Assessing Peer Education Efforts

Dr. Matthew Wawrzynski, Michigan State University
Jacob Lemon, Michigan State University
Brittney Vigna, University of Alabama
Charlotte Petonic, University of Alabama
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Q&A: Your questions will be submitted to the staff and answered at the end of the webinar. Any questions we do not address during the webinar will be shared via email along with a recording of the webinar.
## HECAOD Annual Membership Benefits

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Campus Membership (Institution)</th>
<th>ScreenU Membership (Institution)</th>
<th>Individual Membership (Individual)</th>
<th>Free Membership (Individual)</th>
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<tbody>
<tr>
<td>Unlimited access to ScreenU Alcohol, Rx and Marijuana</td>
<td>✓</td>
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<tr>
<td>Unlimited access to single ScreenU program</td>
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<td>ScreenU Technical Assistance</td>
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<td>Recovery Ally Training Materials</td>
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<td>Learning Collaboratives Past and current</td>
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<td>✓</td>
<td>✓</td>
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<td>National Meeting discount</td>
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<td>Weekly UReport</td>
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| Price            | $2,500 | $1,000 | $150 | FREE |

Learn more at hecaod.osu.edu
Our Presenters

Charlotte Petonic M.Ed, CHES
Assistant Director of Health Promotion and Wellness
University of Alabama

Matthew Wawrzynski, PhD
Associate Professor
Michigan State University

Brittney Vigna, MPH, CHES, CPH
Assistant Director of Health Promotion and Wellness
University of Alabama

Jacob Lemon
NPES Project Manager
Michigan State University
Presentation Goals

- Explain self-sustainable peer education structure
- Data supporting the efficacy of peer education programs
- Using learning outcomes to evaluate peer education programs
- Improvement of peer education programs and peer educators through professional development
Project Health & Gamma
Consists of approximately 160 undergraduate peer health educators.
Multifaceted Approach to Outreach

- 60 hours of on campus outreach
- Reach approximately 30,000 students per semester
- All interactions incorporate the participants actively participating

<table>
<thead>
<tr>
<th>Week</th>
<th>Division</th>
<th>Main Health Topic</th>
<th>Sub-Health Topic</th>
<th>Person in Charge</th>
<th>Speaker</th>
<th>Giveaway Item</th>
<th>Number Per Group</th>
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<tbody>
<tr>
<td>Week 1: August 21st-August 27th</td>
<td>Health Hut</td>
<td>Campus Resources</td>
<td>Campus Safety/Bystander Intervention</td>
<td>Rebecca Denson</td>
<td>Brittnay Vigna/Charlotte Petonic</td>
<td>T-shirts</td>
<td>1,500</td>
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<tr>
<td></td>
<td>Health Ambassadors</td>
<td></td>
<td>Mental Health Services</td>
<td>Aly Cienza</td>
<td></td>
<td>T-shirts</td>
<td>300</td>
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<tr>
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<td>Health Advocates Informal</td>
<td></td>
<td>Academic Resources</td>
<td>Chloe Javaheri</td>
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<td>T-shirts</td>
<td>300</td>
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<tr>
<td></td>
<td>Gamma</td>
<td></td>
<td>Physical Health Services/Healthy Eating Resources</td>
<td>Chloe Romera</td>
<td></td>
<td>T-shirts</td>
<td>500</td>
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</table>
Key Components in Evaluation Process

- **Comprehensive Training**
  - Ensuring complete understanding of learning outcomes
  - Ensuring complete understanding of the necessity for evaluation

- **Logistics**
  - Resources to ensure evaluation tools are in place each week

- **Technical Resources**
  - iPads or other evaluation tool
  - WiFi
Incorporating Learning Outcomes into Outreach Materials

- All of outreach materials are centered around learning outcomes.

Talking Points must incorporate answers to game questions, determined by learning outcomes.

Game questions must be designed to assess if students are meeting learning outcomes.

Handouts must incorporate supplemental material to talking points, and be specifically referenced to help with questions.

