

PEER-BASED INITIATIVES

The value placed on students reaching other students with messages and strategies is based on the belief that students hear alcohol abuse prevention messages best when they are delivered by their peers. In this approach students serve other students as educators, advisors, workshop leaders, course instructors and social event planners, and in other roles that provide assistance to the campus. Peer-based programs are very popular and, in recent years, have become increasingly common on campus.

A large number of campuses have one or more student organizations for interested students. The BACCHUS/GAMMA Peer Education Network, a nationally based organization dedicated to peer education, offers training, resources, technical assistance, and publications, as do other groups. Some campuses have a locally designed student group consisting of students in recovery from substance abuse and others have organizations that link and promote peer approaches. Others have extensive selection and training processes for the peer educators.

Peer-based activities include orientation programs, theater troupes, multimedia approaches, public service announcements, mocktail parties, game shows, and various interactive presentations and discussion groups as part of peer health education courses. Innovative approaches include television programs and campus-wide town meetings. Specialized community initiatives provide an enlightened approach.

Interviews with campus leadership personnel demonstrate that peer-based initiatives are best served when they are student-run

and include a high level of creativity and new ideas. They recommend a variety of approaches that include unconventional and fun strategies, while incorporating an educational theme. They suggest an emphasis on the realities of student life, including promotion of a healthy lifestyle, as a peer-based approach to addressing alcohol abuse. Included in the approaches are commitment statements, individual reflection time, and peer education conferences. Others emphasize attention to students' own personal belief systems and the positive aspects of a balanced, healthy lifestyle.

Audiences for peer programming are diverse and include the fraternity and sorority system, the athletic department, high-risk peers and first-year students. Other targeted peer assistance efforts are also presented and summarized in this section.

Topics include alcohol use and personal responsibility, low risk alcohol consumption, standard-setting, norms, accurate information, communication skills, policy issues and personal values. Related topics for peers include alcohol's relationship to acquaintance rape, other violence, STDs, and HIV/AIDS, family dynamics, and cross-cultural issues.

The staff interviews revealed that the implementation of peer approaches is best served when adequate resources are forthcoming from throughout the campus. Collaboration with numerous campus departments, advising from faculty and staff, and support from the administration and from student organizations are central to the success of these efforts. The enthusiasm of staff members, as a motivation to students, is central to these initiatives.

Chemical Dependency Program

Langston University

Contact:

Langston University
Enrollment: 4,075
Public, Four Year Institution
William Price Curtis, Ph.D.
Director
Professional Counseling Center
Published in 1997/98 Sourcebook

Objectives:

- To engage peers in the implementation of the campus life programs
- To promote necessary levels of competence and commitment among peer educators
- To provide student leaders with an opportunity to demonstrate their leadership skills to their peers

Description:

The University's Chemical Dependency Program incorporates four distinct components: Awareness and Information, Assessment and Evaluation, Support and Intervention Services, and Peer-Based Initiatives. Considered exemplary by the university's faculty and staff, the peer-based initiatives offer a range of services for students.

The peer initiatives build upon the involvement of two student organizations:

BACCHUS and SADD (Student Athletes Detest Drugs). Students sign a Statement of Commitment whereby they acknowledge their agreement to conduct four presentations to their peers during the academic term immediately after their training, followed by another four presentations during the next academic year. Extensive training is provided by the Counseling Center's Chemical Dependency Counselor. Peers receive 16 hours of training and must demonstrate an 85 percent accuracy rate on a knowledge test that follows the training, after which their practice presentations commence. Subsequently, students are assigned to on-campus organizations, and they select academic classes and special events as vehicles for their presentation.

The Counseling Center acts as a co-sponsor of various drug and alcohol educational programs with BACCHUS, SADD, and other campus organizations. These seminars, colloquia, and workshops emphasize peers making presentations in conjunction with local professionals with expertise in the chemical dependency arena.

Marketing of the peer-based programs and special events is accomplished through broadcast announcements on the university's

radio and television stations, as well as through coverage in the campus newspaper. Also helpful to the success of the program is its orientation toward student organizations, and there is some involvement by Greek letter organizations and other on-campus groups.

External funding has been successfully obtained from the county surrounding the university. The externally funded projects include Collegiate Athletes' Peer Education Program (CAPE), and the ATOD/HIV/AIDS Peer Education Program. Funding received through competitive grant application processes allows for diversified experiences for peer educators and is positive recognition of their efforts.

As an HBCU (Historically Black College/University), Langston University makes a deliberate effort to ensure that the peer programs are delivered in ways that promote the active participation of the audience.

While the precise impact of the peer education program is not known, positive inferences can be made based on presentation evaluations. Generally, the peer educators' seminars have been well received.

Congress on Responsible Decisions

Allegheny College

Contact:

Allegheny College
Enrollment: 1,425
Private, Four Year Institution

Christa Edwards, M.S.
Assistant Dean of Students
Published in 1997/98 Sourcebook

Objectives:

- To involve students in creating solutions to campus alcohol problems
- To provide a forum for students, administrators, faculty, and alumni to openly discuss issues relating to alcohol

Description:

The ACCORD (Allegheny College Congress on Responsible Decisions) uses a community-based approach to involve various campus constituencies in a discussion of the way alcohol affects their community. This two-day event brings together individuals from various viewpoints to listen to and discuss issues in a very informal and relaxed atmosphere at an off-campus retreat site.

The purpose of the program is to promote a new focus on and attention to alcohol

issues and to involve students in creating solutions. The retreat strategy allows open discussion without the fear of peer rejection or punishment by the college. To determine who will participate, representatives of the College's student government nominate peers to attend. Other student organizations are also invited to send delegates to the ACCORD. By using this nomination method, attendance becomes a privilege. Students who attend the ACCORD are granted "immunity" to ensure complete honesty and an open discussion of alcohol issues.

Activities involve relationship building, large and small group discussions, and time for individual reflection. During the activities, caucuses serve as opportunities to identify specific action plans relating to issues chosen by the group; these include appropriate sanctions, role modeling, individual responsibilities, and methods to create a healthy social environment. These action plans are then presented to the larger group (the Congress) and a vote is taken to affirm their implementation.

Evaluation of the ACCORD demonstrates that students overwhelmingly enjoy the caucus group meetings and the time spent building relationships with the administrators. The proposals emanating from the caucus group meetings are innovative and demonstrate enthusiasm. Participating students feel empowered to implement the necessary changes. Follow-up activities include submission of articles to the campus newspaper by student participants, on-going meetings in caucus groups, sharing experiences with student organizations and peers, and implementation of a peer education program. Questions addressed in the evaluation include: Are you satisfied with your group's conclusions? Are you satisfied your group's conclusions could be put to good use? In what ways can you see the accomplishments of this Congress being put into use on Allegheny's campus? What did you personally get out of participating in this Congress? What would you have done differently? What was the high point, and what was least interesting? What wasn't covered that you feel is important?

