

Advising Collegiate Peer Education Groups

Sponsored by



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Module 1: Definitions & Theories for Peer Education Advising

Discussion Notes

What are the key elements of effective collegiate peer education advising?

Advisor Self-Assessment

What is your level of desire for being effective peer education advisor and supervisor?

Low 1 2 3 4 5 *High*

What is your level of confidence for being effective peer education advisor and supervisor?

Low 1 2 3 4 5 *High*

What is your level of desire for providing your peer educators with a supportive and beneficial experience?

Low 1 2 3 4 5 *High*

What is your level of confidence for providing your peer educators with a supportive and beneficial experience?

Low 1 2 3 4 5 *High*

What are your strengths in regards to supervising peer educators?

What are your limitations in regards to supervising peer educators?

Environmental Scan – Addressing Limitations

Your Own Leadership Development

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Your Peer Educators' Leadership Development

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Recruitment & Retention

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Initial & Ongoing Training

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Programs, Events & Activities

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Evaluation & Performance Review

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Play & Rewards

What are you doing well now?

What can you improve upon?

What resources are available to help you?

Your Resource List

What resources are available to help you improve your ability to be an effective advisor?

Consider individuals, on-campus offices, off-campus organizations, websites, trainings, etc. that can help you build on your strengths and address limitations.

- On Campus:

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- In Your Community
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- From Professional Associations
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- From your professional networks/colleagues
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- From your social networks
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Module 1 Resources

“The Other L Word...Liability and Your Peer Education Group”. Presented by Alicia Czachowski, Andrea Drott, Northern Illinois University. The BACCHUS Network General Assembly. Indianapolis, IN, 2010.

Module 2: Peer Education Group Considerations

Discussion Notes

What does the peer education group's form and strategies mean for the role of the advisor?

Module 2 Resources

"Grant them the respect of high expectations: Helping Your Peer Educators Become Better Employees". Presented by Lisa Currie, Northwestern University. The BACCHUS Network General Assembly. Indianapolis, IN, 2010.

Worst-Case-Scenario Protocol

Adapted from HERC, Eastern Illinois University

What if...	1st	Then	Who gets called?
Someone discloses suicide ideation	Demonstrate concern, empathize	Remind them that you must break confidentiality if someone discloses plans to hurt themselves; DO NOT leave them alone; Call Counseling and supervisor; Self-Care	1) Counseling 2) Supervisor/Health Enhancement Staff member

Module 3: Student Development & Student Learning Outcomes

Module 3 Resources

“Using Standards to Support Peer Education”. Presented by Micheal McNeil at Meeting of the Minds. April 2009. Available for download at: www.goaskalice.com

“Developing & Assessing Learning Outcomes for College Alcohol Education Programs”. Presented by Eric Davidson at February 2011 IHEC Affiliate Meeting. Available for download at: www.eiu.edu/~ihec/ihecpasttrainings.php

“Standards Used to Assess Collegiate Alcohol Programs”. Presented by Eric Davidson at March 2011 IHEC Affiliate Meeting. Available for download at: www.eiu.edu/~ihec/affiliatemeetings.php

Student Development in College: Theory, Research, and Practice. Nancy J. Evans, Deanna S. Forney, Florence M. Guido, Lori D. Patton, Kristen A. Renn.

AACU Value Rubrics

www.aacu.org/value/rubrics/index.cfm?CFID=2729594&CFTO

CAS (Council of the Advancement of Standards) Learning and Developmental Outcomes
www.cas.edu/index.php/learning-and-developental-outcomes/

Bloom, B.S. (Ed.) (1956) *Taxonomy of education objectives: The classification of education goals: Handbook I, cognitive domain*. New York: Longmans, Green.

Suskie, Linda (2009). *Assessing student learning*. San Francisco: Jossey-Bass.

Keeling, R. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. American College Personnel Association, Association of College and University Housing Officers-International, Association of College Unions-International, National Academic Advising Association, National Association for Campus Activities, National Association of Student Personnel Administrators, National Intramural-Recreational Sports Association.

