Empower College Peer Educators to Reduce Substance Use Disorder

1. Peer Educators take Lead in Campus and Community Prevention
2. Student leaders who become peer educators have ability to work through situations to achieve success

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“Listening to their Voices”

Peer Health Education on Campus Journal of American College Health – May 1993

- Programs designed to empower peer educators will help promote positive health beliefs and behaviors

- Success since 1993 has been based on three concepts:
  - Higher Education budgets are tight;
  - Students rely on their peers as their most important source of information and help; and
  - Most beneficial aspect may be role modeling with skills in decision making, problem solving and communication.

Who are the potential peer educators on your campus?
Why utilize peers educators to take lead in building leaders

Evidence Based Strategies (have research) represents key factor in determining 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 peers can be as effective as professionals in delivering alcohol, other drugs and impaired/distracted driving interventions to college students (Fromme & Corbin, 2004)

Objectives of Program

1. Utilize Strategic Prevention Framework (SPF) and College Alcohol Risk Assessment Guide to develop Strategic Plans.
2. Utilize “Seeds of Success”, a model program to empower peer educators to build a successful prevention TEAM.
3. Empower peer educators with evidence based and environmental strategies to reduce alcohol, other drugs and impaired driving.
Evaluation and Needs Assessment
“Develop Strategic Evidenced Based Plans”

- You must identify problems that exist and develop solutions to address the problems
- You must Develop Strategic Plans
  - Create Vision or Mission
  - Scan Environment
  - Use Surveys
  - Use Focus Groups
  - Research Model Programs & Community Forums
- You must provide evidence of effectiveness through research of peer programs

Applying the Strategic Prevention Framework (SPF)

SPF is data driven and required by SAMSHA grants
1. Assess Needs: What is the problem and how can we learn more?
2. Build Capacity: What do I have to work with?
3. Plan: What should I do & how should I do it?
4. Implement: How can I put my plan into action?
5. Evaluate

Successful evidence based strategies require data and will help determine if progress is meeting prevention needs
1. Scan environment: a) Develop campus profile; 
   b) Look around; c) Have conversations; and d) Recruit allies

2. Analysis: a) Identify information needs; b) Collect information; and 
   b) Define Problems

3. Response: a) Decide what to do; b) Implement actions; and c) 
   reduce problems

4. Assessment: a) Collect information on problem indicators; b) 
   Measure impact of responses; and c) Reassess priorities

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**Steps to Connect**
(Coaching Model Program)

**Seeds For Success**

Select & Recruit your TEAM
Empower your TEAM
Educate your TEAM
Develop your “Game Plan”
Sustaining your TEAM
Selecting Student Leaders to be Peer Educators

“Select right person, know their strengths”-- Develop list of expectations to help select peer educators

• Observation as a student leader:
  ➢ Previous leadership and/or leadership classes
  ➢ Recommendations from faculty, staff or community coalitions

• Interviewing process with situations and scenarios to assess strength of applicant

  “Selection will help to have a successful organization”

Selection of Peer Educators: Make list of qualities you are looking for --

• Positive Strengths
• Leadership Skills Needed
• Understanding of Weaknesses
• Empowerment Skills
• Social Styles & Holistic Wellness
• Understanding and knowledge of Code of Conduct (included policies and laws)
• Audience Recommendations
Why Peer Educators?
---Power to make a difference---

• President’s have Open Door Policy for Students
• Students are the Customer
• Programs Supported by Student Fees
• Peer Educators are Role Models
• All Prevention Programs should have Student Input.

"Training Student Leaders to become Positive Peer Educators will change Social Culture"

Audience to Help Select

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<thead>
<tr>
<th>Name</th>
<th>Agency/Department/Area</th>
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Recruiting Strategies

Initial Telephone Call

Letter from President or Mayor

Reception – Charge from Top Adm.