Fitness Feud

Charles County Community College

Contact:

Charles County Community College
Enrollment: 5,925
Public, Two Year Institution

Linda Smith, M.Ed.
Project Manager
SMART Center/Safe Communities Office
Published in 1996 Sourcebook

Objectives:

- To identify student responses to questions on alcohol and other health issues
- To provide daily activities which promote personal wellness

Description:

In preparing for the National Collegiate Health and Wellness Week, co-sponsored by the Southern Maryland Alcohol/Drug Resource and Training (SMART) Center and the Wellness Center, one strategy is to provide daily activities that promote the overall idea of wellness. A Fitness Feud, created in a game show format, serves as a noontime activity in the campus center.

Prior to the event, student workers from the Wellness and SMART Centers surveyed students to gather responses to the survey's 40 questions. These responses were tabulated and the top four responses were selected for the game.

A game board to display the responses was created. Students were recruited from other events during the week to prepare a large banner to serve as a stage decoration; another student was selected to host the show. Four teams of five students participated in three rounds of the game, which also included a playoff round. The teams came from a business class, the Student Government Association and the African American Student Alliance.

The response to the game was so positive that a team from the audience was recruited to play an extra round of the game. In addition, the following day two faculty and staff teams were recruited to play a round.

Inside the 'Zou

University of Missouri – Columbia

Contact:

University of Missouri – Columbia
Enrollment: 22,136
Public, Four Year Institution

Kim Dude, M.Ed.
Assistant Director Student Life
Published in 1996 Sourcebook

Objectives:

- To increase the number of students reached through prevention efforts
- To provide a valuable learning experience for students involved in the creation of a television show
- To reach students with prevention information through creative and unique approaches

Description:

Acknowledging that it is historically difficult to get students to attend prevention programs, the ADAPT staff determined that it is important to reach students in their own settings. Since many of the university's students watch TV, especially the movie channel, ADAPT seized the opportunity to place an educational program between already scheduled movies.

On a weekly basis, students prepare a half-hour television show, which is aired during the upcoming week. Students are responsible for writing, directing, editing, implementing and hosting each show. The show is taped every Friday afternoon at

the university's Academic Support Center; equipment is provided at no cost. The show is aired every Tuesday and Thursday evening following the end of one motion picture and prior to the beginning of the next one.

Topics include issues such as designated driver programs, Alcohol Awareness Month activities, stress and HIV/AIDS issues.

Volunteers manage an entertainment segment featuring a different residence hall. This increases the number of students who view the show because of a desire to see friends on TV. To evaluate the success of the program, a telephone survey of randomly selected students is conducted.

Lifestyle Information for Everyone

Washington and Lee University

Contact:

Washington and Lee University
Enrollment: 1,978
Private, Four Year Institution

Jane T. Horton, M.D.
Director of Health Services
Published in 1997/98 Sourcebook

Objectives:

- To promote healthy and responsible behavior by members of the campus community
- To change unhealthy norms through the use of peer education

Description:

Lifestyle Information for Everyone (LIFE) is a student led organization whose mission is to promote responsible behavior. Trained volunteer peer health educators (LIFERs) are actively involved in programming related to substance, sexuality, and wellness issues. Teaming with counselors in the residence halls, as well as with other organizations on campus, LIFERs lead discussions of these college life issues.

LIFE has melded the health education organizations and activities on campus into one comprehensive peer health education organization. LIFE utilizes strategies such as peer programs, peer role modeling, and student advocacy to engage numerous constituencies on campus in working to change the campus culture.

Students become involved in LIFE through a nomination, application, interview, and selection process. The rigor of this approach is important to the prestige of the program. Marketing of LIFE's efforts, including the use of a distinctive logo on all materials, helps promote respect for the program among faculty, administration, and students. In materials provided to LIFERs, expectations regarding commitment, confidentiality, judgment, communications, and role modeling are communicated. Positions are available as student managers, group leaders, group assistants, presentation director and assistant, and publicity director.

During training each LIFER is provided with a resource and information notebook which is supplemented as new projects develop. Regular meetings and e-mail communications from the leaders and support staff help keep LIFERs involved. LIFE uses posters, table tents, letters, student newspaper notices, campus cable channel and radio station announcements, and listings in the monthly entertainment calendar and on-line campus events calendar as vehicles for keeping others aware of its efforts. In addition, a newsletter (LIFELINE) and a cable channel talk show promote the program objectives.

Currently, attempts are being made to link LIFERs and individual faculty members to strengthen the ties between the faculty and the students.

Men Against Violence

Louisiana State University

Contact:

Louisiana State University
Enrollment: 27,000
Public, Four Year Institution

Luoluo Hong, M.P.H.
Wellness Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To promote awareness of the prevalence, causes, and consequences of violence
- To educate students about violence prevention, including managing the use of drugs and alcohol
- To promote violence reduction through policy revision and cultural change

Description:

Men Against Violence is a student organization that represents several campus constituencies working together to reduce campus violence and promote low-risk alcohol consumption. Membership is open to all full-time undergraduate and graduate students; staff, faculty, and graduates may join as alumni members. Student members represent a wide variety of academic settings, ethnic/racial backgrounds, personal interests, and affiliations (such as fraternities, athletics, and ROTC). While membership is open to both male and female students, the organization emphasizes the unique responsibility that men have to end violence and prevent substance abuse, and recognizes their greater effectiveness in reaching other men.

As a volunteer service organization, Men Against Violence provides a range of

opportunities for its members. While some members only attend meetings, others contribute to the newsletter or are actively involved in programming efforts. All meetings and programs are highly interactive and rely on discussion and multi-media techniques for maximum audience involvement. In training the organization members, emphasis is placed on developing facilitation and process skills to conduct open honest and interactive discussions. Training retreats, open to members and non-members, take place several times each year. These retreats allow members to examine in depth a broad array of topics, including sexual assault, cultural competence, masculinity, sex socialization, anger management, conflict resolution, leadership, effective communications, and media advocacy, as well as how each of these areas relates to substance abuse.

Assisting the organization is an advisory board consisting of representatives from the faculty and staff. Representatives from the Athletic Department, the Dean of Students Office, Residential Life, Police, Greek Affairs, Wellness, Mental Health Services, Recreational Sports, College of Education, and Academic Center for Athletes are members of the Advisory Board.

Strategies implemented by Men Against Violence emphasize four primary: Awareness, Community Action, Education, and Support (ACES). The Awareness Team presents the scope of violence within the university community to students,

faculty, staff, and the administration. The Community Action Team promotes policies and programs as well as community service initiatives. The Education Team conducts informative seminars, sponsors lectures, and holds discussion sessions to help gain a better understanding of violence, its causes, and its remedies. Educational programming includes programs titled "Is Liquid Courage Getting You Into Hot Water?" "Boozing and Brawling On University Campuses – Breaking the Myth of Masculinity," and "What Every Woman Should Know Before the First Home Football Game." The Support Team provides intervention and assistance to victims of violence.

