

SRCs:
• Training Week
• What’s an SRC, Anyway?
• Branding
• Pizza and Personal Sharing
• Holiday Party
• BSU Fashion Show
• End of year BBQ
• Senior Gifts
• Letters of Recommendation
• Campus Recognition of the Group and its Mission
Traditions
Traditions
Evaluation

- Individual assessment
- Group assessment
- Programmatic evaluation
- Campus-wide surveys
- NPES
Evaluation

- Individual assessment
  - After program assessment of how each presenter did
  - Reflection papers
  - Set individual goals
  - Provide individual feedback one-on-one
  - Pre and post-test of semester or year
  - Self-assessment leadership skills
  - Pre and post test of content
Evaluation

• Group assessment
  o Set up group goals or assigned evening goals
  o Provide assessment feedback loop at programs
  o Have students provide feedback to each other during practice or prior to a program
  o What are some of the programs that utilize best practice? What do we mean by best practice in peer education?
• Programmatic evaluation
  o Use program objectives and measure them for each presentation
  o Set measures for behavior change and track indicators
  o Measure beyond satisfaction of program
  o What are other colleges (peer and aspirational schools) doing; compare for best practice
Evaluation

- Campus-wide surveys
  - Understand key health issues for your students (ACHA-NCHA)
  - Ask who they trust on campus and capitalize on that information
  - Determine if students can identify the peer education with the department or office—does it matter?
Evaluation

• National Peer Education Study

The National Peer Educator Study was designed to provide evidence-based research outcomes associated with being a peer educator on a college or university campus. The National Peer Educator Survey (NPES), is a Web-based survey administered to peer educators affiliated with NASPA-BACCHUS on college and university campuses across the United States. The NPES focuses on the following:

- Peer educator perceptions regarding intra- and interpersonal growth and development among a number of health related behaviors;
- Time peer educators devote to educationally purposeful activities and experiences; and
- Behaviors peer educators use to motivate a behavior change in peers.
Challenges & Lessons Learned

• Attendance
• Branding: T-shirts, logos, tablecloths
• Behavioral standards
• Social media
• Structure
• Flexibility
• Leadership demand
• A few good men
• Group dynamics
• Competing commitments of peer educators
• How NOT to reinvent the wheel
• Leadership development
Discussion groups

• Break into groups based on topics to discuss strategies
  – Recruitment
  – Retention
  – Branding
  – Evaluation
  – Challenges
  – Other
Report Out On Strategies
Resources

• The BACCHUS Network
  • https://www.naspa.org/constituent-groups/groups/bacchus-initiatives

• Certified Peer Educator (CPE) Training
  • https://www.naspa.org/constituent-groups/groups/bacchus-initiatives/initiatives/certified-peer-educator-training

• UConn Health Education Website (www.healthed.uconn.edu)
  • Health Education Facebook Page (www.facebook.com/#!/uconnhealthed)
  • Twitter (@capt_condom)
  • Instagram (@capt_condom)

• Babson Wellness Website (http://www.babson.edu/student-life/health-wellness)
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