Peer Support to Enhance Safe Alcohol Use in University Students: A Quality Improvement Project

Kerri Reynolds

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Peer Support to Enhance Safe Alcohol Use in University Students:

A Quality Improvement Project

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Completing this project provided an opportunity for substantial professional and personal growth though there were challenges and obstacles. The support and encouragement from loved ones, mentors, and colleagues, this project would not have come to fruition. To Dr. Beth Ely, for holding me to a high standard of excellence. To Dr. Julie Coté, I appreciate your calm, measured assessment of situations, your perpetual encouragement and belief in me. Dr. Rob Orf and Rob Uhlman, for your unwavering support of this project and advocacy of our students. Dr. Lourdes Bramer Aviles and Dr. Janette Wiggett, you each ensured this project happened; I am so very appreciative of your guidance and ability to get things done effectively. Juggling multiple concomitant responsibilities brought another layer of challenge to executing this project; each of you provided rudders to stabilize the success of this project.

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From the bottom of my heart, thank you.
Abstract

BACKGROUND: College is a period of transition to adulthood where many students experiment with alcohol consumption. Peer educators can bring access to evidence-based alcohol consumption education through student-centric strategies. This quality improvement project aimed to implement an evidence-based training program for college peer educators followed by the delivery of campus alcohol education in a six week period. Feasible ideas for sustainable college peer educator training were generated at this medium-sized public university. The impact of training on six peer educators’ self-reported professional leadership skills, knowledge, and confidence was measured.

METHODS: The Certified Peer Educator (CPE) training program (NASPA) was used for this project. Two assessment tools were utilized for each CPE to reflect on their self-reported leadership knowledge, skills, and confidence levels. Before and after training, the CPEs completed the 16 item Self-Appraisal of Abilities tool. Before initiating training and after concluding the delivery of student body education, the CPEs provided their self-appraisals on the 40 item Self-Reported Six Learning Domains of Peer Educators tool. A literature review was conducted to identify evidence-based alcohol consumption knowledge and teaching tools for the CPEs to utilize.

RESULTS: Over a six week period, CPE training occurred followed by the application of knowledge and skills in 22 campus educational events reaching 620 campus students. CPE post training self-reported scores improved for each of the six CPEs. CPE post education delivery scores demonstrate that four out of six CPEs demonstrated an increase in their knowledge, skills, and confidence in each of the six domains. Specific CPE topics such as knowing campus resources and how to safely and effectively intervene as a bystander experienced growth.

CONCLUSIONS: CPE training and educational delivery to the college campus student body may be an effective strategy to increase the knowledge, skills, and confidence of potential participants. Peer education may provide a feasible strategy to deliver student-led health education and harm reduction on a college campus. Having a no cost peer education program is a beneficial option for interested students to develop these skills especially leadership amongst peers. Continuing a peer education program is recommended.

Keywords: peers, peer education, harm reduction, college students, alcohol
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Peer Support to Enhance Safe Alcohol Use in University Students:  
A Quality Improvement Initiative

Introduction

Alcohol consumption and misuse in the college student population have presented complex problems for students and communities for several decades (Barry & Merianos, 2018; Lavilla-Gracia et al., 2022). Consuming alcohol is viewed as a rite of passage and social norm in many college campus cultures (Anderson et al., 2017; Lavilla-Gracia et al., 2022). Data from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration [SAMHSA], 2021), representing 1.5 million college students from a possible 19 million college student population (National Center for Education Statistics, 2023), report that one out of two (49.3%) college students between the ages of 18 to 22 years consumed alcohol in the prior month.

The following alcohol usage definitions are offered by NIAAA (2023). Alcohol consumption is considered ingesting any amount of an alcohol-containing item. Alcohol misuse is represented as a pattern of alcohol drinking which results in deleterious effects on the consumer’s health, relationships, and/or school/work responsibilities. The following alcohol consumption behaviors are encompassed in the term alcohol misuse:

- Binge drinking, also noted as heavy episodic drinking, is defined as:
  - Four or more drinks for females and
  - Five or more drinks for males within a two-hour period.
- Heavy alcohol usage is defined as:
  - In men, five or more drinks on any day or 15 or more per week and
  - In women, four or more on any day or 8 or more drinks per week.
- Alcohol Use Disorder (AUD) is a condition that impairs the person’s ability to stop/control their alcohol consumption despite significant, adverse personal, social, physical, and/or school/work responsibilities.
  - The person is dependent on alcohol both physically and emotionally. (NIAAA, 2023)
The college-aged population may exhibit unhealthy and potentially hazardous alcohol consumption behaviors (Barry & Merianos, 2018; NIAAA, 2023). Various levels of alcohol usage can create a host of concerns, including academic challenges, involvement with law enforcement, social/emotional troubles, and negative health implications, including death (SAMHSA, 2021). Robust, effective alcohol consumption education, misuse prevention, and screening tools can be challenging to employ in the college-aged population as students may not self-identify and/or deny that there is an alcohol misuse concern (Demartini & Carey, 2012).

Astin (1993) and Keeling (2006) describe students as the most powerful, influential force on their peers’ emotional, social, and cognitive developmental domains in college. Lin and colleagues (2022) detail the impact that college peers exert in establishing social norm behaviors, both positive and negative. While students have a myriad of possible influences on their peers, one influence may be modeled alcohol consumption behaviors. Anderson et al.’s research (2017) of 87 students across three college institutions found a consistent willingness of college students to drink alcohol to connect with peers at social events over an eight month period.

Students find peers trustworthy and reliable sources of knowledge and thus are more likely to share sensitive information such as alcohol use with peers than with the institution’s faculty, law enforcement, and college staff members (Astin, 1993; Gambles et al., 2022). Abadi and colleagues’ (2020) post education survey results, gathered from 2,809 students, reported that a peer-led alcohol education model at a mid-sized public college, similar to Plymouth State University’s demographics, increased high-risk drinking protective strategies and decreased the number of alcohol drinks on a typical day. These results are applicable to the proposed Plymouth State University peer education program. Peer educators are positioned to engage with their peers to positively influence alcohol social norms and risk reduction strategies (Keeling, 2006; Waite, 2021). This quality improvement (QI) project aimed to implement an evidence-based training program for college peer educators followed by the
delivery of student body alcohol education on campus. The impact of the training on the peer educators’ self-reported professional leadership skills, knowledge, and confidence was measured.

**Problem Description**

According to a study by Bonar et al. (2020), college peers exert pressure and influence on the alcohol consumption of their peers, which complicates effective campus alcohol education and harm reduction efforts. Gambles and colleagues (2022) posit that traditional college students may try to increase their social capital through adhering to perceived alcohol consumption norms, a cultural factor to consider in understanding college alcohol consumption behaviors. While there are many contextual motives, positive and negative, which influence burgeoning college friendships, students may feel pressured to maintain their alcohol consumption behaviors in order to perpetuate these fledgling relationships. The window of opportunity is narrow to make a preventive impact on the drinking behaviors of college students since alcohol consumption behaviors developed in the earliest years of their college experience may create the foundation of later college alcohol misuse (NIAAA, 2023; SAMHSA, 2021).

The actual scope of student alcohol consumption and misusage is challenging to gauge at Plymouth State University (PSU). The university no longer participates in the New Hampshire Higher Education Online Alcohol and Drug Survey (2017) to understand substance use behaviors and attitudes on campus. While there are other sources of scant data, such as the yearly voluntary PSU Sexual Misconduct Climate Survey Summary Data Report (2022), there is not one repository of specific, yearly survey results or student body needs assessments to guide harm reduction and educational services. Anecdotally, university staff shares with this author that alcohol consumption behaviors are problematic for students at PSU. Student absences from courses have been elevated this past semester, though the driving factors are unclear, and alcohol behaviors could be implicated for some students.
Unlike the two other University System of New Hampshire (USNH) institutions, the University of New Hampshire (eight employed health educator staff, 29 student peer educators; 2023) and Keene State College (two employed health educator staff, trained student peer educators through a credit-bearing course), PSU does not employ a staff health educator nor peer educators. Without a health educator to guide the curriculum and program, alcohol education and harm reduction is decentralized. There are aspects of alcohol education and harm reduction services woven through the university’s student service departments, offering specific voluntary programs and interventions. Student service departments may offer specific alcohol-related programs without a focal point of organization, planning, and dissemination.

Examples of PSU voluntary alcohol prevention offerings are:

- The First Year Student Experience, A Shot of Reality
  - Alcohol education program that first year students voluntarily attend upon arrival to campus and
- Brief Alcohol Screening and Intervention of College Students (BASICS), a harm-reduction intervention for college students with alcohol consumption concerns through the Counseling Center (PSU, Student, 2023).

These alcohol prevention services are delivered mainly by paid university employees with a couple of community volunteers. With recent workforce reductions (Seltzer, 2016), staff roles have expanded with diverse responsibilities, making alcohol education strategies more challenging to promote and employ.

PSU once staffed a Wellness Office which deployed active alcohol consumption and harm reduction education. This was discontinued when the campus downsizing occurred.

University peer-led alcohol and harm reduction services may provide a novel strategy to engage peers who are struggling with acclimatization at the institution and possible alcohol consumption/misuse (Bernusky et al., 2021). Eaton and colleagues (2018) found statistical significance in their randomized study of 146 undergraduate students at a Northeastern college that trained peer
educators with communication skills like basic motivational interviewing and peer self-exploration skills can lead to a significant change in reducing alcohol consumption behaviors. The peer-led model can provide a feasible alcohol education option at a low cost. In light of the PSU staff reductions and lack of a campus health educator, trained volunteer peer educators may provide a viable campus education option to engage with peers regarding alcohol consumption and harm reduction.