Funding for this non-profit student organization comes from annual member dues, product sales, and contributions from on-campus and off-campus sponsors. Included among the on-campus sponsors are the fraternity and sorority councils, residence hall groups, student government, the Athletic Foundation, and the Health Center.

Evaluation of the organization's efforts indicates high receptivity; the collaboration and membership of numerous on-campus constituencies have grown. The campus police department reports a drop in all major categories of crime during the recent academic year. The presence of Men Against Violence on campus is cited as a major reason for this drop in crime.

Network of Student Organizations

Louisiana State University

Contact:

Louisiana State University
Enrollment: 25,317
Public, Four Year Institution

Nancy Mathews, Ed.D.
Associate Director
LSU Student Health Center
Published in 1996 Sourcebook

Objectives:

- To heighten peer awareness and attitudes about substance abuse
- To build a sense of community and mutual caring at the university
- To promote healthful behavior

Description:

The Student Initiatives of the LSU Alliance for the Prevention of Substance Abuse is a network of organizations promoting substance abuse awareness. Each of the participating student organizations sponsors events and activities such as alcohol-free events and volunteer activities, as well as formal and informal education about alcohol and drugs.

Acknowledging that there is a critical mass of students who support low-risk or non-consumption of alcohol, Student Initiatives seeks to identify and empower these individuals. The hope is that, through their participation in Student Initiatives' activities, these individuals will be advocates for campus-wide attitudinal and cultural changes in substance abuse norms. This approach provides a counteracting force to the campus climate which has traditionally been one of excessive drinking and disrespect for self and others. Through participation in Student Initiatives, it is hoped that students will have a stronger sense of mutual caring and community.

To help organize these efforts, Student Initiatives has a Super Board consisting of 12 student representatives. This Super Board recognizes student organizations that promote substance abuse awareness.

Organizations earn points through their involvement. The baseline is the "Purple

level" which represents 150 points. As the organization's participation increases, the "Gold level" of 300 points is reached followed by the "Bengal level" of 700 points. At the end of each semester, all member organizations receive certificates at a reception sponsored by Student Initiatives in coordination with the Office of Student Organizations.

Through this process, the Super Board is responsible for recruiting student organizations. The Super Board places table displays and newspaper advertisements, and participates in large-scale campus events, such as awareness weeks and wellness fairs.

Active organization membership is measured by the submission of activities for recognition by each organization. Currently, Student Initiatives has over 50 active organizations, with 10 organizations eligible for certificates.

Orientation Programs

Brown University
Longwood College
Lyon College

Washington University

Contacts:

Brown University
Enrollment: 7,174
Private, Four Year Institution

Toby Simon, M.Ed.
Associate Dean
Published in 1996 Sourcebook

Longwood College
Enrollment: 3,351
Public, Four Year Institution

Susan Bruce, M.Ed.
Coordinator
Wellness Center
Published in 1996 Sourcebook

Lyon College
Enrollment: 624
Private, Four Year Institution

Diane Ellis, M.A.
Director
Counseling Services
Published in 1996 Sourcebook

Washington University
Enrollment: 11,655
Private, Four Year Institution

Daniel R. Herbst, M.S.
Program Director
Health Awareness
Published in 1996 Sourcebook

Objectives:

- To provide factual information and promote dialogue on alcohol abuse and its consequences
- To inform students about campus resources
- To role model appropriate decision-making about alcohol issues

Description:

Acknowledging that a student's early days on the campus provide an excellent opportunity to establish norms, campus

orientation programs provide information about substance abuse and emphasize healthy decision making. The PEERS, TEARS and CHEERS effort at Lyon College includes student-led sessions for new students during the orientation program which is offered prior to the beginning of the college experience. PEERS addresses the impact that peers have on decision-making related to alcohol; TEARS outlines the various legal consequences of underage alcohol consumption and drunk driving, and discusses the emotional consequences of drinking. CHEERS focuses on appropriate hosting and activities that can be done without alcohol and emphasizes that it is less painful to face one's problems than to hide from them.

Longwood College emphasizes peer role models through several student-led initiatives. The SAIL (Students Actively Involved in Longwood) program begins with the college's original play "Listen to the Silence," which addresses the issues of drug and alcohol use and how it can contribute to sexual assault. Student Orientation Leaders initiate a discussion on alcohol use and sexual assault. They also perform skits about health choices and health problems to spark discussion during the "To Your Health" panel. Further, alcohol-free evening events use a virtual reality experience, casino games and a local version of Hollywood Squares with alcohol-related questions.

At Washington University, one orientation program is entitled CHOICES 101. This is a series of short scenes or "blackouts" that

present many aspects of university life including alcohol use, misuse, and its impact on sexual activities. The scenes are followed by a discussion facilitated by student leaders which use personal anecdotes and campus resources. Floor meetings in residential units follow this activity.

Brown University has established a Sexual Assault Peer Education (SAPE) program to enhance communication and healthy interactions. The SAPE program uses peer educators to conduct a mandatory orientation meeting entitled "Sex without Consent" for all first-year students. An important aspect of the program on sexual assault is the discussion of alcohol and its relationship to dating violence, sexual abuse, sexual violence and miscommunication.

Training is an integral part of the preparation of the student leaders for their role in facilitating these sessions at these colleges. Longwood College requires in-depth semester-long training for all student leaders; Washington University supplements their training with discussion guides. At Lyon College, student participants receive feedback from faculty and staff members who observe them perform the program. At Brown University, people who are selected to become sexual assault peer educators participate in an extensive 25-hour training in which they discuss the many aspects of sexual assault and dating violence; they also evaluate themselves and decide whether they feel ready to address such an emotionally charged and difficult issue.

Pathways to Freedom

Jefferson Community College

Contact:

Jefferson Community College
Enrollment: 10,301
Public, Two Year Institution

Luanne Whiteside, M.S.
Counselor
Published in 1996 Sourcebook

Objectives:

- To provide education on drug/alcohol use involving peer educators in recovery
- To provide support for students in recovery

Description:

Pathways to Freedom is a student group consisting of students in recovery from substance abuse. Established as a student support group, the members recently obtained recognition as an official student organization. Receiving this recognition provides the organization with the necessary structure and legitimacy to allow

it to request funding from the campus' Office of Student Services. Typically, Pathways to Freedom teams up with the Student Support Services Program or the Disability Awareness Organization to implement their campus-wide events. This helps to insure anonymity of Pathways to Freedom members.

Since the college is an urban college with many non-traditional students, appropriate strategies are needed to meet the needs of the transitory student population. Students committed to the cause of substance abuse prevention provide opportunities for others to learn about drug/alcohol issues.

During the fall semester, student members sponsor "Red Ribbon Days" when students hand out red ribbons and a variety of literature on alcohol, drugs, stress, depression, Alcoholics Anonymous, and community

services. In order to encourage student participation, students can sign up for door prizes if they pick up literature. Information is contributed by local support groups, service organizations, the public schools, treatment facilities and the American Lung Association. Another sponsored activity is the "Breaking the Chains Day," which focuses on celebrating personal recovery issues. Students are encouraged to paint t-shirts; cut off a link of chain representing bad relationships, negative thinking, addictive behavior, poor self-esteem and painful personal experiences; and pick up literature on addiction, Al-Anon, children of alcoholics and related issues.