Recruiting Student Leaders to be Peer Educators

• Referrals from faculty and staff
• Campus newspaper - advertise
• Flyers and announcements to student organizations
• Existing peer educators
• Programs presented by peer educators
• High school graduates who were peer educators
• Interview process
• Other techniques –( Ex: FRAT)
Be Selective when Recruiting

1. Leadership skills - When student expresses an interest in getting involved, get them involved and give them a meaningful task
2. Create work "buddies" by pairing up experienced members with new members
3. Publicize peer efforts and peer success
4. Spend time personally recruiting.

Empower Peers

- Host a Retreat - Send Agenda in Advance
- Develop Retreat Goals and Objectives
- Have Activities that are fun, risk taking and get to know each other
- Have a Work Session to develop TEAM’s Vision and Goals
Social Styles – Activity that is fun but also helps to know each other

1. Complete the handout given to you.
2. Put stickee at top of page that represent your social style
3. Move to small groups according to your style.
4. Name a bird that identifies your style
5. All committees should have different styles.

Work Session should Develop Vision & Goals

- Develop Vision/Mission and Goals
- Emphasize Benefits for Peer Educators
- Assess the Environment (Where are the problems? Who should you target?)
- Review Evidenced-Based Practices
- Develop an Action & Team Development Plan (what-who-when-interactive activity)
Educate and Train Peer Educators

Interpersonal – Communication Skills

Group Processes-Social Style Activity

Educate and Train on Issues Identified

Training Peer Educators

• Use experts on the topics *(may be located on campus or in community)*
• Use existing peer educators
• Create training sessions
• Presentation, public speaking & facilitation skills
• Advisors & Peer Educators Train Student Leaders of Student Organizations especially Athletics, Greeks and Residence Life
• Supervise and Provide feedback
Educate & Training Skills

• Provide visual aids to support presentation
• Phrases to Help Facilitate such as: This is interesting – Share more - Help me to understand.-- Elaborate on that thought
• What do you think about that? (Draw quiet one in discussion) - Does someone have a different opinion. Restate answers
• Bring to closure & Summarize key points Thanks for allowing time to present

Coaching Peers to Change Behavior “Train the Trainers” Model

• Small Focus Discussion Groups led by Peer Educators (6-8 in group) Educate and train about alcohol, other drugs and impaired laws, policies & sanctions. Start with general and move to probing questions
• Use interactive activities such as developing zero tolerance messages to advance policy development and enforcement
• Select and Train Peer Educators to work with own population. (Athletes with Athletes) Must train with skills to be a facilitator and recorder
Advisor’s Role

“May need to recruit”

• Make sure everything mentioned earlier happens
• Create an atmosphere in which members are free to participate
• Provide guidance and direction
• Provide resources
• Believe in the organization, it’s mission and the members
• Communicate expectations

DEVELOP TEAM PLAN

• Create Vision or Mission (Dream Big)
• Assess Needs (May use CARA or SPF)
• Determine Goals, Objectives or Tasks
• Determine Outcomes/Evaluation Plan
• Design Action Plan -Tasks, Timelines and Responsibilities (Utilize Handouts)
Why Develop Action Plans

1. “Most prevention programs don’t plan to fail; they fail to plan”
   Look at what Planning will do!!

2. Planning will; a) Vision – What do you want and how to get there; b) Assessment – where you are before you start; c) Develop goals and objectives (What-When-Who); and d) Evaluate your program to guide you along the way, revise plans, and tell you when successful.

3. Complete Action Plan worksheet and put on Task Sheet. (Use handouts)

Develop Action Plan to Reduce alcohol, drugs or impaired driving

• 1. Select evidence based strategy (from title)
• 2. List activities or tasks to complete strategy
• 3. How will you collect and use data to document need?
• 4. Who is the target audience?
• 5. Who is person or staff responsible?
• 6. What is measurement of success
• 7. Resources needed and complete date
Sustaining the Team

- Create Ownership
- Stay Focused
- Keep Tasks Realistic and Manageable

- Frequent Leadership Training
- Share Roles & Responsibilities
- Create Social Interaction
- “Give Credit to Whom Credit is Due”