Available Knowledge

The emerging adulthood developmental period is a time of possible increased alcohol consumption (Arnett & Tanner, 2006; Dumas et al., 2018). An aspect to note is that not all emerging adults engage in the consumption of alcohol. In a replicated cohort study, Dumas and colleagues (2018) found a significant relationship between peer group norms and peer alcohol consumption. Peers may choose to drink alcohol to fit in with the desired group. With access to alcohol through unregulated means such as non-college-sponsored impromptu gatherings (parties), these unsanctioned events may provide alcohol in unstandardized servings, such as pouring beer into a cup from a keg, which is a challenge for the drinker to know precisely how much alcohol they are drinking (NIAAA, 2023). The possible developmental inability of the emerging adult to understand and recognize the limits of safe alcohol consumption, coupled with the desire to fit in socially, may lead to acute and short-term health concerns. There may also be an impact on students' social, emotional, and academic lives.

Alcohol-Related Consequences in College

The SAMHSA National Survey on Drug Use and Health (2021) provides stark statistics demonstrating alcohol-related college student consequences reported each year. The SAMHSA (2021) data reported the following based on a survey of 1.5 million United States college students, including students in New Hampshire:

- Physical assaults by intoxicated college students exceed 696,000 occurrences per year,
- Alcohol intoxication influences the statistic of about 20% of female college students experiencing sexual assault,
- 55% of students report at least one episode of binge drinking in the past 30 days,
- One in four students (25%) share negative academic consequences related to alcohol consumption
  - Examples: absenteeism from class, unable to maintain class assignments, failing class grades, and
- 13% of full-time college students meet the criteria for diagnosis of Alcohol Use Disorder (AUD). (SAMHSA, 2021)

Evidence suggests that alcohol-related repercussions can influence the student’s college career. The consequences of the alcohol misuse range from college-sanctioned disciplinary action to arrest and conviction, which may impact the student’s ability to graduate from college and preclude the student from certain job opportunities (Barry & Merianos, 2018; SAMHSA, 2021). In a random cross-section survey study of 34,566 undergraduate students at 14 universities over eight years, Mair and colleagues (2016) found there was a strong link between heavy (episodic) alcohol consumption and risky sexual choices, including unprotected intercourse with unplanned and/or numerous partners. The consequences of actions while under the influence of alcohol provide an objective view of alcohol’s potential impact on the lives of college students. Nationally and within the state of New Hampshire, alcohol consumption and misuse occur regularly on college campuses.

**Peer Education**

A peer represents a person that one can connect and identify with, at the same level as the person, with similar traits, experiences, and/or interests (Mental Health America, 2023). Astin (1993) shares that the potential connection points are vast for peers, from demographic traits such as age and gender to fluctuating traits such as living arrangements and college attended. With college peers as the most significant source of influence, Keeling (2006) provides insights that fellow students interacting in a
comfortable, peer-centric fashion can create an engaging delivery method for alcohol knowledge and social norms through peer education.

Peer education provides a culturally relevant educational and harm reduction approach for young adults to engage with individuals experiencing similar lived situations. Educational and harm reduction opportunities exist, per a nonprofit think tank The Christensen Institute’s national report (Waite, 2021), for peer educators to connect with classmates in student-centric settings like dining halls, dormitories, and social events within an environment of trust, respect, and comfort. Students feel heard and understood by peer educators.

In a scoping review of 13 articles (12 randomized control trials [RCT] and one quasi-experimental study) conducted by Lavilla-Garcia and colleagues (2022), the results discussed included the decrease of high alcohol consumption behaviors of peers by trained peer educators’ interventions. These reductions were observed in alcohol-related consequences and quantity/frequency of alcohol consumption. Adequate peer educator training in alcohol education and motivational interviewing is necessary for effective peer-led interventions with adequate supervision throughout the training and education delivery process. These requisite elements will be included in the QI project. The QI project’s trainer, this author, will be available to guide and encourage the novice peer educators as they learn and deliver education.

Keeling (2006), in conjunction with ten professional higher education professional partners, identified key peer education training topics organized into six main learning domains centered around leadership knowledge, communication skills, and confidence measured through peer educator self-appraisal. The studies of Eaton (2018), Lavilla-Garcia (2022), Pueyo (2023), and their colleagues demonstrate the importance of developing active listening and basic motivational interviewing skills in peer educators. Student body participants and peer educators in the study by Pueyo et al. (2023) found the peer alcohol education program useful and informative, with a 9.3 out of 10 satisfaction rating. The
participants’ feedback noted the importance of the peer educator’s ability to listen and empathize. With effective communication skills, the peer educator is more likely to connect with peers and identify ways to support safe alcohol consumption habits.

For the past twenty years, Lemon and Wawrzynski (2021), in conjunction with NASPA (2023), have conducted research into peer educator training and education appraisal, which demonstrated that self-esteem, knowledge, and skill-building can occur through peer educator training and delivery, of peer educational services. Lemon and Wawrzynski’s (2021) post peer educator training research results with 4,000 student participants over time demonstrate augmented professional skills, such as a 53% increase in self-rated confidence by trained peer educators to engage in effective active listening. The study of 504 college students by Krieger and colleagues (2017) discusses that students are more likely to employ bystander intervention, acting to help others especially in a crisis, when they have higher self-efficacy skills. Before participating in peer educator training, 22% of students felt strongly comfortable talking with a peer about risky behaviors. In contrast, 80.4% felt strongly comfortable engaging with peers around these topics after training, increasing reported self-efficacy.

Waite (2021) describes that peer educators and student body participants can be exposed to new knowledge and relationships, which can build college community connections. Lemon and Wawrzynski’s (2021) research points to 50.5% of peer educators feeling strongly that they can make positive contributions to improve the campus community, enhancing ethical civic behavior. The evidence supports the use of a reputable peer education training program for positive impact. Peer-led alcohol education programming can be successful through developing key communication skills, encouraging connection by the peer educators with the student body throughout campus, and utilizing evidence-based alcohol education. Peer educators who engage in this work can also further develop unique hard and soft skills such as delivering an effective presentation and recognizing distress in others that may be useful in their professional careers and personal lives.
Rationale

The selected project framework was Keeling’s (2006) Six Specific Learning Domains of Peer Educators (Figure 1) to evaluate and analyze the impact of the peer training program. This framework was developed in 2004 and then updated in 2006 by Keeling with ten national higher education professional partner organizations. The framework provided student learning outcomes that can be applied campus-wide utilizing a constructivism approach which encourages learning through active inquiry, to build new knowledge while developing relationships. Incorporating each humanistic domain of the student (social, emotional, cognitive, spiritual, developmental, and physiological), the six learning domains encourage active, experiential learning to fully engage the student.

Keeling (2006) posited that students acquire new knowledge paired with skills and behaviors by national higher education professional partner organizations to provide an infrastructure to guide holistic student learning integrating life experiences on and off campus. Through these contextually relevant interactions and self-appraisals, students transform the way they regard themselves, their environment, and how they learn. An example of a student learning outcome in one of the six learning domains would be a student expanding critical thinking skills which reflects the Cognitive Complexity domain. The American Association of Colleges and Universities (AACU), in conjunction with the Council for the Advancement of Standards in Higher Education (2023), has revisited and revised these six learning domains as best practices to strengthen transformative student learning and developmental outcomes for both classroom and co-curricular learning on United States college campuses. These six domains have been applied to peer educator self-evaluation in the proposed training program for this QI project.

This framework was chosen for the QI project as each of the six domains contributes to the peer educator’s professional, personal, and civic development. The Certified Peer Educator (NASPA, 2023) training is based on this framework, with each training module’s student learning outcomes aligned
within the domains (Figure 1; Appendix A). Effective communication skills in groups and one-to-one situations are scaffolded throughout the framework to enhance situational communication abilities. The appraisal of peer educator critical thinking and application capabilities, such as responding to conflict through bystander intervention, are highlighted in each domain of the framework (Keeling, 2006).

The National Peer Educator Survey (NPES; Lemon & Wawrzynski, 2021) utilizes the framework to ask questions (Appendix F) to appraise the impact of peer educator training and education delivery. Since 2004, the yearly survey has been employed at 450 United States college institutions, administered to over 4,000 students, with survey data available to compare with the project’s cohorts’ data (Lemon & Wawrzynski, 2021). The underpinnings of the Six Specific Learning Domains of Peer Educators (Keeling, 2006) framework provided an effective learning environment for this QI project’s student training.

Figure 1

*Six Specific Learning Domains of Peer Educators*

![Image](Keeling, 2006)

**Specific Aims**

The specific aims of the quality improvement project were to:
1. Implement a sustainable, evidence-based training program for college peer educators and
2. Evaluate the program's impact on the peer educators' professional self-reported leadership skills, knowledge, and confidence.

The impact of the Certified Peer Educator (CPE) program on the professional leadership skills, knowledge, and confidence of the 6 peer educators was measured pre and post CPE training with the Self-Reported Six Specific Learning Domains of the Peer Educators (Keeling, 2006; NASPA, 2023; Appendix F).

Methods

Context

The setting for this quality improvement project was the Plymouth State University (PSU) campus. The university's undergraduate population is 3,750 students, with 83% enrolled in full-time studies, considered a medium-sized public institution per the Carnegie Classification of Institutions of Higher Education (American Council on Education, 2023; Plymouth State University, 2023). This full-time student enrollment statistic is relevant as the full-time enrolled population reportedly drinks more frequently than any other peers in their age group (SAMHSA, 2021). Within the population, males account for 51% of the undergraduate student population, and women represent 49% (U.S. News and World Report, 2023). On-campus housing, dormitories, and apartments account for 65% of the residential needs of undergraduate students, classified as a highly residential institution (American Council on Education, 2023; Plymouth State University, About, 2023).

The Prevention Implementation Team at PSU is an existing group of 11 multidisciplinary colleagues that deliver student services. Through monthly meetings, they aim to identify and mitigate harm and risks in the student community with available resources. The staff represent the following services: Residential Life, Counseling Center, Community Impact, Student Services, Student Life, Student
Engagement, Dining Services, and Inclusion, Diversity, Equity, and Access (IDEA). The team members brought diverse skills and knowledge to advise the development of this QI project. This team provided an advisory capacity for this QI project, in which weekly updated email occurred with real time feedback. The Student Services and Counseling Center Directors stated they were available to meet with the trainer as needed during the project’s duration.

**Cost-Benefit Analysis**

This QI project was cost-neutral to the University. The project did not seek any funds from PSU to operate. Piloting a peer educator program through this doctoral project provided many benefits. The newly trained CPEs acquired knowledge, skills, and community connections. CPEs built social capital and gained alcohol education from the CPE sessions. Each of these opportunities contributed to the professional and personal development of the trained CPEs and student body in their campus experiences.

When reviewing and selecting a training program for this quality improvement project, many factors were considered to support sustainability for future programming opportunities. The NASPA CPE training was the least expensive program available with an option for institutional purchases that are at a reduced rate. Once a CPE completes the training, the NASPA certification never expires. Participants retain the workbook for future reference while working as a CPE.

**Interventions**

The interventions for this pilot project were to 1. implement an evidence-based peer education training and 2. evaluate the professional self-reported leadership knowledge, skills, and confidence of peer educators to support the campus student body.
Certified Peer Educator Training

In implementing an evidence-based peer education training, the NAPSA Certified Peer Educator (CPE; 2023) course was chosen. The CPE training evolved from the alcohol education and prevention efforts in the 1970s at the University of Florida (Gonzalez, 1989), developing into a flexible, efficient training program (NAPSA, 2023). This program is considered the premier peer educator preparation course in the United States, used by over 450 colleges, including each New England state (Lemon & Wawrzynski, 2021; NAPSA, 2023).

The CPE training is organized into eight distinct modules, providing 12 hours of training in a synchronous, physical classroom setting to deliver the key ingredients for preparing an effective CPE: change agent, role model leadership, communication techniques, and strategic facilitator planning (NAPSA, 2023).

The eight CPE training modules (NAPSA, 2023; Appendix A) are:

1. Understanding the Power, Roles, and Characteristics of Peer Educators
2. Understanding Change as a Peer Educator
3. Being an Effective Listener as a Peer Educator
4. A Peer Educator’s Role as a Responder
5. Bystander Intervention as a Peer Education Technique
6. Intrapersonal Applications of Identity as a Peer Educator
7. Programming Strategies for Peer Educators and

The specific CPE training topics, student learning outcomes, and learning strategies are aligned per each module, listed in Appendix A. The training program used active learning strategies such as real life scenarios and group discussions to appeal to diverse student learning styles. The additional six hours of training was devoted to asynchronously completing the specific PSU training (2023; Appendix A), Get Inclusive and collaborating on constructing peer educator alcohol education materials.
This training pathway was suited to the developmental needs (Figure 1, p. 15) of the undergraduate college student to increase the professional leadership knowledge, skills, and behaviors of CPEs (NASPA, 2023). The six targeted Learning Domains of the Peer Educators (Keeling, 2006) are reflected in these training modules. These learning domains provided a balance between learning hard skills such as Motivational Interviewing and applying the knowledge; for example, how to intervene as a bystander in a risky alcohol drinking situation.

The CPE training and educational resources were located in a specific invitation-only, password-protected SharePoint drive for the students to access content such as the CPE training handouts, presentation slides, and alcohol education resources. Additionally, the SharePoint provided an opportunity for CPEs to interact with each other throughout this project. Attendance and training completion (Get Inclusive) was tracked in the trainer’s virtual drive for each student.

**Peer Educator Recruitment**

The Peer Educator Application was created in the Microsoft Forms applications, password-protected trainer’s virtual drive, only accessible to the trainer (See Appendix C). Prospective participants supplied their contact information, motivations, and goals for participation along with their applicable experience for volunteering as a Peer Educator. The Peer Educator Volunteer Position Description (Appendix B; U.S. Agency for International Development, 2014) was available in the application. Potential participants reviewed the consent form (Appendix I) and signed then submitted the application if they chose to participate.

Instead of another form, the application contained the contract which was designed to provide prospective applicants with project participation expectations (Appendix C). Prospective participants accepted the following conditions in order to be considered for this opportunity:
• A full-time, matriculated undergraduate Plymouth State University student in good academic/community standing,

• Abide by the Peer Educator Code of Conduct (Appendix D)

• Available for the stated time commitment

• Provide anonymous self-appraisals regarding the six self-reported learning domains and CPE pre and post self-appraisal of their abilities from the training

• Immediately inform the trainer if unable to complete the training/program

• 20 hours of training, asynchronous and synchronous with trainer/educator
  o Includes required PSU-specific training
  o Meeting and interacting with peer educator colleagues

• Three weeks of alcohol harm reduction education to peers
  o Average of five hours each week
  o Weekly check-ins with the trainer
    ▪ Includes education preparation, virtual harm reduction messaging, and face-to-face session(s) such as event tabling

The applications were reviewed on a daily basis by the author. Applicants were accepted based on the following criteria:

• Successful completion of each application prompt, a maximum 28 points
  o Items 1-8: One point if complete
  o Item 9: One point per item, maximum five points
  o Item 10: Addressing each concept: one point per concept, maximum four points
  o Item 11: One point per item, maximum five points, and
  o Items 12-17: One point if complete.

• Agree to the terms stated in the application.

These criteria reflected an objective, consistent, and fair selection process.

The following recruitment strategies were utilized to attract potential students who will be motivated and engaged. The recruitment letter is found in Appendix E.
Recruitment strategies include:

- The PSU newspaper, The Clock,
- The PAW engagement system,
- Weekly student and faculty email blasts,
- Staff and faculty referrals
- Class visits by this author
- Tabling by this author in high traffic areas on campus, and
- Flyers in Lamson Library and Hartman Union Building.

These recruitment strategies provided diverse sources and locations in an attempt to reach the highest number of prospective CPE participants.

The recruitment goals were to have a team of 12 CPEs that bring diversity, flexibility, and a balance of skills, knowledge, and personal traits to work together as a responsive team. Recruitment began when the application was posted and lasted for two weeks. There were 21 applicants. Seven applicants were graduate students. The focus population of this project was the undergraduate student body. These applicants could not participate. Eight additional applicants cited personal issues or scheduling barriers that prevented their participation. The project moved forward with a minimum of six participants as 12 peer educators was not achieved. The team of six accepted participants was ready to commence training.

**Certified Peer Educator Training**

Accepted CPE participants were notified by email and requested to accept/decline within 72 hours of email receipt. Upon acceptance, an orientation email was sent to each participant with a brief welcome video, a QI project timeline overview, an invitation to the CPE SharePoint site, and texts to arrange synchronous training times. When an applicant declined, the next applicant was offered the opportunity to join the QI project until 6 participants were reached. Enrolled participants were asked to create an anonymous personal identifier, known to only the student, to enable analysis of pre and post
self-appraisal responses by CPE while maintaining anonymity. Workbooks were delivered. Participants began the asynchronous Get Inclusive training.

With the short timeframe of the project, balancing all life responsibilities and communicating with the CPE team were important participant traits to be successful in the project. CPE participants created a schedule of their time commitments in their preferred medium during the QI project's six week timeframe to support their organization. There were six main synchronous training times, and the trainer facilitated other sessions to meet the participant's scheduling needs. The trainer emailed Microsoft Outlook training invitations to assist the participants with organizing of their schedules and reminders of the QI project's timeline events. After the final training session, each CPE met with the trainer to review their readiness for a tabling event and planned for further training follow-up.

**Peer Educator Delivery of Education**

As previously stated, the six CPEs worked together to identify key alcohol education materials and strategies. The CPEs planned the alcohol education tabling displays as well as selected the activities and handouts as part of their training. Content included the current PSU (2023) resources: BASICS/IMPACT, Smart Recovery, Shot of Reality, and Get Inclusive (2023). Additional information was secured from evidence-based organizations in the project proposal, such as the National Institute on Alcohol Abuse and Alcoholism (2019) and the Center for Disease Control and Prevention.

The alcohol use and misuse student sessions were conducted by one to three CPEs at PSU for four weeks. All members of the student body were welcome to attend these sessions. The CPEs planned the best times to run tabling events and “grab and go” bling bags with messages, with a goal of two events per week, working in CPE small groups. The six CPEs tracked their education sessions and student body attendance at trainings and events on the virtual site.
The PSU Student Nurse Association promoted the CPE materials and sessions as well as amplified the social media messages. The CPEs paired with interested student organizations and groups such as Student Life for engagement events raising safe alcohol consumption awareness. No personally identifiable demographics nor health information was collected during the campus educational events from student body participants. The only information collected was the number of participants at each campus educational event.

CPEs received their CPE course completion certificate, certificate of volunteering, and a personal letter of thanks from this author upon completion of the following conditions:

- Attended all training sessions and successfully completed the CPE exam,
- Completed the four CPE training self-appraisal measures,
  - Pre, Post-Training Self-Reported Six Learning Domains of the Peer Educator
  - Pre, Post-CPE Pre-training Self-Appraisal of Learner Abilities, and
- Co-facilitated six campus CPE sessions to the student body.

Study of the Interventions

A review of the statistical data collected from the self-appraisal measures (Appendices F and G) for each of the six CPE was performed by this author to determine if there was a difference between CPE self-reporting before and after the training and student body education application time periods in a six week time frame. CPEs self-selected to participate in this QI project. The self-appraisal data evaluated if participating in the project impacted the peer educators' professional self-appraisal of leadership skills, knowledge, and confidence.

A final comparison of the CPE self-appraisal data was performed evaluating the post responses from each peer educator. Bar charts were created to show the pre and post scores for each CPE and the entire cohort.
Measures

The two tools chosen for this QI project were developed and refined based on the Six Learning Domains of Peer Educators theory (Keeling, 2006), utilizing the constructs of the CPE learning outcomes. The language in each tool targeted the verbiage of young adults. The chosen tools matched the needs of the QI project.

The CPE Pre and Post Self-Appraisal of Abilities (Appendix G) is a 16-item self-appraisal tool, with questions targeting skills and knowledge aligned with the eight CPE modules’ learning objectives, administered before and after training. Participants responded using a 4-point Likert scale ranging from no knowledge to extraordinary knowledge (NASPA, 2023). For analysis of the tool’s means, the 4-point Likert scale was assigned numerical values 0= no knowledge (0%), 1= little knowledge (33%), 2= adequate knowledge (67%), and 3= extraordinary knowledge (100%). The rating of this scale is based on the tool’s original scoring and reporting format (NASPA, 2023).

The Self-Reported Six Learning Domains of Peer Educators (Appendix F) is a 40-item self-appraisal tool with statements targeting the learning outcomes of the peer educator's six learning domains, administered before training and after the completion of the project. Participants responded to statements using a 5-point Likert scale ranging from did not have to very strong (NASPA, 2023). For analysis of the tool’s means, the 5-point Likert scale was assigned numerical values 1= Did not have (0%), 2= Weak (25%), 3= Ok (40%), 4= Strong (75%), and 5= Very strong (100%). The rating of this scale is based on the tool’s original scoring and reporting format (NASPA, 2023).

While the validity and reliability for each of the tools were not available to this author, these two tools have been used for 20 years throughout 450 educational institutions in the United States, with substantial data (4,000 students) generated and utilized in peer educator articles (Lemon & Wawrzynski, 2021; NAPSA, 2023).
Analysis

A codebook was created utilizing Excel spreadsheets to collect the QI project data on the University System of New Hampshire’s trainer’s OneDrive. The digital storage was protected by a two-factor authentication system for the trainer only. The Microsoft Forms anonymous data from the CPEs’ scores of the two pre and post self-appraisal tools was entered into the codebook. Provided CPE data was recorded only by a randomly generated identification (ID) number. Collected data was quantitatively analyzed using the Excel and JMP Pro 16 statistical applications for Windows.

Descriptive statistics were used to analyze the CPEs’ self-appraisal scores pre and post the training and education delivery. The means were calculated for each of the self-appraisal tool items.

After a careful review of the data points and construction of bar charts, conclusions were developed as to whether differences occurred in the self-reporting of CPEs after the project completion. In addition, conclusions were made on plausible sustainability ideas.

Ethical Considerations

The project proposal was approved by the PSU and UNH risk management teams based on the following considerations. With the potentially sensitive nature of the project’s topics such as alcohol usage and possible emergencies while conducting student body education, CPEs were trained on campus, community resources, and when and how to intervene. The interested prospective participants reviewed and signed a consent form (Appendix I) that provided the risks and benefits of participating in this project, reminding them that participation was voluntary with the ability to withdraw from the project at any time. The CPE training covered the core traits of the PSU CPE Code of Conduct (Appendix D) of the CPEs.

All CPE self-appraisals were voluntary with data collected anonymously without any identifiable information recorded thus limited demographic data are displayed in this project. CPEs chose a
personal, anonymous, unique identifier to document their self-appraisals, only known to the participant. The trainer did not have access to this identifier information. CPEs were coached to avoid the use of any personal demographic data to create their personal identifier, such as a social security number or their birth date. This identifier was changed to a randomly generated ID number. This data was password protected with only trainer access and stored in a University System of New Hampshire secure, virtual domain. No PSU student was required to attend any peer-led educational session.

Results

The QI project began with the recruitment phase on the first day of the Spring 2024 semester (Figure 2). After the two week recruitment phase, the CPE participants completed both of the self-appraisal tools (Appendices F and G). Once the CPE training was complete, the participants provided their responses in the Self-Appraisal of Abilities Tool. The campus-wide, student body education began. The project concluded with completion the Six Learning Domains of Peer Educators Self-Appraisal Tool.

Figure 2

Plymouth State University Peer Educator Project Timeline

Certified Peer Educator Self-Appraisal of Abilities Self-Appraisal Tool

The individual CPE self-appraisal data (Figure 3) after completing the CPE training demonstrates that each CPE’s mean scores increased after the training. Four out of six peer educators (67%) reported
post training means of extraordinary knowledge which is the maximum rating, legend listed below. Of note, some of the CPEs possessed higher self-reported beginning scores than other CPEs.

Figure 3

*Individual Certified Peer Educator (CPE) Pre and Post Training Means for the Self-Appraisal of Abilities 16 Item Tool*

![Individual Self-Appraisal of Abilities Pre and Post Project Means](image)

<table>
<thead>
<tr>
<th>Legend Four Point Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>0= no knowledge 0%</td>
</tr>
<tr>
<td>1= little knowledge 33%</td>
</tr>
<tr>
<td>2= adequate knowledge 67%</td>
</tr>
<tr>
<td>3= extraordinary knowledge 100%</td>
</tr>
</tbody>
</table>

**The Self-Reported Six Learning Domains of Peer Educators Self-Appraisal Tool**

The data is displayed and described by the individual CPE mean scores (Appendix K) and the cohort mean scores (Appendix L) for each of the six learning domains. **Domain 1** Practical Competence, each of the CPEs demonstrated self-reported increases in skills, knowledge, and confidence. This domain assists the CPE to lead a balanced life with attention to successfully organizing their personal and professional responsibilities. **Domain 2** Cognitive Complexity, while most CPEs self-reported growth in this domain, one CPE remained at the same mean score. This domain emphasizes problem identification and solution development. The emphasis is on the CPE synthesizing their knowledge and abilities in
In order to apply to new situations, **Domain 3** Intrapersonal Competence, some CPEs saw a decrease in their self-reported mean scores while other CPEs reported an increase. This domain addresses one’s understanding of self and how they view the world around them. There are many possible and plausible thoughts as to why CPEs self-reported a decrease especially in knowing one’s limitations. A posit is that real-life learning through application of CPE knowledge and skills may have impacted their self-appraisal.

**Domain 4** Interpersonal Competence, while one CPE maintained the same mean score from pre to post project reporting all of the remaining CPEs self-reported growth. Growing and enhancing relationships and communication skills with others are the focus areas of this domain. **Domain 5** Knowledge Acquisition, Construction, Integration, and Application, one CPE again maintained the same mean score from pre to post project with all the other CPEs experiencing an increase. Intellectual knowledge and skills are emphasized in this domain. **Domain 6** Humanitarianism and Civic Engagement, two CPEs self-reported decreases in their mean scores. The remaining CPEs all increased their self-reported mean scores. With the project’s short duration, CPE’s ability to impact community and civic engagement may have been limited.

In the last three weeks of the QI project, approximately 620 PSU students engaged with the CPEs in 22 campus events (Figure 4).

**Figure 4**

*Student Body Education Events by Type (N=22)*
Discussion

Summary

During the six week project implementation period, the CPE student body education generated campus interest. An evidence-based peer education program can potentially improve the self-reported professional leadership skills, knowledge, and confidence of peer educators through training and campus education delivery. Additionally, the CPE training incurred no cost to the CPEs or university. While there was no evaluation data collected from the campus student body, evidence-based safe alcohol consumption education was provided to over 620 students.

Despite the small CPE cohort size of six, the CPE self-appraisals represented the potential individual CPE growth following evidence-based training and education. After the training, all individual CPEs reported varying degrees of personal growth through the self-appraisal data. Some of the CPEs experienced more augmentation of the self-reported six domains than other CPEs. Specific learning domains for the CPE cohort demonstrated overall increases in scores from the pre training to post project self-appraisals. Learning Domain 1, Practical Competence experienced an increase in six out of nine questions and no CPE reporting under a score of strong for the domain. The data in Domain 2, Cognitive Complexity performed similarly to Domain 1.

Specific topics performed in the Very Strong scoring category in the post self-appraisal data. Knowing campus resources, how to safely and effectively intervene as a bystander, effective skills in leading groups, developing effective solutions, and accepting supervision/feedback are examples of key CPE topical knowledge/ability/confidence that increased in the cohort.

The ability to flexibly meet the needs of the CPEs through training and support of their educational delivery as well as provide education at a diversity of campus events were strengths of this
project. The CPEs now report that they have enhanced skills, knowledge, and confidence to employ in other domains of their lives.

**Interpretation**

This project allowed six students in the university setting to have no cost training, create a team, and experience new leadership opportunities to develop their skills, knowledge, and confidence as CPEs. The campus student body had the opportunity to sample peer-led and driven alcohol education. Prior to this project, there was scant safe alcohol education and harm reduction conducted on campus. As the project progressed, staff, faculty, and members of the student body shared feedback about the project as well as potential ideas to host future events. There was a range of CPE safe alcohol consumption knowledge within each of the six CPEs before starting the project. The CPEs received digital folders with the evidence-based training and resources for continued access beyond the project.

The selection of self-appraisal questions was curated for a project that would be conducted in only six weeks versus six months. This finding makes it difficult to extrapolate comparison between other studies using the same two self-appraisal tools. Some of the six domains such as Humanitarianism and Civic Engagement proved challenging to measure change in a short time frame.

This project introduced the concept of peer education to the campus, allowing them to have access to CPEs that were willing not only to share knowledge but also to empathically listen and support their peers albeit in a short and limited time frame. Developing the professional and personal knowledge, skills, and abilities for undergraduate students assists them to utilize these ways of knowing in each domain of their life especially within the personal and professional realms.

During the six weeks of this project, there were over 300 emails from campus staff, faculty, and students to discuss potential ideas for events and sustainability strategies to perpetuate the CPE program. Here are some of the feasible strategies to continue to the CPE program at the university:
incorporating the training and subsequent education delivery into a minor, facilitating the training through a credit-bearing course independently of a major/minor, offering the training/subsequent education delivery through a student organization, training and hosting the education delivery through student life, hiring a health educator to train and guide education delivery on campus, and including the training in existing courses such as a Wicked Problem (CPE idea). Each of these pathways is plausible and will be explored with the stakeholders at the university.

Limitations

This project began on the first day of the Spring 2024 semester. Students had already enrolled in their semester courses. This limited the ability of some students to join the project. If the project could have been announced at the end of the Fall 2023 semester, students shared that they could have adjusted their academic schedules to permit participation.

The total project duration including peer educator recruitment, training, and application occurred in a six week time frame. The training period was brief and focused. With the education application delivery period lasting approximately three weeks, the CPEs needed to quickly apprise and plan potential event opportunities. There were certain activities that the CPEs could not attend such as Spring Fling. This particular event would have provided the CPEs useful opportunities to perform in-person harm reduction sessions.

A finding that had the potential to affect the validity of data was participant self-selection with only six participants. Students volunteered for this project. The data points to certain students entering the CPE training with high levels of specific knowledge, skills, and/or confidence. This may skew the final interpretation of the data.
These factors were taken into consideration when analyzing the outcomes. This author relied on the CPEs to complete the self-appraisals as accurately as possible each time they accessed the self-appraisal tools. There were no external concerns about the validity of the data.

**Conclusions**

Overall, the CPE training and post education delivery self-appraisal scores increased pointing to a possible curricular strategy to deliver student-led health education on campus. Providing a program to enhance the personal and professional knowledge, skills, and confidence of the peer educators is a beneficial option for students to develop these skills, especially leadership amongst peers. The CPE training would be a valuable addition to many current curricular pathways to meet the needs of interested students.

This QI project aimed to implement an evidence-based peer education training program for interested PSU students. Since there was not a peer educator training program for baseline measurement currently at PSU, this training program provided 6 peer educators with a learning opportunity in the Spring, 2024 semester (NASPA, 2023). Offering CPE training may attract interested students as well as potentially positively impact the overall campus culture.

Allocating more time for this project would allow further data and CPE support to demonstrate the impact in the knowledge, skills, and confidence of the CPEs. This impact was limited as the project time frame was short and the CPE sample size was only six. Longer training and education delivery time frames would permit the ability to more easily generalize the findings to national CPE data.
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https://www.aacu.org/trending-topics/essential-learning-outcomes

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Gonzalez, G. (1989). Are we too busy doing what needs to be done to know what it is that we’re doing? The rationale and purpose for a national research agenda on the prevention of alcohol and other drug problems on campus [White paper]. https://files.eric.ed.gov/fulltext/ED324570.pdf


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Mental Health America. (2023). *What is a peer?* https://mhanational.org/what-peer


Appendix A

Certified Peer Educator and Get Inclusive Training Plans

Certified Peer Educator (CPE) Training Program Goals

The CPE Training Program is a comprehensive, interactive, skills-based training designed to accomplish the following goals:

1. Empower students to be effective peer educators.
2. Teach students the listening, responding, and referral skills necessary to be effective peer educators.
3. Teach peer educators programming and presentation skills to improve their educational outreach on campus.
4. Teach strategies to increase the inclusiveness of educational programs.
5. Teach organizational leadership skills to improve peer education program structures and increase program effectiveness.
6. Facilitate peer educators’ self-exploration regarding the impact of being a peer helper on their personal development, skill set, and future career goals.

CPE Learning Modules

<table>
<thead>
<tr>
<th>Module 1: Understanding the Power, Roles, and Characteristics of Peer Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>The introductory module helps participants build a framework around the CPE Training Program and develop a common understanding of the concept of peer education, the responsibilities associated with being a peer educator, and how to maintain a healthy lifestyle while serving in this role.</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
</tr>
<tr>
<td>• Students will define the five roles of an individual peer educator.</td>
</tr>
<tr>
<td>• Students will recognize common traps that peer educators may fall into.</td>
</tr>
<tr>
<td>• Students will learn the Peer Educator Code of Ethics and pledge to uphold.</td>
</tr>
<tr>
<td>• Students will define healthy and balanced living as a learner and peer educator.</td>
</tr>
<tr>
<td>• Students will identify healthy strategies for self-care.</td>
</tr>
<tr>
<td>• Students will define both eustress and distress.</td>
</tr>
<tr>
<td><strong>Module Outline</strong></td>
</tr>
<tr>
<td>1. What is Peer Education? Who are Peer Educators?</td>
</tr>
<tr>
<td>2. Create a Safe Learning Space</td>
</tr>
<tr>
<td>3. Roles of Peer Educators</td>
</tr>
<tr>
<td>4. Peer Educator Traps</td>
</tr>
<tr>
<td>5. Ethical Frameworks</td>
</tr>
<tr>
<td>6. Peer Educator Code of Ethics</td>
</tr>
<tr>
<td>7. Self-care in Peer Education</td>
</tr>
<tr>
<td>8. Module Review</td>
</tr>
<tr>
<td><strong>Learning Strategies</strong></td>
</tr>
<tr>
<td>• Ice Breakers</td>
</tr>
<tr>
<td>• Presentation Slides</td>
</tr>
<tr>
<td>• Videos</td>
</tr>
<tr>
<td>• Role Play</td>
</tr>
<tr>
<td>• Discussion Prompts</td>
</tr>
<tr>
<td>• Activities</td>
</tr>
<tr>
<td>• Role Modeling</td>
</tr>
<tr>
<td>• Brainstorming</td>
</tr>
<tr>
<td>• Individual Self-appraisal</td>
</tr>
</tbody>
</table>
### Module 2: Understanding Change as a Peer Educator
This module overviews the role that peer educators play in creating change. Through an examination of theoretical models, students will start to build the tools necessary to create change on their campuses.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Module Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be able to describe ways to create change in various environments using the social ecological model.</td>
<td>1. Introduction to Change</td>
</tr>
<tr>
<td>• Students will be able to apply each of the five stages of the Transtheoretical Model.</td>
<td>2. The Social Ecological Model</td>
</tr>
<tr>
<td>• Students will discuss the Diffusion of Innovations Model and its application to their role as peer educators.</td>
<td>3. Transtheoretical (Stages of Change) Model</td>
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<td></td>
<td>4. Rogers’ Diffusion of Innovations Model</td>
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<td></td>
<td>5. Module Review</td>
</tr>
</tbody>
</table>

**Learning Strategies**
- Presentation Slides
- Videos
- Role Play
- Discussion Prompts
- Activities
- Individual Self-appraisal

### Module 3: Being an Effective Listener as a Peer Educator
Module builds a peer educator’s skills as a listener. Students will be encouraged to develop appropriate, active listening skills to better serve students.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Module Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will be able to identify characteristics of a good listener.</td>
<td>1. Activity</td>
</tr>
<tr>
<td>• Students will be able to identify barriers to good listening.</td>
<td>2. Listening Skills Introduction</td>
</tr>
<tr>
<td>• Students will apply techniques of listening effectively and encouraging individuals to share.</td>
<td>3. Barriers to Listening</td>
</tr>
<tr>
<td>• Students will reflect on their nonverbal communication.</td>
<td>4. Nonverbal Communication</td>
</tr>
<tr>
<td>• Students will practice their own listening skills.</td>
<td>5. ROLES of Effective Listening</td>
</tr>
<tr>
<td></td>
<td>6. Motivational Interviewing</td>
</tr>
<tr>
<td></td>
<td>7. Module Review</td>
</tr>
</tbody>
</table>

**Learning Strategies**
- Presentation Slides
- Videos
- Role Play
- Discussion Prompts
- Activities
- Individual Self-appraisal
- Communication Practice
- Brainstorming
- Case Study
- Scenarios
- Workbook Activities

### Module 4: A Peer Educator’s Role as a Responder
This module allows peer educators to recognize that difficult, complex situations tend to happen on college campuses. This module teaches them how to recognize the Crisis Management Cycle, define how students may be feeling when they appear in distress, and help mitigate these events until a peer can be referred to a professional resource on campus.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Module Outline</th>
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<tbody>
<tr>
<td></td>
<td>1. Activity</td>
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<td></td>
<td>2. Listening Skills Introduction</td>
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<td>3. Barriers to Listening</td>
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<td></td>
<td>4. Nonverbal Communication</td>
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<td>5. ROLES of Effective Listening</td>
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<td>6. Motivational Interviewing</td>
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<td>7. Module Review</td>
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<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Module Outline</strong></td>
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</tr>
<tr>
<td>Students will reflect on the distinction between confidentiality and privacy.</td>
<td>1. Responding on an Individual Level</td>
</tr>
<tr>
<td>Students will develop skills to help their peers establish a plan of action when they are in distress.</td>
<td>2. Plan of Action</td>
</tr>
<tr>
<td>Students will determine when referrals are needed when dealing with a peer in distress.</td>
<td>3. Confidentiality</td>
</tr>
<tr>
<td>Students will increase their knowledge of professional, campus, and community resources available to those in distress.</td>
<td>4. Referrals and Campus Resources</td>
</tr>
<tr>
<td><strong>Module Outline</strong></td>
<td>5. Responding on a Community Level</td>
</tr>
<tr>
<td>1. Responding on an Individual Level</td>
<td>6. Module Review</td>
</tr>
<tr>
<td>2. Plan of Action</td>
<td></td>
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<tr>
<td>3. Confidentiality</td>
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<td>4. Referrals and Campus Resources</td>
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<tr>
<td><strong>Learning Strategies</strong></td>
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<tr>
<td>5. Responding on a Community Level</td>
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<tr>
<td>6. Module Review</td>
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<tr>
<td><strong>Learning Strategies</strong></td>
<td></td>
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<tr>
<td>1. Presentation Slides</td>
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<td>2. Videos</td>
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<td>3. Role Play</td>
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<td>4. Discussion Prompts</td>
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<td>5. Activities</td>
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<td>6. Individual Self-appraisal</td>
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<td>7. Communication Practice</td>
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<td>8. Scenarios</td>
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**Module 5: Bystander Intervention as a Peer Education Technique**

This module focuses on the role peer educators play in bystander intervention. Students will understand what bystander intervention is and reflect on their personal experiences and history as both a passive and active bystander.

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Module Outline</strong></th>
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</thead>
<tbody>
<tr>
<td>Students will be able to define active and passive bystanders.</td>
<td>1. What Is a Bystander?</td>
</tr>
<tr>
<td>Students will be able to describe factors of ambivalence related to bystander intervention.</td>
<td>2. Bystander Activity</td>
</tr>
<tr>
<td>Students will reflect on personal barriers that would cause them to be a passive bystander.</td>
<td>3. Barriers to Being an Active Bystander</td>
</tr>
<tr>
<td><strong>Module Outline</strong></td>
<td>4. Ambivalence</td>
</tr>
<tr>
<td>1. What Is a Bystander?</td>
<td>5. Deciding to Intervene</td>
</tr>
<tr>
<td>2. Bystander Activity</td>
<td>6. Intervening Guidelines</td>
</tr>
<tr>
<td>3. Barriers to Being an Active Bystander</td>
<td>7. Module Review</td>
</tr>
<tr>
<td><strong>Learning Strategies</strong></td>
<td></td>
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<tr>
<td>4. Ambivalence</td>
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<td>5. Deciding to Intervene</td>
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<td>6. Intervening Guidelines</td>
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<td>7. Module Review</td>
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<td><strong>Learning Strategies</strong></td>
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<tr>
<td>1. Presentation Slides</td>
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<td>2. Videos</td>
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<td>3. Role Play</td>
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<td>4. Discussion Prompts</td>
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<td>5. Activities</td>
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<td>6. Individual Self-appraisal</td>
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<td>7. Communication Practice</td>
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<td>8. Scenarios</td>
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**Module 6: Intrapersonal Applications of Identity as a Peer Educator**

This module gives students the opportunity to reflect on the various identities they bring to the table. They will define their personal and social identities and will discuss how they have been enfranchised or disenfranchised by these identities.

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Module Outline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify the difference between personal and social identities.</td>
<td>1. Identity Mindset Activity</td>
</tr>
<tr>
<td><strong>Module Outline</strong></td>
<td>2. Personal Identity Wheels</td>
</tr>
<tr>
<td>1. Identity Mindset Activity</td>
<td>3. The D9+</td>
</tr>
</tbody>
</table>
Students will gain a basic understanding of privileged and historically disenfranchised identities.

4. Social Identity Wheels
5. Intersectionality
6. Module Review

**Learning Strategies**
- Presentation Slides
- Videos
- Role Play
- Discussion Prompts
- Activities
- Individual Self-appraisal
- Communication Practice
- Scenarios

**Module 7: Programming Strategies for Peer Educators**
This module provides tangible skills for students and student organizations to use in programming—resident assistant/advisor (RA) programming, orientation leader programming, peer education group programming, and so forth. Students will also build their public speaking and group facilitation skills.

**Student Learning Outcomes**
- Students will practice program planning.
- Students will write learning outcomes and objectives.
- Students will examine different methods of presentation planning through the four cornerstones and three parts of successful presentations.
- Students will reflect on different evaluation strategies for program planning and presentations.

**Module Outline**
1. Evidence-Based Programs
2. Presentation Skills
3. Rules for Brainstorming
4. Learning Outcomes
5. Program Planning
6. Program Evaluation
7. Mock Event Activity
8. Module Review

**Learning Strategies**
- Presentation Slides
- Videos
- Role Play
- Discussion Prompts
- Activities
- Individual Self-appraisal
- Communication Practice
- Case Study
- Participant Presentation Practice

**Module 8: Group Development and Moving Forward**
The summative module to the revamped CPE Training Program allows students to look ahead to the remainder of the school year and beyond to plan how they can develop group identity. Taking these group identity pieces, they will be given skills to develop as individuals and to become part of a high-performing team.

**Student Learning Outcomes**
- Students will be able to identify the components of the basic cycle of group formation and development.

**Module Outline**
1. Activity
2. Group Formation
3. Mission and Vision
Students will understand the role of their advisor/supervisor to achieve the team’s goals.

Students will understand ways to appreciate and recognize achievements of both the group and individual members.

Students will develop or reexamine their group’s mission and vision.

Students will discuss habits of highly effective peer education groups.

4. Qualities of Highly Effective Peer Education Groups
5. Roles of an Advisor
6. Module Review

**Learning Strategies**
- Presentation Slides
- Videos
- Role Play
- Discussion Prompts
- Activities
- Individual Self-appraisal
- Communication Practice
- Case Study
- Participant Presentation Practice

(Plymouth State University Get Inclusive (2023))

**Plymouth State University Get Inclusive (2023) Modules**

Students will complete the Voices for Change program through the Get Inclusive virtual platform. The program contains four modules.

**Student Learning Modules**
- Identity & Inclusion
- Consent & Sexual Violence
- Alcohol & Other Drugs
- Hazing & Intimidation

**Learning Strategies**
- Video scenarios
- Infographics
- Readings
- Pre and post survey
- Quizzes
Appendix B

Plymouth State University Peer Educator Volunteer Position Description

Peer Educators serve as ambassadors for alcohol use education. Through a variety of peer-led initiatives in the areas of alcohol use/misuse and harm reduction, Peer Educators provide essential alcohol-related knowledge to students and student groups. This is a voluntary, unpaid position during the Quality Improvement project January 21-March 9, 2024.

Position Qualifications

- Strong interpersonal communication, commitment to inclusivity and multiculturalism
- Time management skills, dependable, and accountable
- Ability to participate in 20 hours of training after the week of January 21, 2024
- Available to volunteer ~ five hours a week for three weeks (15 hours), flexibility in this time frame to accommodate both preparing/planning content and at outreach events with possible evenings and weekends required, beginning January 28, 2024

Key Tasks and Responsibilities

- Complete application, abiding by Time Commitment and Peer Educator Code of Conduct
- Successfully finish required trainings prior to engaging in peer education
  - Certified Peer Educator training (14 hours, face to face)
  - Plymouth State University Get Inclusive training (6 hours, asynchronous virtual)
- Work with peer educator team to plan, prepare then implementing peer education regarding alcohol use/misuse knowledge and best practices around harm reduction
- Prepare evidence-informed alcohol knowledge materials and content

Operational Skills

- Ability to work as part of a team
- Experience in leadership, outreach, volunteer and/or peer education experience is helpful; this position will build upon current skills

University Requirements

- A current undergraduate PSU degree-seeking student enrolled in 12 or more credits
- Have and maintain a 2.5 or higher grade point average (GPA)
- No PSU Community disciplinary actions have occurred
Appendix C

Peer Educator Application Created in Microsoft Forms, password protected for Trainer only

This application will take approximately 5 to 10 minutes to complete. Thank you!

1. First, Last Name (text box)
2. PSU Address (text box)
3. Phone Number (text box), Text this Number Yes/No
4. Year at PSU (radio buttons) First Second Third Fourth Fifth-Plus
5. Live on/off campus (radio buttons)
6. Major(s), Minor(s; text box)
7. **Your Why:** Why do you want to be an Alcohol Education Peer Educator? (checkboxes, one text box)
   - ☐ Desire to help others.
   - ☐ Observation of other peer educators.
   - ☐ Interest in gaining job-related skills.
   - ☐ Interest in making friends.
   - ☐ My personal experience dealing with health and wellness concerns.
   - ☐ Desire to acquire additional knowledge.
   - ☐ Need to add something to my resume.
   - ☐ Career development/exploration.
   - ☐ Desire to be involved in college.
   - ☐ Desire for recognition/certification.
   - ☐ My personal experience of a friend or family member dealing with alcohol concerns.
   - Other (text box)
8. **What Do You Bring to Peer Education:** What skills, knowledge, abilities, and/or strengths do you have that would make you an ideal peer educator? (text box)
9. **Strengths and Growth Areas:** Please rate your abilities in the following areas on a scale of 1 to 5 (radio buttons; Texas A&M University-Commerce, n.d.)
   - 1= No experience, (less than 20%)
   - 2= small (20%) level of ability, little experience
   - 3= average (40%) level of ability and experience
   - 4= moderately high (60%) level of ability, extensive experience
   - 5= high (80%) level of ability, extensive experience
10. **Goals**: Please share how the training and experience of being a peer educator support your academic and career goals. (text box)

11. **Campus Involvement**: Please share how you are involved in the campus community, groups, sports, organizations, work, etc. (text box)

12. **Volunteer/Work Experience**: Please share your past experiences with health, wellness, leadership, education, and peer engagement. (text box)

13. **Time Commitment**: By checking this box, I recognize and agree to fulfill this opportunity which requires me to commit 20 hours to training and 15 hours to peer education. I agree to immediately communicate with the trainer if I become unable to fulfill this commitment and will return the Certified Educator Workbook. (check box, mark accepts these conditions)

14. **Code of Conduct (Appendix document will be attached)** By checking this box, I attest that I have not violated PSU Campus Community Standards and will continue to abide by the Campus Standards as well as the attached Code of Conduct while I volunteer as a Peer Educator. Violations in the Code and Standards will result in dismissal from the Peer Educator program. (check box, mark accepts these conditions)

15. **Anonymous Self-appraisals** By checking this box, I acknowledge that there will be specific times when I need to supply timely anonymous self-appraisals to the trainer. Only de-identified data will be used, meaning the information will not have your name or other demographics connected with it (check box, mark accepts this condition)

16. **Any Other Thoughts to Share? Completed Get Inclusive modules?** (Text box)

17. **Digital Signature, Date** (text box)

**Contract** By checking this box, I agree to participate in this Quality Improvement Project from this XX date to this XX date and abide by the Code of Conduct and time commitment requirements. (check box, mark accepts these conditions)
Appendix D

Plymouth State University Peer Educator Code of Conduct

Code of Conduct adjusted for use at Plymouth State University per the U.S. Agency for International Development’s recommendation.

<table>
<thead>
<tr>
<th>For Peer Educators and Trainers</th>
<th>Implementation Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assure and protect confidentiality</strong></td>
<td>Hold information about peers and their concerns in confidence. Confidentiality is assured, except in cases where the peer is a danger to themselves/others or is involved in illegal activity.</td>
</tr>
<tr>
<td></td>
<td>Train and supervise peer educators on how and when to protect confidentiality outside of the peer education session.</td>
</tr>
<tr>
<td><strong>Respect values</strong></td>
<td>Pledge to respect peers’ values regardless of whether they differ from one’s own and promote self-examination of values but not impose their own values on others.</td>
</tr>
<tr>
<td></td>
<td>Provide peer educators with the skills to examine their own values and to respect the values of other people.</td>
</tr>
<tr>
<td><strong>Respect diversity</strong></td>
<td>Respect the diversity of peers, regardless of sex, sexual preference, language, ethnicity, or culture. Appraise prejudice, bias, and preconceived notions; how it can be counteracted.</td>
</tr>
<tr>
<td></td>
<td>Ensure peer education activities accommodate the needs of diverse groups of young people such as the location and accessibility of sessions.</td>
</tr>
<tr>
<td><strong>Provide updated, factual, and unbiased information</strong></td>
<td>Always provide correct and factual information to peers.</td>
</tr>
<tr>
<td></td>
<td>Ensure training curricula, materials communicate accurate, current, and unbiased information. Create a place in which continuous learning can take place.</td>
</tr>
<tr>
<td><strong>Promote gender equality and equity</strong></td>
<td>Provide the same information in a similar manner to all genders. Be sensitive to the traditions and beliefs of the community, but do not condone or contribute to unjust practices such as early marriages.</td>
</tr>
<tr>
<td></td>
<td>Ensure that each gender peer educators are represented in the program equitably. Train and supervise peer educators to promote gender equity.</td>
</tr>
<tr>
<td><strong>Recognize personal boundaries</strong></td>
<td>Be honest about your own situation and behaviors, but recognize that other people are not obligated to share personal issues or experiences.</td>
</tr>
<tr>
<td></td>
<td>Create an atmosphere of trust where sensitive issues can be discussed freely.</td>
</tr>
<tr>
<td><strong>Be aware of individual limits and the role of connection with support resources</strong></td>
<td>Acknowledge that education and training have limits. Peer education can, but will not always, increase knowledge, affect attitudes, and change behavior. Peer educators should make CARE form referrals to for support when needed.</td>
</tr>
<tr>
<td></td>
<td>Train peer educators to initiate CARE forms.</td>
</tr>
<tr>
<td><strong>No abuse of</strong></td>
<td>Commit to using your skills, knowledge to improve the health of young people, agree</td>
</tr>
<tr>
<td></td>
<td>Train peer educators to use their status as a peer educator</td>
</tr>
<tr>
<td>power</td>
<td>to refrain from using your position at the expense of others.</td>
</tr>
</tbody>
</table>

(U.S. Agency for International Development, 2014)
Appendix E

Recruitment Letter

Greetings,

Are you interested in connecting with your peers to support health and wellness? My name is Kerri Reynolds, a Plymouth State University Professor, I am reaching out to interested participants as a graduate student from the University of New Hampshire Nursing Doctoral program. My graduate Doctoral project is to revitalize the Plymouth State University Peer Educator program to engage peers across campus to promote healthy alcohol use behaviors. During this quality improvement process, the Peer Educators will focus on self-development, leadership skills, and increasing access to alcohol education/harm reduction.

A Peer Educator doesn’t just share information but also empowers others to make informed decisions about their wellbeing. Peer Educators also benefit from the program’s training and peer/colleague engagement. New skills/knowledge, self-awareness, enhanced communication/presentation techniques such as motivational interviewing, bystander intervention abilities, harnessing the opportunity to grow in leadership attributes, professional connections, and more.

What’s the commitment? 35 hours in total beginning January 21, 2024:

- 20 hours of training, in-person and virtually with a flexible format
- Three weeks of peer education, ~ five hours/week (15 hours, starts January 21, 2024).

Upon completion of the 35 hours, you will receive a Certified Peer Educator certificate after successful completion of the certification test and a volunteer certificate.

QR Code to position description, Outlook Forms application

Please ask questions or if you want more information, Kerri Reynolds, (Contact Information)
Appendix F

The Self-Reported Six Learning Domains of Peer Educators Tool

Created as a Microsoft Forms document, password protected for the trainer only

Dear Peer Educator,

Please read each of the following concepts. Reflect on your knowledge, beliefs, and/or skill then rate your response using the five point Likert scale. The questions will take approximately 15 to 20 minutes to complete.

Thank you!

Kerri Reynolds

**Likert scale rating system:** Five-point scale with each question
0% Did not have (1)  |  25% Weak (2)  |  40% Ok (3)  |  75% Strong(4)  |  100% Very Strong (5)

<table>
<thead>
<tr>
<th>1. Practical Competence 9 Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in effective listening</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Knowledge about campus resources</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively speaking in front of a group</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively organizing my time</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively managing my academic commitments</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively managing my non-academic commitments</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Having a sense of purpose</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Holding yourself accountable for obligations and commitments</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
</tbody>
</table>
Giving feedback to improve the quality of someone else’s work

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Cognitive Complexity 5 Items
Includes the ability to analyze situations and adapt to problems with ideas or solutions (Keeling, 2006).

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing an effective solution to a problem</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Critically analyzing situations</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Evaluating information, arguments, or methods and assessing the conclusion</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Applying previous experiences to inform new situations</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
</tbody>
</table>

### 3. Intrapersonal Competence 6 Items
Encompasses the capacity to reflect on beliefs, values, and goals in order to develop a clear understanding of oneself (Keeling, 2006).

<table>
<thead>
<tr>
<th>Item</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing and accepting my strengths and deficiencies</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Understanding people’s values that are different from my own</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Having a better understanding of my own values</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Having a positive self-concept (self-confidence, self-esteem, independence, and determination)</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Clarifying my own beliefs or values</td>
<td>□ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
</tbody>
</table>
Knowing your own limitations and when to guide to other resources

☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

4. **Interpersonal Competence 12 Items**

   Ability to manage relationships and collaborate with others to achieve mutual goals (Keeling, 2006).

<table>
<thead>
<tr>
<th>Item</th>
<th>Evaluation Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively facilitating group discussions</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Presenting an educational program/tabling with a teammate</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Comfort with disturbing concepts</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively communicating with people through speaking, writing, and other communication</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Talking with a close, personal friend about a risky behavior or choice</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Talking with another student about a risky behavior or choice</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Sharing ideas and information effectively with others</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively managing my conflicts with others</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively managing conflicts between others</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
<tr>
<td>Effectively working with others who share views different from my own</td>
<td>☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong</td>
</tr>
</tbody>
</table>
Effectively demonstrate skills in leading a group | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

Accepting supervision and direction from your supervisor/advisor | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

5. **Knowledge Acquisition, Construction, Integration, and Application** 3 Items  
  Capacity to develop intellectual skills through the integration of knowledge, ideas, and information (Keeling, 2006).
  
  Reevaluating previous assumptions | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

  Formulating an innovative approach or solution to an issue or problem | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

  Listening to and considering others’ viewpoints | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

6. **Humanitarianism and Civic Engagement** 5 Items  
  Encompasses the ability to consider others’ perspectives and the outlook of the broader community when engaging in decisions and actions (Keeling, 2006).
  
  Intervening in a crisis situation | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

  Having conversations with students who are different than me | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

  Feeling a part of the campus community | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

  Feeling responsible for helping to improve the campus community | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

  Articulating values and beliefs as they relate to personal decisions | ☐ Did not have ☐ Weak ☐ Ok ☐ Strong ☐ Very Strong

(Keeling, 2006; Lemon & Wawrzynski, 2021)
Appendix G

CPE Pre/Post Self-appraisal of Abilities Tool

*Created as a Microsoft Forms document, password protected for the trainer only*

The purpose of this inventory is to assist with self-appraisal in your level of confidence in the key learning topics from the Certified Peer Educator program. This appraisal will take approximately 10 to 15 minutes to complete. Thank you! Kerri Reynolds

**Likert scale rating system**: a four-point scale with each question

<table>
<thead>
<tr>
<th>0% No Knowledge (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33% Little Knowledge (1)</td>
</tr>
<tr>
<td>67% Adequate Knowledge (2)</td>
</tr>
<tr>
<td>100% Extraordinary Knowledge (3)</td>
</tr>
</tbody>
</table>

**Rate your level of confidence in the following topics:**

<table>
<thead>
<tr>
<th>QUESTION 1</th>
<th>Acting with ethics and integrity</th>
<th>Answer (select one):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ No Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 2</th>
<th>The roles peer educators play on campus</th>
<th>Answer (select one):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ No Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 3</th>
<th>Strategies for facilitating behavior change</th>
<th>Answer (select one):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ No Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 4</th>
<th>The process through which change happens on a community level</th>
<th>Answer (select one):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□ No Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Extraordinary Knowledge</td>
</tr>
<tr>
<td>QUESTION 5</td>
<td>Techniques for active listening</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Adequate Knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Extraordinary Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 6</th>
<th>Barriers to active listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 7</th>
<th>Ways to encourage individuals to share when speaking to them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 8</th>
<th>Campus resources and how to refer students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 9</th>
<th>Creating a plan of action to help a student deal with a distressing situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Extraordinary Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUESTION 10</th>
<th>How to intervene safely and effectively as a bystander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Adequate Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Extraordinary Knowledge</td>
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<table>
<thead>
<tr>
<th>QUESTION 11</th>
<th>Your own social identities</th>
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<tbody>
<tr>
<td>Answer (select one):</td>
<td>☐ No Knowledge</td>
</tr>
<tr>
<td></td>
<td>☐ Little Knowledge</td>
</tr>
<tr>
<td>QUESTION 12</td>
<td>The ways in which social identities might affect your work as a peer educator</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------</td>
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</table>
| Answer (select one): | ☐ No Knowledge  
☐ Little Knowledge  
☐ Adequate Knowledge  
☐ Extraordinary Knowledge |

<table>
<thead>
<tr>
<th>QUESTION 13</th>
<th>Steps needed to plan a successful program</th>
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| Answer (select one): | ☐ No Knowledge  
☐ Little Knowledge  
☐ Adequate Knowledge  
☐ Extraordinary Knowledge |

<table>
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<tr>
<th>QUESTION 14</th>
<th>How to craft a successful presentation</th>
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| Answer (select one): | ☐ No Knowledge  
☐ Little Knowledge  
☐ Adequate Knowledge  
☐ Extraordinary Knowledge |

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<thead>
<tr>
<th>QUESTION 15</th>
<th>How groups form and develop</th>
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</table>
| Answer (select one): | ☐ No Knowledge  
☐ Little Knowledge  
☐ Adequate Knowledge  
☐ Extraordinary Knowledge |

<table>
<thead>
<tr>
<th>QUESTION 16</th>
<th>Characteristics of highly effective peer education groups</th>
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</table>
| Answer (select one): | ☐ No Knowledge  
☐ Little Knowledge  
☐ Adequate Knowledge  
☐ Extraordinary Knowledge |

(National Association of Student Personnel Administrators [NASPA], 2023)
Appendix H

Plymouth State University Get Connected Resource (2023)

Frost House  603-535-2206
Responds to informational and personal concerns of students and oversees the protection of student rights.
- Academic Student Advocate and Policy Support
  Provides advice, guidance, and support for students in matters that may affect their academic standing or progress toward a degree.
- Title IX / 504 Coordinator
  Receives reports of sex/gender discrimination (including sexual harassment and assault) and discrimination, discriminatory harassment. Ensures prompt, thorough, equitable resolution including supportive measures, investigation, remedies.

Counseling Center  603-535-2461
Supports students working to address challenges related to anxiety, adjustment, depression, relationships, eating and body image, alcohol, other drugs and more. No problem is too small.

Health Services  603-535-2350
Provides compassionate and professional care, committed to promoting, maintaining & improving the health and wellbeing of the entire student.

IDEA Center  603-535-2365
Supports belonging, success and empowerment for students and employees across diverse identities and experiences.

ET&S (Technology Services)
Help Desk  603-535-2929
Provides assistance with IT issues and a student's canvas or USNH accounts.

PASS Office  603-535-2270
Provides several different kinds of tutoring: one-on-one, small group, drop-in study skills help, and more and our services are available to all undergraduate students.

Campus Accessibility Services  603-535-3300
If you have a diagnosis or disability that could require academic accommodations, please contact Campus Accessibility Services.

Academic and Career Advising Center  603-535-3965
Holistic advising for students needing additional support. Assisting with on-campus student employment.

University Police  603-535-2330
Works to create and maintain a safe campus environment.
- University Police - Ride Safe Program
  Students may contact request a Safe Walk/services on campus and within the local area after hours when the shuttle is not running.

Student Support Foundation
A student led organization with the mission of keeping students in school through short term emergency assistance and operates the campus food pantry.

Campus Ministry
Encourages students, faculty, and staff to think about faith and spirituality in personal, academic, and social ways.

Community Support

NH Rapid Response  833-710-6477
A centralized contact center for individuals experiencing a mental health and/or substance use crisis. They consolidate and streamline access to mental health and substance use disorder services.

Suicide & Crisis Lifeline  988

Lakes Region Mental Health  603-536-1118
The community mental health center serving Belknap and southern Grafton counties.

Plymouth Police Department  603-536-1626
Serves the entire community as both facilitator and problem solver.

Speare Memorial Hospital  603-536-1120
Offers a wide variety of health services for the town of Plymouth and surrounding towns.

Voices Against Violence  603-536-9999
Provides information and support to victims, survivors, their family and friends, community members and professionals around domestic violence, children who witness domestic violence, sexual violence and harassment, stalking, and bullying.
Appendix I

Consent Form For Participation In A Quality Improvement Project

Trainer And Title Of Project

My name is Kerrian Reynolds, Clinical Assistant Professor at Plymouth State University. I am a Doctoral of Nursing Practice student at the University of New Hampshire. The project is called Peer Support to Enhance Safe Alcohol Use in University Students at Plymouth State University (PSU). I will be the Certified Peer Educator trainer. This Quality Improvement Project is NOT considered research.

What Is The Purpose Of This Form?

This consent form describes the Quality Improvement Project and helps you to decide if you want to participate. It provides important information about what you will be asked to do in the project, about the risks and benefits of participating in the project. You should:

• Read the information in this document carefully, and ask me any questions, particularly if you do not understand something.
• Understand that the potential risks of participating in this project are expected to be minimal.
• It is possible that you might feel uncomfortable talking about some of the Peer Educator training topics. It is your choice to share or not share at any time during this project.

What Does Your Participation In This Project Involve?

• 20 hours of Peer Education training  
  o You will interact with the trainer and other peer educators in the training
• 15 hours of Peer Education during Plymouth State University events where there are other people present  
  o You will interact with members of the student body and PSU staff
• Responding to two sets of anonymous self-appraisal questions, at the beginning and at the end of the project.

What Are The Possible Risks Of Participating In This Project?

Possible risks of participating in this Project include that you might feel uncomfortable talking about some of the topics. At any point in the project, you can choose to stop interacting or answering questions.

What Are The Possible Benefits Of Participating In This Project?

You may acquire new knowledge and skills. You may meet new people. You may learn more about PSU. You may feel more confident with certain skills like presenting to other people.

Will You Receive Any Compensation For Participating In This Project?

No, there is no compensation. Students that complete the Peer Education training and volunteer for 15 hours will receive a certificate of training completion and a certificate of acknowledgement of volunteering.
Do You Have To Take Part In This Project?

Taking part in this project is completely voluntary. You may choose not to take part at all. If you agree to participate, you may stop at any time.

How Will The Confidentiality Of Your Information Be Protected?

I plan to maintain the confidentiality of all data and records associated with your participation in this project. The data will be stored in a password protected; University of New Hampshire System electronic virtual domain only accessible by me.

There are, however, rare instances where you may be in danger (example: medical situation arises during training, and we need to call for Emergency Services) when I may be required to share limited individually identifiable information with the following:

- Officials at Plymouth State University
- Emergency services.

I also may be required by law or University policy to report certain information to PSU officials or to law enforcement:

- For example, sexual assault or harassment, physical abuse, and threatened violence against self and/or others.

If I believe that such a report is required, I will follow the guidance of the PSU Student Services Office (and of the University’s General Counsel) in making any such report, in order to provide as much protection for your privacy as possible while still complying with policy and law, and in order to ensure you have access to information about resources, rights, and reporting options. Note that any disclosure made to me does not constitute a formal complaint (i.e. does not initiate a formal grievance process) to PSU by the impacted student nor does it constitute a report to law enforcement by the impacted student.

WHOM TO CONTACT IF YOU HAVE QUESTIONS ABOUT THIS PROJECT

If you have any questions pertaining to the project, you can contact Kerriann Reynolds (kerriann@plymouth.edu; 603-2XX-60XX) to discuss them.

If you consent/agree to participate in this project, please print and sign your name along with writing the date of your signature.

Name/signature/date/ this form may be collected digitally.
Appendix J

Cohort Certified Peer Educator (CPE) Pre and Post Training Mean Scores for Self-Appraisal of Abilities Tool

Figure J1
Cohort CPE Pre and Post Training Mean Scores for the Self-Appraisal of Abilities Tool, Questions 1-8

Legend Four Point Scale

<table>
<thead>
<tr>
<th></th>
<th>0= no knowledge</th>
<th>1= little knowledge</th>
<th>2= adequate knowledge</th>
<th>3= extraordinary knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>1= little knowledge 33%</td>
<td>2= adequate knowledge 67%</td>
<td>3= extraordinary knowledge 100%</td>
<td></td>
</tr>
</tbody>
</table>

Figure J2
Cohort CPE Pre and Post Training Mean Scores for the Self-Appraisal of Abilities Tool, Questions 9-16

Legend Four Point Scale

<table>
<thead>
<tr>
<th></th>
<th>0= no knowledge</th>
<th>1= little knowledge</th>
<th>2= adequate knowledge</th>
<th>3= extraordinary knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>1= little knowledge 33%</td>
<td>2= adequate knowledge 67%</td>
<td>3= extraordinary knowledge 100%</td>
<td></td>
</tr>
</tbody>
</table>
Appendix K

Dashboard for Individual Certified Peer Educators (CPE) Pre and Post Training Mean Scores for the Self-Reported Six Learning Domains of Peer Educators Tool, All Six Domains

Legend Five Point Scale

1 = Did not have 0%  
2 = Weak 25%  
3 = Ok 40%  
4 = Strong 75%  
5 = Very Strong 100%
Appendix L

Cohort Mean Scores for the Self-Reported Six Learning Domains of Peer Educators Tool

Figure L1

*Domain 1 Practical Competence, Cohort Pre and Post Project CPE Mean Scores*

![Figure L1 with questions and scores]

**Legend Five Point Scale**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Did not have 0%</td>
</tr>
<tr>
<td>2</td>
<td>Weak 25%</td>
</tr>
<tr>
<td>3</td>
<td>Ok 40%</td>
</tr>
<tr>
<td>4</td>
<td>Strong 75%</td>
</tr>
<tr>
<td>5</td>
<td>Very Strong 100%</td>
</tr>
</tbody>
</table>

Figure L2

*Domain 2 Cognitive Complexity, Cohort Pre and Post Project CPE Mean Scores*

![Figure L2 with questions and scores]

**Legend Five Point Scale**

<table>
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<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did not have 0%</td>
</tr>
<tr>
<td>2</td>
<td>Weak 25%</td>
</tr>
<tr>
<td>3</td>
<td>Ok 40%</td>
</tr>
<tr>
<td>4</td>
<td>Strong 75%</td>
</tr>
<tr>
<td>5</td>
<td>Very Strong 100%</td>
</tr>
</tbody>
</table>
Figure L3

**Domain 3 Intrapersonal Competence, Cohort Pre and Post Project CPE Mean Scores**

![Intrapersonal Competence Chart](image)

**Legend Five Point Scale**

1= Did not have 0%  
2= Weak 25%  
3= Ok 40%  
4= Strong 75%  
5= Very Strong 100%

Figure L4

**Domain 4 Interpersonal Competence, Cohort Pre and Post Project CPE Mean Scores**

![Interpersonal Competence Chart](image)

**Legend Five Point Scale**

1= Did not have 0%  
2= Weak 25%  
3= Ok 40%  
4= Strong 75%  
5= Very Strong 100%
Figure L5

Domain 5 Knowledge Acquisition, Construction, Integration, and Application Cohort Pre and Post Project CPE Mean Scores

Legend Five Point Scale
1 = Did not have 0%   2 = Weak 25%   3 = Ok 40%   4 = Strong 75%   5 = Very Strong 100%

Figure L6

Domain 6 Humanitarianism and Civic Engagement, Cohort Pre and Post Project CPE Mean Scores

Legend Five Point Scale
1 = Did not have 0%   2 = Weak 25%   3 = Ok 40%   4 = Strong 75%   5 = Very Strong 100%