Results of the projects suggest that the approaches used are very successful. Many students pick up literature and wear the ribbons on campus.

Peer Health Education Course

Baylor University
University of California – Irvine
University of Utah

Contacts:

Baylor University
Enrollment: 12,240
Private, Four Year Institution

Cassie Findley, M.S.Ed.
Director
Health Education and Wellness
Published in 1996 Sourcebook

University of California – Irvine
Enrollment: 17,092
Public, Four Year Institution

Marilyn Mendenhall, M.A.
Health Educator
Published in 1996 Sourcebook

University of Utah
Enrollment: 25,226
Public, Four Year Institution

Carol Geisler, Ph.D.
Coordinator
Alcohol & Drug Education Center
Published in 1996 Sourcebook

Objectives:

- To provide students in an academic setting with knowledge and attitudes to implement in their program with peers
- To incorporate critical-thinking skills in student participants
- To facilitate attitude and behavior change among student peer educators

Description:

Academic courses are prepared to provide student peer educators with the knowledge, attitudes, and skills necessary to be effective in their programs.

At the University of Utah, a three-credit course, Peer Educators for Community Action, is offered to train educators in an applied fashion. Ultimately, course planners hope that students will feel better connected to both the campus community and the greater community. Since many of the

students are commuters of non-traditional age and hold jobs, this approach is used to increase the connection that students feel to the campus and to each other.

The University of California – Irvine offers a four-unit class entitled Peer Health Education. While the syllabus includes lectures and discussions on various health issues, students are asked to select a particular health and wellness topic. Through participation in classroom lectures, discussion groups and public speaking projects, students are encouraged to change their social environment.

At Baylor University, the course evolved from a volunteer education project which presented information on numerous issues in a creative interactive format. The class utilizes group facilitation as a learning and presentation process and generates one-hour of community service credit.

The approach used with these institutions is a collaborative one. At the University of California – Irvine, staff from Health Education manage academic accountability, the School of Social Ecology provides academic credit, the Counseling Center staff provides adjunct faculty and various organizations provide speakers and resources. In addition, advanced student Peer Health Coordinators serve as teaching assistants to lead discussion groups and to guide students in public-speaking preparations. The University of Utah's course involves the Alcohol and Drug Education Center, the University Counseling Center, the Office of Health Promotion and the Womens Resource Center. Collaborators in the Baylor University course are Health Services, the

Counseling Department and the Health, Human Performance and Recreation Department.

The emphasis of these courses is in application. At the University of Utah, all students select a "service learning" project through which they can gain experience by working toward a "changing community." The ways in which the students address real community problems are documented on the transcript and reflected in the grade.

At Baylor University, the class requirements include outside meetings and presentations. The peer educators address numerous topics including substance abuse, support services and resources, acquaintance rape, eating disorders and HIV/AIDS. Resources developed at the university include two videos used as ice breakers for presentations, and a helper's guide; designed by peers, the Student Outreach Helpers Guide includes information on campus support services, alcohol and drugs, date rape, depression, and related topics, complete with information, warning signs and symptoms, and referrals and resources.

At the University of California – Irvine, Peer Health Educators present health talks and workshops to peers on campus and to students in local high school. Academic assignments include a research paper, a script of a conversation between college students discussing a relevant health issue, four public talks, a letter to the editor, a public service announcement, and volunteer hours.

Peer-Based Workshops

Chapman University
North Adams State College
University of Illinois at Chicago

Contacts:

Chapman University
Enrollment: 3,285
Private, Four Year Institution

Dani Smith, M.A.
Director
PEER and Health Education
Published in 1996 Sourcebook

North Adams State College
Enrollment: 1,638
Public, Four Year Institution

Michael Goodwin, M.A.
Coordinator
ADEPT Program
Published in 1996 Sourcebook

University of Illinois at Chicago
Enrollment: 25,040
Public, Four Year Institution

Julie Koenigsberger, M.Sc.
Director
UIC Wellness Center

Angela Johnson, M.P.H.
Health Educator
Published in 1996 Sourcebook

Objectives:

- To promote student awareness of alcohol and its effects
- To provide students with opportunities to serve the campus community
- To promote individual decision-making regarding substance use

Description:

A common initiative in peer-based efforts is found with peer education strategies. Students are trained to lead workshops on alcohol and related issues and facilitate discussions.

North Adams State College's peer leader team is called the STARS (Students Taking Alcohol Risks Seriously) for which individuals are recruited. Sponsored by the campus

ADEPT (Alcohol and Drug Education Prevention and Training) Program, students' personal skills, prior experience and perspective on critical issues are assessed. These stars provide education through different prevention formats: drama, media, community service collaboration with student groups and psycho-educational presentations. The activities attempt to create an environment where individuals are aware of the personal and global effects of the use, misuse and abuse of alcohol and drugs. Training topics include: Alcohol 101; The World Beyond These Campus Walls; Decisions, Decisions, Decisions; Educators versus Enforcer; What About Athletes?; Beer, Booze and Books; The Cliff Notes of Physiology; Networking, Sexual Pleasure and Substances; and Women and Alcohol: Popularity, Promiscuity and Pleasure. The responsibilities of the STARS include programming education and referrals. They are trained in confidentiality, knowledge of helpful resources and role modeling. STARS also learn they do not offer counseling or care for inebriated students nor do they dictate habits related to drinking or enforce the college's alcohol policy.

The emphasis of PEER educators at Chapman University is to provide students with opportunities to serve as well as to be served. While they share information on substance use and abuse, peer educators discuss the negative results of poor decision-making. The PEER educators stimulate discussion regarding alternative ways to handle the many complex issues that students are faced with daily. One of the major strengths is that many of the PEER

educators have first hand knowledge of the consequences related to poor decision-making. A central program of the PEER educators is "Choice Points"; it emphasizes the role of stress as well as personal responsibility, decision making, consequences, goal setting and the benefits of adopting a healthy lifestyle. While many students are referred to the program through the university's conduct system, Choice Points is also offered for student organizations, such as athletic teams and fraternity and sorority groups, as an educational tool emphasizing risk management.

The Wellness Center at the University of Illinois at Chicago is a sponsor of the WC Campus Paraprofessional Program. A series of programs is offered by trained peer educators, each of which emphasizes specific health issues. Alcohol-related workshops include: "How to Cure a Hangover and Other True Brew Facts"; this program looks at how to drink responsibly, and includes tips, pointers and stories. The advertising suggests that "the program is for students who choose not to drink and for those who do." The other alcohol-related program is entitled, "Friends Raping Friends: The Facts About Acquaintance Rape," and is identified as a "must see" program for first-year students. Issues discussed in this program include the effects of alcohol, tips on protecting oneself, the effects of rape and available services in the area. The other topics facilitated by the peer educators, while not specifically emphasizing alcohol, include a component discussing the relevant effects of alcohol.