Module 4: Standards of Practice & Evaluation

Module 4 Resources

Council for the Advancement of Standards (CAS)

www.cas.edu

American College Health Association (ACHA)

Standards of Practice of Health Promotion in Higher Education

www.acha.org/Publications/docs/Standards%20of%20Practice%20for%20Health%20Promotion%20in%20Higher%20Education_Jan2005.pdf

The Network: Addressing Collegiate Alcohol and other Drug Issues Standards

www.thenetwork.ws/standards.html

ACPA/NASPA Professional Competency Areas for Student Affairs Practitioners

www.naspa.org/about/boarddocs/710/competencies.pdf

Accreditation Association for Ambulatory Health Care (AAAHC) Standards

www.aaahc.org

Module 5: Ethical Decision-Making

Activity: Defining Your Boundaries

Being clear on your professional and personal boundaries can be helpful to maintaining a healthy balance between work and home life, as well as allowing you to be a more positive role model for your students. This activity is great for everyone since everyone has boundaries – we just don't always take the time to define them. Also, once you define your boundaries, you can start thinking about how you want to communicate them to the appropriate people – your supervisor, your colleagues, your students, and your spouse/partner.

On the next page, use the table to create three lists:

YES List

Activities you would like to do or that you think you would like to do. These should include those things that you enjoy at work, that help you maintain a balance between work and personal life, and what you are willing to do with your students. The YES list may include activities you only want to do some of the time or for some people.

NO List

Activities you don't want to do, don't feel comfortable with doing or perhaps things that you know aren't congruent with where you are at with yourself or your current skills set. These should include things that you will not do in your work, that create imbalance between work and personal life, and that you are not willing to do with your students.

MAYBE List

Activities you might want to try some day or are interested in or are things you have been considering exploring. These should include things you might enjoy adding to your work, that have the potential to help you maintain the balance between work and personal needs, and what you might be willing to do with students.

There is no right or wrong way to make these lists! They are for your eyes only so you can write them how you like. If you find that one of your columns is empty (or nearly empty), try to see if you can think of activities or situations that you didn't consider immediately. Consider what past situations that have been positive or negative to help fill in the gaps.

Your lists may change over time. They may stay the same. Check in with your lists from time to time to see how they have changed and to see if you are doing those things that are good for you (mostly from the "YES" list). Think about if you feel good about how your actions and your lists are matching up.

Some possible questions to explore:

- Am I getting what I want professionally from my job?
- Am I – or is someone else – paying attention to my hard boundaries?
- Why am I doing "X" activity if I don't like it?
- Why is this thing I really love on my "NO" list?

A few examples...

- Establishing clear work hours vs. personal time
- Giving your cell phone number to students
- Socializing with students after work hours
- Consuming alcohol with of-age students in a social setting
- Conferences and travel
 - sharing hotel rooms with students, traveling with students
- Self disclosure of personal actions (past or present)
- Dating a colleague, a graduate student or a returning adult student

Yes	No	Maybe

Module 5 Resources

Brief Alcohol Screening and Intervention for College Students A Harm Reduction Approach.
Dimeff, et. al. 1999

Module 6: Leadership Development

Discussion Notes

Think of a person who had significant positive impact on your growth and development.

- Who was it?
 - What impact did he/she have?
 - What specifically he/she did for you?

Vision Statement Exercise

Module 6 Resources

Website: Kouzes & Posner Leadership Practices www.leadershipchallenge.com

Website: National Clearinghouse for Leadership Programs www.nclp.umd.edu/

Book: The Student Leadership Challenge: Five Practices for Exemplary Leaders
(James Kouzes, Barry Posner)

Book: The Handbook for Student Leadership Development, 2nd Edition
(Susan Komives, John Dugan, Julie Owen, Craig Slack, Wendy Wagner, National Clearinghouse of Leadership Programs)

Book: Exploring Leadership: For College Students Who Want to Make a Difference
(Susan Komives, Nance Lucas, Timothy McMahon)

Training: NASPA/Outside the Classroom Certificate in Alcohol Prevention Leadership
naspa.org/programs/alccert/default.cfm or www.outsidetheclassroom.com

Module 7: Getting Practical

Module 7 Resources

Available from The BACCHUS Network

www.bacchusnetwork.org

- Certified Peer Educator (CPE) Training
- Advisor's Conference
- General Assembly - Advisor's College
- Website- Advisor's Corner
- The Peer Educator Magazine

Other Resources

Students Helping Students: A Guide for Peer Educators on College Campuses by Steven Ender and Fred Newton.

Emerging Issues and Practices in Peer Education: New Directions for Student Services, Number 133. Lee Burdette Williams (Editor). Jossey-Bass, publisher.

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