Sustainably: Incorporate into all Prevention Efforts: Assessment-Planning and Evaluation

- 1. Conduct a problem analysis
- 2. Effective programming requires planning
- 3. Select programs that are evidence based
- 4. Need ongoing process and outcome evaluation to provide data to strengthen programs
- 5. Collaboration & networking to promote programs
- 6. Build organizational capacity and funding to support program
Monthly Meetings Help to Sustain the TEAM

- Agenda (1 week in Advance)-Call Remind
- Meetings –One hour-Start & End on Time
- Ask for Action
- Sub-Committees to Accomplish Tasks
- Sub-Committee Chair Reports
- Keep High Intensity
- Minutes within One Week (1-page outlined)
- Serve Food

Problems in the Environment

- Drinking and using drugs is normal part of campus life. Use of prescription drugs has now become a major problem
- Impaired and distracted driving is now a major problem
- Students have too much free time with lack of free alcohol and drug options
- Aggressive promotions to promote underage and other college drinking
- Laws and policies are not consistently enforced and adjudicated
Each Year College Drinking Causes:

1,825 students deaths

599,000 unintentional injuries

696,000 assaults --97,000 sexual assaults

3,360,000 (18-24 old) drive under influence

25% students report academic problems

31% met criteria for alcohol & drug abuse
Prescription Drug Misuse Among College Students

1. College students use prescription drugs in an effort to improve academic performance, induce sleep, reduce pain, increase energy to socialize at parties, or self-medicate for anxiety or depression.

2. Prescription drug misuse among college students grew from 8.3 percent in 1996 to 14.6 percent in 2006.

3. The term misuse describes all nonmedical use of prescription drugs.

Impaired and Distracted Driving on Increase of College Students

1. 2010 NIAAA’s report indicate increase of College Impaired Driving due to alcohol and drug abuse.

2. Distracted Driving has increased likelihood of a crash and resulted in 3,331 deaths and 387,00 injuries in 2011.

3. Distracted driving involves movement of person’s attention away from the task of driving such as eyes off road, hands off wheel, loss of concentration and among latest college students texting while driving. NHTSA latest report indicate fatalities due to distracted driving is on the rise. The highest percentage of fatalities is by age group of 20-29 category which identifies our college students.
Implement Environmental Strategies
1. Develop, Educate, Enforce and Adjudicate Effective Laws and Policies
2. Change Normative Environment
3. Restrict Alcohol & Drug Availability
4. Restrict Marketing of Alcohol and Drugs
5. Offer Alcohol & Drug Free Social Options

Environmental Prevention
WHAT IS IT?

“Everything that affects the student’s decision to not use alcohol and other drugs”
Environmental prevention removes the focus from individual behavior and attempts to impact the larger environment.

Changing environmental contributors to AOD problems will result in individual behavior change.

Environmental change activity → Change in environment → Change in individuals
Environmental Strategies

Get off on the right foot

- Develop and consistently enforce campus policies and local, state, and federal laws
- Limit alcohol availability and access
- Restrict marketing and promotion of alcoholic beverages
- Create environment that supports health-promoting norms
- Offer social, recreational, public service, and other extracurricular options which are alcohol free

Factors of Decision

Student Behavior Influenced at Multiple Levels

Personal

Policy

Community

Peers

Family & Faith

Schools

Community

Media/Movies
In Closing - Advisor’s Role

• Praise peer educators
• Provide opportunities for the organization and its members to grow
• Talk little, work hard behind the scenes and when the work is done, the goal is fulfilled, the members will say, “We did this ourselves.”
• Pick the situations that are worth intervention
• Select leaders within the group
• Get everyone involved in decision making
  “Give credit to whom credit is due”