Peervention Volunteer Program

Mesa Community College

Contact:

Mesa Community College
Enrollment: 23,000
Public, Two Year Institution
Heidi-Christa Adams, M.S.
Faculty Member
Counseling Department
Published in 1997/98 Sourcebook

Objectives:

- To increase awareness of drug and alcohol issues among peers
- To integrate positive choices into the student's lifestyle
- To highlight the many opportunities available for personal and academic growth and development

Description:

Based on the premise that people behave in accordance with their own personal belief system, the Peervention Volunteer Program (PVP) builds upon expectancies and social learning theories. This program combines peer education, service learning, and leadership development with students' interests, talents, and goals. The focus on healthy lifestyles, role modeling, and the value of personal and academic growth serves as the basis for helping individuals change and modify their behaviors toward healthier lifestyles.

The most popular format for this peer-based, service-learning program is taking it for college credit. To receive one college credit, a student volunteers 50 hours in service learning, two credits require 100 volunteer hours, and three credits require 150 volunteer hours. Upon entering the program, Peervention Volunteers (PVs) select an area of interest in prevention for their research project. At the end of the first 50 hours of volunteer activity, each of the PVs produces a paper or other report that illustrates his/her learning. In addition, he/she attends class for two hours each week during the semester.

During the next 50 hours, leadership skills are enhanced through participation in BACCHUS as well as the college's Emerging Leaders Program. Most PVs earn certification as peer educators from their BACCHUS involvement. During the final 50 hours, PVs organize and implement substance abuse prevention events, which include information sessions, spring break campaigns, awareness weeks, and red ribbon weeks.

The Peervention Volunteers serve the students, faculty, and staff, either individually or through campus organizations. In addition, they serve three student target populations in the academic disciplines of Mathematics and Business, as well as other

departments. In these target populations, the PVs act as supportive role models to students individually and in groups. They assist with test anxiety, stress management, time management, and self-esteem. During these mentoring sessions, the PVs share their knowledge of the learning process, as well as of goal-setting substance abuse issues in the promotion of student actualization and self-esteem.

The PVs also work in collaboration with community groups and agencies, and they team up with alumni PVs and new PVs to provide classroom presentations and discussion groups on prevention issues. The Peervention Volunteers have also developed a 10-page booklet entitled "101 Positive Choices Around Mesa Community College." These choices are activities such as reading books, playing volleyball, adopting a pet, and getting involved in the Peervention Volunteer Program.

The program's success is evidenced by an increase in volunteer hours from approximately 500 hours per semester to over 2,000 hours per semester, as well as by some qualitative analysis focusing on the Peervention Volunteer's experience in the program. The level of outcome expectations is peer driven and has increased over the last several years.

People Reaching Out to People

Creighton University

Contact:

Creighton University
Enrollment: 6,241
Private, Four Year Institution
Michele Millard, M.S.
Peer Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To ensure that students have preventive health information
- To encourage students to make more positive life decisions through interaction with peer role models

Description:

The PROPE (People Reaching Out to People) Peer Education Program involves 20 active peer educators who conduct a variety of interactive presentations.

Any student, from freshman to graduate student, who wants to become a peer educator takes a three credit class titled "Introduction to Peer Education." The course emphasizes writing activities and requires ten journal entries, a small group project, a community project, an autobiographical paper, quizzes, and an exam.

Upon completion of the training, each peer educator is prepared to make a presentation to any group because students are

cross-trained in all of the topic areas. Training modules also provide a skeleton structure that peer educators can customize to fit their style.

A resource available for the class, as well as for the peer educators, is the office's Web site (its address is <http://www.creighton.edu/PeerEd>). This Web site offers information on many of the topics for presentation. Assistance has been provided from MADD, state research organizations, community groups, and The Century Council.

Evaluation ratings are high, with students expressing their satisfaction with the program.

Specialized Community College Initiatives

Jones County Junior College
Walla Walla Community College

Contacts:

Jones County Junior College
Enrollment: 4,066
Public, Two Year Institution

Maureen Liberto, M.Ed.
Assistant Director
Guidance and Admissions
Published in 1996 Sourcebook

Walla Walla Community College
Enrollment: 4,361
Public, Four Year Institution

Christina Connerly
Program Coordinator
Published in 1996 Sourcebook

Objectives:

- To promote skills among students involved in the substance-free lifestyle organization
- To promote a positive campus environment

Description:

On a two-year college campus of commuter students, involvement in a student organization or club is beneficial. At Walla Walla Community College, the Student Wellness Education and Action Team promotes substance-free lifestyles through both on-campus and off-campus activities. Because it is one of the most visible clubs on campus, its circle of influence continually increases and the club welcomes other college clubs to assist with awareness.

The Student Education and Action Team also assists with the implementation of the Weekend Warrior Bashes and peer education training sponsored by Project Connect. Project Connect links students to community and campus, promoting healthy lifestyle choices.

At Jones County Junior College, the Council on Drug and Alcohol Awareness (CODAA) helps to promote healthy lifestyles. Diverse activities are planned and implemented which reach a broad range of students. Large-scale events are held which involve the entire campus community; these include Alcohol Awareness and Health Day, prevention of drunk and drugged driving,

visits to treatment centers, AA and an educational component (which incorporates AI-Anon meetings). CODAA also sponsors a 3-D Week (Prevent Drunk and Drugged Driving) prior to winter and spring holiday breaks. In addition, CODAA incorporates curriculum infusion efforts.

Community involvement is a helpful aspect of these efforts at two-year colleges. At Jones County Junior College, CODAA members visit surrounding secondary schools and after-school programs to help with tutoring. Much of the focus of these presentations is upon self-esteem and confidence. Student approaches at Walla Walla Community College include participation in RAWHIDE (Rodeo Athletes on Wellness); this organization promotes an educational environment that reinforces healthy, responsible living among rodeo student athletes.

The emphasis in all of these activities is on peer leadership as a central element in promoting a positive campus environment. These student volunteers play a consistent and active part in the planning and implementation of events on the campus.

Student-to-Student

San Diego State University

Contact:

San Diego State University
Enrollment: 28,559
Public, Four Year Institution

Louise Stanger, M.S.W.
Program Director
Published in 1997/98 Sourcebook

Objectives:

- To promote awareness of alcohol issues with members of the university and in surrounding communities
- To reduce problems associated with alcohol use through multiple strategies

Description:

Founded in 1988, Student-to-Student encompasses awareness and information, curriculum, peer-based initiatives, and training. In addition to addressing the needs of the university community, Student-to-Student reaches out to the surrounding community.

The multi-media approach incorporates several strategies, each of which is written and negotiated through the efforts of the peer educators. Public service announcements are prepared for dissemination on the local television and cable station. The local radio station plays 30-second "Smart Tips" recorded by the peer educators. The "Smart Tips" are also displayed during the

home football and basketball games. "Smart Tips" messages also appear on banners and in the campus' daily newspaper.

Student-to-Student has also written and distributed nine handbooks, on a variety of health topics.

These peer educators are well known for their presentations on numerous topics, including zero tolerance, responsible hospitality training, and alcohol abuse. Currently, Student-to-Student promotes team building and leadership skills through intensive learning adventures that teach team problem solving. Student-to-Student has also formed a coalition with the University's Business School and student government to create a Campus Cab Program.

Student Wellness Organization

Plymouth State College

Contact:

Plymouth State College
Enrollment: 3,982
Public, Four Year Institution
Michael Malikowski
OSSIPPEE President
Published in 1997/98 Sourcebook

Objectives:

- To encourage students to adopt a responsible, well-rounded lifestyle
- To enhance a personal wellness lifestyle and promote wellness throughout campus
- To promote awareness of available alcohol-free activities

Description:

The Occupational, Social, Spiritual, Intellectual, Physical, Emotional, and Environmental (OSSIPPEE) are the seven dimensions of the wellness model which are emphasized by this student wellness organization. By promoting and enhancing these seven categories, OSSIPPEE members strive to convince the student body that college life does not necessarily encompass a large social gathering. Organization members attempt to promote the positive aspects of a balanced, healthy life style.

Officially recognized as a student organization, OSSIPPEE has evolved from being an alternative to the social norm on campus to one that promotes personal growth and development in the seven dimensions of

wellness. The organization provides a variety of programs for its members, which are open to the whole campus including movie/game nights, band concerts, theme night hikes, and speakers and performances on alcohol and related issues.

Since OSSIPPEE covers all aspects of wellness, the group does community service to increase awareness and promote goodwill. Activities include working in the local soup kitchen, volunteering at a science center, and donating time to clean up local facilities. To advertise the organization's efforts, messages are posted on the electronic mail networking system and e-mailings are sent to members.

Substance Abuse Services

University of Rhode Island

Contact:

University of Rhode Island
Enrollment: 11,922
Public, Four Year Institution

Peggy Sherrer
Director
Office of Student Life
Published in 1997/98 Sourcebook

Objectives:

- To encourage each student to examine his/her personal pattern of drug and alcohol use
- To understand the psychological, interpersonal and situational consequences of use
- To prepare peer educators to give students the information and skills to evaluate the choices they make

Description:

This peer effort is the primary focus of the campus' educational opportunities. "Drug Jeopardy" workshops provide students with an exciting, entertaining, and educational way to learn about drug and alcohol use and abuse. Interested students may enroll in a three-credit peer educator course entitled Peer Education Training: Strategies for Reducing the Risks of Substance Abuse and Sexual Assault. This course provides the students with the

knowledge and skills they need to be peer educators. The RAM Choices Team, designed for student athletes, focuses on prevention, education, and support and addresses the unique pressures associated with competitive sports.

Awareness activities include "Matters of Substance," a weekly column published in the student newspaper addressing current topics related to substance issues. An art exhibit, titled "True Stories," features photography done by student staff members and quotes from stories about tragic and painful incidents involving drugs and alcohol which are submitted anonymously by members of the student body. To attract students to events, social marketing strategies are widely used. In addition, free food is offered at all events, and prizes or raffles are often advertised. The campus newspaper, voice mail system, and radio station provide information about upcoming events.

In providing services to the campus, facilitators promote self-evaluation and skills development by participants. Workshops on a variety of related topics, such as communications skills, assertiveness,

conflict management dealing with a substance-abusing family member, and handling negative feelings, are conducted in a non-judgmental way using role plays, movies, games, humor, films, and small group exercises. These workshops are co-facilitated by trained student peer educators.

Student employees and interns are the driving force behind most of the University's successful projects. Students frequently complete academic internships that focus on special interests, such as college student development, marketing, public relations, graphic design, multi-media technology, peer education, research, and fine arts. To help prepare the peer educators and staff to identify, and intervene with, students who are experiencing problems with substance use, a technique called "Motivational Interview" is used.

This process helps an individual to explore all aspects of a given addictive behavior, minimize resistance and determine readiness to change.

Evaluation is obtained by using self-assessment questionnaires and information feedback sheets at workshops.

Targeted Peer Assistance

Southwest Texas State University
Utah State University
Villanova University

Washington State
University

Contacts:

Southwest Texas State University
Enrollment: 20,889
Public, Four Year Institution

Judy Row, M.Ed.
Director
Adept Center
Published in 1996 Sourcebook

Utah State University
Enrollment: 20,371
Public, Four Year Institution

JoAnn R. Autry
Director
Office of Substance Abuse
Prevention/Education
Published in 1996 Sourcebook

Villanova University
Enrollment: 10,735
Private, Four Year Institution

Janice Janosik, M.S.
Director
Center for Alcohol and Drug Assistance
Published in 1996 Sourcebook

Washington State University
Enrollment: 19,314
Public, Four Year Institution

John A. Miller, M.S., M.Ed.
Counselor/Coordinator
Substance Abuse Prevention Program
Published in 1996 Sourcebook

Objectives:

- To provide appropriate personal assistance for individuals in specific groups
- To identify and train individuals to serve as role models and helpers for their respective peer groups
- To encourage healthy decision-making by individuals in the peer group setting

Description:

Institutions offer a series of peer-based approaches in an effort to involve peers and to provide a needs-based approach for distinct groups on the campus. Students may be identified from specific organizations or may volunteer for targeted approach.

Washington State University offers five peer mentoring programs as part of their Peer Health Advocacy Network (PHAN). Team CARE (Cougar Athletic Resource Enhancement) is offered for student athletes; TGIF (The Greek Intervention Framework) is organized for students from the Greek system; Vet Med Peer Helpers incorporates students from the College of Veterinary Medicine; CEAK (Cougars Encouraging Alcohol Knowledge) involves students from the BACCHUS chapter; and in SIRC (Sexual Information/Referral Center) students offer awareness programs on sexuality-related issues. In several programs, students are selected anonymously by their peers because of their listening and helping skills and potential as role models.

At Utah State University, Students Taking Over Prevention (STOP) provides information and awareness on alcohol and drugs. Student volunteers choose which of the teams best uses their individual strengths. Teams present information to audiences of athletes, fraternity/sorority members, judicially mandated students and residence hall students. Other approaches include improvisational theater, Prevention Intervention Specialists (for students struggling with the demands of college life) and workshops on substance abuse and related issues. At Villanova University,

the Peer Assistance Program is designed to facilitate awareness seminars as well as to provide follow-up and support for students working on alcohol and drug-related problems. In addition, a peer-based program is offered for fraternities and sororities who create individual Greek Assistance Teams; five students are designated to become part of a team for their particular organization. The team's responsibility is to respond to individual members' alcohol/drug problems and to refer the individual for education or counseling.

Southwest Texas State University emphasizes the Network as its broad-based peer education program. A primary target audience is Freshmen Welcome Week and seminar programs in an effort to change their misperception that "everyone" consumes alcohol. In addition, the Greek peer education program (GAMMA) includes activities for fraternity and sorority members.

A central element for the peer-based efforts is clearly defined role expectations. Villanova University specifies the responsibilities as developing and presenting educational programs, collecting resource materials that supplement these programs, serving as a role model and maintaining confidentiality. Washington State University's student mentors are trained in helping skills (i.e., active listening, problem solving, and referral) as well as problem identification, intervention, referrals and resources. They also receive training in group facilitation as they provide educational outreach programs to campus living groups and classes.

Team Standard Setting

Luther College

Contact:

Luther College
Enrollment: 2,383
Private, Four Year Institution

Sally H. Mallam, M.S.
Chemical Health and Wellness Education
Published in 1996 Sourcebook

Objectives:

- To clarify team expectations regarding alcohol
- To provide athletes with information about alcohol and related issues
- To acquaint athletes with campus-based support services

Description:

Team Standard Setting (TSS) was established at the college as a way of discussing alcohol and drugs with the athletes. Each athletic team must attend a TSS meeting before the team begins practice.

The first step of TSS is to make arrangements with the Assistant Athletic Director

to send a memo to all coaches before their season starts to remind them to set up a time for their team's meeting. The team captains then meet with the campus Chemical Health and Wellness Educator to discuss the meeting agenda which is prepared specifically for the team based on its unique needs. The captains discuss what the emphasis should be for the educational segment of the meeting.

The typical hour-long meeting begins with introductions and an overview of campus and Athletic Department alcohol/drug policies. It should be noted that the coach is not present so that the team members can feel free to discuss the topics. The educational segment includes topics such as myths about drinking, physiological effects of alcohol, alcohol poisoning and related issues. The captain shares standards from the previous season and motivates the team members to talk openly and honestly about their standards for the season.

The final aspect of the meeting is the selection of Student Athlete Mentors (SAMs). These individuals are responsible for conducting educational programs for their teams, providing a referral service for student athletes and facilitating the TSS meetings.

Following the TSS meeting, the standards are written up and distributed to the entire team. The SAMs from each team take turns in preparing material for a bulletin board and pamphlet rack located next to the varsity locker rooms.

A major factor in TSS success is the fact that it is facilitated by a professional from outside the Athletic department. Second, the group of individuals helpful in implementing the effort is the coaches, as they inform the team of the time and date of the TSS meeting. Third, the team captains are critical for helping to plan and for setting the tone of the meeting.

Theater Presentations

University of California,
Santa Barbara
Western Michigan University

Fordham University
Middlesex Community
College

Contacts:

University of California,
Santa Barbara
Enrollment: 18,224
Public, Four Year Institution
Judy Hearsom, M.S.

Director
Alcohol and Other Drug Programs
Published in 1997/98 Sourcebook

Western Michigan University
Enrollment: 26,537
Public, Four Year Institution
Christine Zimmer, M.A.

Director of Health Promotion and
Education
Published in 1997/98 Sourcebook

Fordham University
Enrollment: 13,909
Private, Four Year Institution
Bill Trabakino, M.Ed.

Director
Student Assistance Program
Published in 1997/98 Sourcebook

Middlesex Community College
Enrollment: 6,021
Public, Two Year Institution
Judith Ramirez, R.N., M.S.W.

Project Director
Alcohol, Other Drugs and Violence
Prevention
Published in 1997/98 Sourcebook

Objectives:

- To heighten students' awareness of the impact of alcohol abuse on multiple situations
- To use a powerful presentation process to affect students' perceptions and behaviors

Description:

The popularity of theatrical presentations in addressing alcohol abuse issues is exemplified by the efforts of four institutions. Each of these projects blends different components to enhance the effectiveness of its theatrical approach. Typical among these projects is the inclusion of a theatrical presentation during new student orientation in the summer or at the beginning of the academic year. These sessions provide an opportunity for new students to be influenced by the pro-health and safety messages.

At the University of California, Santa Barbara (UCSB), a performance of "The Party" portrays students acting out potential events at a college party. Prior to each performance, a large-group activity assesses new students' perceptions of health and safety realities at the university. For example, students are asked to guess the percentage of UCSB students who choose not to drink alcohol. After each performance small group discussion of issues occurs.

Middlesex Community College's "Matter of Fact" improvisational theater troupe performs vignettes about alcohol abuse four times each year in the cafeterias during lunch time. Following the vignettes, the actors remain in character while the narrator circulates through the audience and encourages comments from the audience. Performances are also offered during new student orientation to increase student awareness.

Western Michigan University's initiative, "Great Sexpectations," helps audiences explore myths and realities of sexuality and enhances critical thinking and relationship skills to reduce substance abuse and unwanted sexual experiences. Scenarios are developed based on goals and objectives with a specific outcome of learning in mind. A faculty resource packet with reaction paper formats and interactive post-show learning activities has been created to enhance critical thinking and communication skills.

The Student Life Action Players (S.L.A.P.) is a peer education team at Fordham University that is facilitated through the Student Assistance Program. All skits are written and produced by the student members for a specific audience and with a specific topic. The players remain in character after each skit so the audience can ask questions and offer advice.

Training and academic linkages are important to these theatrical approaches. At Middlesex Community College, the members of "Matter of Fact" participate in a 3-hour conflict resolution training program to provide them with skills to lead discussions and deal with the personal issues raised by members of the audience. At UCSB, students who serve as actors as well as facilitators for the small group discussions receive extensive training through a two-credit sociology course. Western Michigan University's students receive a one-credit practicum experience. S.L.A.P. members at Fordham University are thoroughly trained in all issues presented.

Theatrical Performances

Fort Hays State University
Universidad del Sagrado Corazon
University of South Carolina

Contacts:

Fort Hays State University
Enrollment: 5,496
Public, Four Year Institution

James F. Nugent, M.Ed.
Coordinator
Drug Alcohol Wellness Network
Published in 1996 Sourcebook

Universidad del Sagrado Corazon
Enrollment: 5,199
Private, Four Year Institution

Julio A. Fonseca, Ph.D.
Director
Center for Personal Development
Published in 1996 Sourcebook

University of South Carolina
Enrollment: 26,754
Public, Four Year Institution

Rick Gant, M.Ed.
Coordinator
Student Life Programs
Published in 1996 Sourcebook

Objectives:

- To increase awareness of alcohol and alcohol abuse issues
- To promote honest discussion on alcohol abuse and its implications
- To encourage student involvement in promoting a healthy personal lifestyle and healthy campus culture

Description:

Campuses that use theater in their peer initiatives demonstrate a variety of approaches. The strategy of using live performances engages both the student actors and the audience in the issues being addressed. The University of South Carolina's initiative, RisQue' Business, is an original live theatrical performance that has been implemented for over seven years. A troupe of trained student actors addresses a

variety of campus issues in a rapidly moving series of skits. Topics include drinking and driving, alcohol and date rape, suicide, AIDS and related health issues. This peer approach helps raise awareness and provides information through the use of drama, humor and music.

The Universidad del Sagrado Corazon employs La Red, a student group that uses skits, songs and dance routines to bring alcohol, drug, and violence prevention messages to its audiences. La Red means "fisherman's net"; and in this theatrical process students extend their "net" to see how many drug- and alcohol-free students they can bring in. The focus of these activities is on creative participation by students to promote wellness concepts to the entire campus community. Ultimately La Red hopes to develop new social norms on the campus.

Fort Hays State University's "Tiger By The Tale" has students encourage peers to reflect on, talk honestly about, and develop positive lifestyle choices. This theatrical approach presents scenarios on current health issues, including alcohol and drug abuse, social relationships and verbal and physical abuse. The process of these scenarios is one that elicits discussion among students.

Students involved in these theatrical approaches may or may not be theater majors. At Fort Hays State University, students are selected because of their commitment to a healthy lifestyle and their ability to communicate with peers. The University of South Carolina incorporates

trained student actors and has received assistance from faculty from the university's Theater department in the past.

These theater groups appear in numerous settings both on and off the campus. La Red has a traveling performance troupe that works with students on the campus and at other colleges, as well as with elementary and high school students. It is their hope to model positive lifestyles for others. "Tiger By The Tale" presents its scenarios throughout the campus at open performances and in classroom settings, as well as through other faculty sponsored approaches (such as interactive TV). RisQue' Business enacts its scenarios on the campus through groups such as Student Orientation, Freshman Seminar, Residence Life and Health Services, and with community groups to further promote their proactive prevention message.

Funding of these initiatives comes through grants as well as payments for performances. "Tiger By The Tale" collects performance fees to cover much of its annual budget. Other sources of income include the Student Government Association, alcohol tax grant from local government and residence hall room grants. RisQue' Business has a video replication package available to assist others who implement the process.

Results gathered from this process are typically very positive. Program evaluations demonstrate high regard for this approach, particularly with the ways in which serious information is portrayed and understood.

Wellness Program

Bradley University

Contact:

Bradley University
Enrollment: 5,973
Private, Four Year Institution

Melissa Sage-Bollenbach, M.A.
Wellness Program Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To inform students of the effects of alcohol use and its possible negative consequences
- To help students maximize their personal and academic goals

Description:

The Wellness Program, established in 1988, promotes a campus environment where appropriate educational programming is conducted to help students enhance and modify their behaviors. This program addresses concerns about underage drinking and irresponsible drinking behaviors displayed by some students in the university community. Specific programs are focused on first year students, as well as members of fraternities and sororities;

general programs for the entire campus occur each semester.

For students most concerned about living in an alcohol-free environment, the Wellness Program sponsors Wellness Floors in two residence halls. Students pledge to remain alcohol and tobacco free, and participate in a wide range of recreational activities throughout the year.

The Wellness Program sponsors "I'm a Life Saver" booth at which students sign a contract stating that they will not drink and drive nor let a friend do so. They receive a paper "Lifesaver" on which they write their name; this is then displayed on a prominent wall in the student center.

The Peer Educator Program is a significant factor in the success of the Wellness Program. Peer educators are trained through a series of credit and non-credit classes; subsequently, they present information in the "The College Experience" class in which most freshmen are enrolled. The peer educators also give presentations to fraternities and sororities about the

dangers of alcohol abuse and driving under the influence of alcohol. Other issues addressed by the Wellness Program are signs and symptoms of alcohol addiction, confrontation skills needed to talk with a friend with an alcohol problem, and resource and referral information.

Marketing is conducted through advertisements in the campus newspaper, flyers, table tents, presentations during orientation sessions, and participation in the freshman class. Also sponsored by the peers is the Pop Tent where free non-alcoholic beverages are provided from 10 p.m. to 1 a.m. in a public location. Another media campaign is entitled "What could you do with \$6,000?" One subsequent flyer answers the question with options such as buying a car, spending a summer in Europe, or paying off loans. Another follow-up flyer says "What could you do with \$6,000? Defend a DUI? \$6,000 is the average cost of defending a Driving Under the Influence charge. Think about all that money BEFORE you get behind the wheel."

Additional Peer-Based Initiatives

Clear Choices

Lafayette College
Enrollment:2,050
Private, Four Year Institution

Cindy Adams, M.S.
Health Education Coordinator
Published in 1997/98 Sourcebook

Objectives:

- To promote alcohol-free activities during the late evening
- To encourage participation in alcohol-free activities by using incentives and by having athletes as role models
- To promote collaboration among diverse student leaders and organizations

Description:

Clear Choices is an umbrella program designed to enhance the existing programming efforts of various student groups and to encourage individual student participation. The steering committee for the program brings together student leaders from numerous student organizations to provide leadership, oversight, and planning activities.

The Clear Choices Program emphasizes the value of alcohol-free activities, with an emphasis on athletic programs. A core group of student athletes representing different varsity sports plans activities to gain visibility for the group and the program.

In addition to athletic activities, there are educational programs and a student-athlete mentoring program.

Evaluation of the individual programs is quite positive. The effect on student drinking behavior is measured through changes recorded on the Core Survey.

Recruitment for Membership

Middlesex County College
Enrollment:11,578
Public, Two Year Institution

John R. Herrling, Ed.D.
Director
Counseling and Placement Services
Leslie Carter, M.A.
Counselor
Counseling and Placement Services
Published in 1997/98 Sourcebook

Objectives:

- To promote involvement in alcohol/drug education among students who are commuters and who work
- To promote education information throughout the college community

Description:

Because of their employment commitments and commuter status, students have limited time to commit to extra-curricular activities. Special efforts are made, therefore, to involve them in the campus-wide alcohol education activities. The Middlesex Alcohol and Drug Education (MADE) Committee works in conjunction with the Peer Guidance Organization (PGO) to promote alcohol and drug awareness and to disseminate information throughout the campus. The integration of MADE and PGO is implemented by a staff member who co-advises each of these groups, thereby assuring continuity and coordination. MADE recruits students during the Student Activities College Fair, held at the beginning of the fall and spring academic terms. MADE also works closely with student leaders who hold offices on the Student Activities Board. Already involved in campus life, these student leaders help recruit other students because their opinions are valued.

Statewide Peer Educator Network

University of Nebraska at Kearney
Enrollment:7,620
Public, Four Year Institution

Maria Fritz
REACH-UP Director
Published in 1997/98 Sourcebook

Objectives:

- To promote student leadership skills in peer education and conference organizing
- To network with peer educators from throughout the state

Description:

The Nebraska Peer Education Network (N-PEN) is an annual student-led peer education conference that has keynote speakers and workshops (e.g., team building, program planning), and that showcases peer education programs. A key element of the conference is also the networking with peer educators from colleges throughout Nebraska.

The conference is planned by the N-PEN leadership team, which is composed of at least one student peer educator from each member institution. The team members serve on committees and/or hold offices. Funding comes from numerous state and local businesses and colleges and universities.

Involving students in planning the conference directly contributes to its success.