Game/Activity must incorporate questions specific to learning outcomes, but still be entertaining.
Developmental Process

1. Peer education teams create learning outcomes based on weekly topic assigned.
2. Learning outcomes are assessed and approved by advisor, returned to branch director and health topic coordinator.
3. Outreach materials developed by health topic team, to be sent to branch director, VP of Outreach, and advisor.
4. Game questions are used during interactions to assess if learning outcomes are being met.
5. Data is compiled by intern and formatted into graphical representation.
Qualtrics

- Qualtrics surveys are utilized on iPads by peer educators to assess learning outcomes

<table>
<thead>
<tr>
<th>Default Question Block</th>
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<tbody>
<tr>
<td>Q1. True/False: Birth control pills protect against sexually transmitted infections.</td>
</tr>
<tr>
<td>- True</td>
</tr>
<tr>
<td>- False</td>
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</table>

| Q2. Which of the following are sexual health resources found on campus? |
|   - The Student Health Center pharmacy sells condoms for 50 cents each. |
|   - There are free condoms available in the SafeZone Office. |
|   - The women's health center in the SHC provides pregnancy testing. |
|   - All of the above. |

| Q3. What is one behavior you can begin practicing to counter common stigmas? |
|   - Was able to provide at least one behavior. |
|   - Was not able to provide at least one behavior. |

<table>
<thead>
<tr>
<th>Q4. How many people did you reach during this interaction?</th>
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</thead>
</table>
Strengths and Weaknesses

- **Strengths**
  - More quality interactions
  - Able to assess what topics we need to spend more time on
  - Consistency

- **Weaknesses**
  - Can be logistically difficult (technology failures, etc)
  - Financial backing is a large component
Alternatives for Replication

- Google Forms instead of Qualtrics
- Paper tallying instead of iPads
- Use of student technology (phones, ipads, computers)
Internal Evaluation

- In addition to participating in National Peer Educator Study, internal survey is used to assess successes/room for improvement
  - Ability to explain role as a peer educator
  - Importance of being a peer educator on life/career/etc.
  - Behavioral perceptions
  - Role as a peer educator on choices
Ability to Explain Role

- When asked if students felt comfortable explaining their role as a peer educator to certain groups
  - 80% felt very comfortable explaining role to family and friends
  - 61% felt very comfortable explaining role to professors or fellow students
  - 69% felt very comfortable explaining role in a job interview
Role as Peer Educator on Decision Making

- When asked if their role as a peer educator influenced certain choices:
  - On the consumption of alcohol
    - 32% it *always* influences
    - 43% it *usually* influences
  - Prioritizing responsibilities
    - 22% it *always* influences
    - 56% it *usually* influences
Increase Accountability

- Use of Qualtrics
  - Documenting shift attendance
  - Who is taking responsibility for the iPads
  - Tracking number of participants reached per shift
  - Tracking the success of the shifts interactions by assessing the learning outcomes
“College and university administrators have taken note of the power of peer influence and have capitalized on using peers to play pivotal roles in enhancing the lives of undergraduate students” (Wawrzynski, LoConte, & Straker, 2011, p. 17).
The National Peer Educator Study (NPES)

On average, 600-700 peer educators participate in the survey annually.

Over 400 colleges and universities in the U.S. and across the world have participated in the survey.

The NPES research is conducted at Michigan State University.
The NPES provides advisors with trends and insights to better understand impact that peer education programs have on the learning and development of peer educators. Utilizing evidence-based research of peer educator learning and development, advisors are able to implement strategies that support and bolster their peer education programs.

- Institutional Reports
- National Report
- Advisor Feedback & Recommendations
Conceptual Framework

- Learning Reconsidered
- Learning Reconsidered 2
- Bloom’s Taxonomy
- Council for the Advancement of Standards in Higher Education (CAS)

National Peer Education Study
Council for the Advancement of Standards in Higher Education (CAS) Standard Domains

- Cognitive Complexity
- Intrapersonal Development
- Practical Competence
- Interpersonal Competence
- Knowledge Acquisition, Construction, Integration and Application
- Humanitaria nism and Civic Engagement

The National Peer Educator Study
The NPES Survey Measures:

Motivations

Training

Learning Outcomes
Who are Peer Educators?