Student Leaders/Peer Educators will Change Social Culture

“We are a TEAM

“Together Everyone Accomplishes More”
<table>
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<tr>
<th>ACTION PLAN WORKSHEET</th>
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<tr>
<td>Goal: To reduce alcohol, other drugs, impaired and distracted driving</td>
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<tr>
<td>(Circle one evidence based strategy and develop activity/task)</td>
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<tr>
<td>Objective: Reduce alcohol on campus/community</td>
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<tr>
<td>Objective: Reduce prescription drugs on campus/community</td>
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<tr>
<td>Objective: Reduce impaired and/or distracted driving on campus/community</td>
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<tr>
<td>Objective: Increase development &amp; enforcement of campus policies/laws on campus</td>
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**Activities/Tasks:**

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<th>How will you collect and use data to document the need?</th>
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**Target Audience:**


**How will the activity benefit the campus and community?**


**Person(s) Responsible:**


**Resources needed:** (Example: funding, staff or facilities)


**Completion Date:**


**Measurement of Success:**


**What obstacles do you anticipate as you implement this activity and what are your plans to overcome these obstacles?**


# TEAM DEVELOPMENT PLAN

Institution: ___________________ Contact Person: ___________________ Target Audience: ___________________

**Goal:** To reduce alcohol, other drugs, impaired and distracted driving

(Circle one evidence based strategy below (objective) that you have completed on Action Plan Worksheet)

- Objective: Reduce alcohol on campus/community
- Objective: Reduce prescription drugs on campus/community
- Objective: Reduce impaired and/or distracted driving on campus/community
- Objective: Increase development & enforcement of campus policies and laws

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<tr>
<th>Activities / Tasks to Implement Objective</th>
<th>Persons Responsible</th>
<th>How will you Collect &amp; use Data?</th>
<th>Completion Date</th>
<th>Benefits: Campus &amp; Community</th>
<th>Resources</th>
<th>Measurement of Success</th>
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Note: Obstacles you anticipate and plans to overcome obstacles

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Social Style Awareness (Use as bonding during retreat-not for clinical use)

Instructions:
1. Participants will be given a Social Style Descriptor Checklist and instruct to select and put on name tag or 3/5 card the four adjectives that best describe themselves.
2. Participants select the “stickee to represent the adjective and put on name tag.
3. Group according to dominant colors. If represent different -- select dominate descriptor.
4. Various tasks can be designed to show common characteristics of each style.

Purpose:
Identify strengths of style and understand the best method to use social style.
Identify strengths of other member’s style and learn to appreciate uniqueness.
To aid you in adapting your style to others to accomplish success.
Helpful in grouping sub-committees –Each group needs one of each style.

Group Activity – Get all Red together – All Blue – All Green and All Blue. Give fun task for each group. Example – Identify a bird that resembles your respective style or automobile or tool. Have share with group and explain why. I do this after I give some characteristics of each style – like Red – Proceed Rapidly. The message is how you need to work with different groups. The underlying theme is to explain that we are all different but each is needed in a team for success to happen. All Red’s – all green – all blue and all yellow do not create success.

General Approach for each Style: (All styles are important to team success).
(Blue) Analytical – Explain how first. – Proceed deliberately – Wants documentation – Needs deadlines
(Green) Amiable – Explain why first – Proceed softly-Support others – Needs deadlines
(Yellow) Creative-Explain who first- Proceed enthusiastically-Lots of Ideas-Needs to focus

Social Styles Descriptor Check List
(Look over the list and mark the four words that you think best describe you)
1. __Agreeable 2. __Cautious 3. __Conceptual 4. __Competitive
5. __Creative 6. __Decisive 7. __Dependable 8. __Dramatic
9. __Enthusiastic 10. __Efficient 11. __Independent 12. __Imaginative
17. __Persistent 18. __Practical 19. __Prudent 20. __Supportive

Social Style Check List Key
Amiable (Green) Analytical (Blue) Driver (Red) Creative (Yellow)
Agreeable Cautious Competitive Conceptual
Dependable Logical Decisive Creative
Loyal Organized Efficient Dramatic
Patient Persistent Independent Enthusiastic
Supportive Prudent Practical Imaginative