Demographic Trends 2013-2017

- Over 4,000 Peer Educators
- Live Off-Campus: 55%
- Live On-Campus: 45%
- 80% Women
- Average Age: 20.7
- Average of 12 months as Peer Educator
- 61% Volunteer
- 16% Identify as LGBTQ
- 20% First Gen College Student
- 63% White
- 12% African-American/Black
- 10% Asian/Asian American
- 10% Asian Pacific Islander
- 10% Latino(a)/Hispanic
- 4.7% Biracial/Multiracial
- 0.3% Native American/Alaskan Native
- 80% Women
- 20% First Gen College Student
- 61% Volunteer
- 16% Identify as LGBTQ

Volunteer Paid

Over 4,000 Peer Educators

Juniors & Seniors: 71%

First Gen College Student: 20%

Average Age: 20.7

Volunteer Paid: 61%

Identify as LGBTQ: 16%

Average of 12 months as Peer Educator: 3.4 GPA

Juniors & Seniors: 71%

First Gen College Student: 20%

Volunteer Paid: 61%

Identify as LGBTQ: 16%

Average of 12 months as Peer Educator: 3.4 GPA
Greatest Areas of Growth

+ African American
+ Hispanic/Latinx
+ Asian American

Consistent Rate of Participation

= Multiracial

Greatest Area of Decline

- White
Intrinsic Motivations to Become a Peer Educator

- Desire to help others
- Desire to acquire additional knowledge
- Observation from other peer educators
- Desire to be involved in college
- Experiences with someone I know
- My own individual experiences
Students consistently report intrinsic motivations for becoming peer educators.

NPES National Report 2019
Extrinsic Motivations to Become a Peer Educator

- Interest in gaining job related skills
- Encouragement from others
- Need to add something to my resume
- Money (a job)
- Peer Ed class counted for course credit
- Career development/exploration
- Desire for recognition
The Methods Peer Educators Use to Motivate Change in Peers’ Behavior

- Did not motivate behavior change: 3%
- Worked for environmental change: 13%
- Worked for Policy Change: 16%
- Volunteered for a service learning project: 37%
- Directly confronted a person: 50%
- One on one time: 58%
- Worked on an awareness campaign: 67%
- Presented an educational program: 72%
- Role Modeling: 83%
The Methods Peer Educators Believe Have the Greatest Impact to Motivate Change

- Role Modeling: 85%
- Presenting a Program: 72%
- One-on-one Time: 71%
- Worked on Awareness Campaign: 64%
- Social Media: 52%
- Directly Confronted a Person Regarding their Behavior: 51%
- Mental Health Screening or Referral: 24%
Trends in Training

Top Training By Topic:

1. Sexual Assault/ Relationship Violence
2. Mental Health Awareness
3. Bystander Intervention
4. Alcohol & Drug Use
5. Sexually Infectious Disease (SID)

56 Total Hours of Training
28 Hours / Semester
Trends in Training Received 2013-2017

- Sexual Assault/Relationship Violence: 61-92%
- Alcohol Use: 64-88%
- Tobacco Use: 37-55%
- Injury Prevention: 39-62%
- Bystander Intervention: 61-88%
- SID Prevention: 49-68%
- Physical Fitness: 34-59%
- Mental Health Awareness: 51-90%
- Hazing Prevention: 18-42%
- Impaired Driving Prevention: 27-49%
Top Methods of Education

Handed Out Information
1. Mental Health Awareness............ 65%
2. Sexual Assault Prevention........... 53%
3. Alcohol Use Prevention.............. 44%

Talked with Someone
1. Alcohol & Drug Use Prevention...... 65%
2. Sexual Assault Prevention........... 65%
3. Bystander Intervention............... 61%

Presented an Educational Program
1. Alcohol Use Prevention............... 52%
2. Sexual Assault Prevention........... 52%
3. Mental Health Awareness............... 46%
Training Received vs. Methods Used

**Bystander Intervention**
- 88% Trained
- 61% Talked with Someone
- 46% Handed Out Information
- 43% Presented a Program

**Mental Health Awareness**
- 90% Trained
- 62% Talked with Someone
- 60% Handed Out Information
- 46% Presented a Program
**Training Received vs. Methods Used**

**Sexual Assault/Violence Prevention**
- 92% Trained
- 65% Talked with Someone
- 57% Handed Out Information
- 52% Presented a Program

**Tobacco Use**
- 55% Trained
- 38% Talked with Someone
- 36% Handed Out Information
- 20% Presented a Program
Training Received vs. Methods Used

Alcohol Use
- 88% Trained
- 65% Talked with Someone
- 53% Handed Out Information
- 52% Presented a Program

Prescription Drug Use
- 54% Trained
- 33% Talked with Someone
- 30% Handed Out Information
- 19% Presented a Program
Developing solutions to problems
Critically analyzing situations
Summarizing and organizing ideas, information, and experiences
Applying theories and concepts to practical problems
Applying previous experience to inform new situations
Trends in Learning Domains

**Intrapersonal Development**

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<th>Interpersonal Before</th>
<th>Did not have</th>
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<th>0.50</th>
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<td>4.50</td>
<td>5.00</td>
<td></td>
</tr>
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- **Clarifying Beliefs and Values**
- Understanding people's values that are different from my own
- Developing a personal belief system
- Having a better understanding of my own values
- Having a positive self-concept
Trends in Learning Domains

Interpersonal Development

Did not have | 0.00 | 0.50 | 1.00 | 1.50 | 2.00 | 2.50 | 3.00 | 3.50 | 4.00 | 4.50 | 5.00

Interpersonal After

Effectively managing conflict between others
Effectively demonstrating skills leading a group
Ability to motivate others to accomplish a goal
Effectively communicating with people
Listening to and considering others' point of view
Trends in Learning Domains

**Practical Competence**

- Practical Competence Before
- Practical Competence After

**Did not have**

**Strongly Agree**

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

Knowledge Acquisition, Construction, Integration & Application

Knowledge Acquisition After

Knowledge Acquisition Before

Did not have

0.00 0.50 1.00 1.50 2.00 2.50 3.00 3.50 4.00

Having knowledge about general health issues

Evaluating information, arguments, or methods

Having knowledge about campus resources

Referring someone to counseling

Developing an effective solution to a problem

Strongly Agree
Trends in Learning Domains

**Humanitarianism & Civic Engagement**

- Having conversations with students who are different from me
- Feeling a part of the campus community
- Articulating values and beliefs as they relate to personal decisions
- Feeling responsible to help improve the campus community
- Intervening in a crisis situation
Peer Educator Social Networks

Minority & Ethnic Orgs.

Comm. Service

Clubs & Orgs.

Student Gov.

Varsity Sports

Greek Life

Academic Honor Societies

Religious Groups

Peer Educators

Peer Educator Social Networks

NPES
Recommendations

Learning Outcomes
✓ Understand the skills that students are learning in the work they are doing as peer educators

Recruitment
✓ Emphasize transferrable skills that students could gain from a peer educator position:
  ✓ Career Preparation
  ✓ Social Networking
✓ Leverage the intrinsic benefits of a peer educator role

Programming
✓ Understand your peer educators’ spheres of influence on campus

Training
✓ Align training curriculum with topics that peer educators are engaging in with students
For further questions, please contact:

Jacob Lemon
NPES Project Manager
at
npes@naspa.org


Engaging Peers Learning Collaborative

- Learn more at go.osu.edu/hecaodlc

Free February Webinar

- College Prescription Drug Study
- February 20, 2018 at 2:00 p.m. EST
- Register at go.osu.edu/febwebinar
Call for Proposals is Open Now!

Learn more at go.osu.edu/NMproposals

The National Meeting
Focused on Collegiate AOD Prevention, Intervention & Recovery

Mark Your Calendar!

- July 29-August 1, 2019
- At the Blackwell Inn and Conference Center on The Ohio State University campus
- Early bird discount ends April 26

Visit http://go.osu.edu/ntlmtg19 for registration and more information!
Connect with HECAOD!

Follow us for the latest research and news, information on upcoming events and training resources to support your campus.

WEB: hecaod.osu.edu | EMAIL: hecaod@osu.edu | PHONE: 614-292-5572

HECAOD
Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery