Developing a Peer Education Curriculum

Friends Helping Friends
The University of North Carolina at Greensboro

Jason Robertson Ed.S., MPH, CHES, CTCTS, RHEd

Why a peer to peer approach?
- Students talk
- Students live with students
- Social networks
- Let’s empower students with correct information to:
  - Decrease stigma
  - Impart correct information
  - Serve as a referral source

Team Assembly
- Multidisciplinary approach
- Who should be involved?
- Structured
  - Targeted
  - Timeline

Guiding Questions
- How might college affect different kinds of students?
- What are the mental health concerns of college students?
- How might students with suicide ideation behave within the context of or as a result of their ascribed identities or affiliated groups?

Curriculum Development
- Journal club
- Informal literature review
- Shared bibliography (portal)
- Cross-reference each group
- Identify commonalities and disparities
- Peer context as a content driver
- Develop curriculum outline
- Draft document

Writing & Editing
- Congruency
- Writing styles
- Content
- Design & Purpose
  - Handbook vs manual
  - Learning journal
  - Theme/graphics
  - http://www.uncg.edu/s hs/fhf/
- References/Table of Contents
- Appendix
- Edit
- Committee
- Copyright
- Gathering permission
- Consider readers’ revisions

Journal club
- Informal literature review
- Shared bibliography (portal)
- Cross-reference each group
- Identify commonalities and disparities
- Peer context as a content driver
- Develop curriculum outline
- Draft document
Considerations

- Technology
  - utilize book or blogs?
- Divide, conquer, and utilize talents
- Specific to population

Questions?

Promoting An Intermediate Helping Response on a Commuter Campus: The Student Peer Helper Program Panel Presentation 2010 SAMHSA Campus Grantee Meeting Orlando, FL

Dr. Darren A. Wozny
Assistant Professor of Counselor Education Principal Investigator and Project Director MSU-Meridian Campus Suicide Prevention Program Mississippi State University-Meridian Campus

Development of MSU-Meridian Peer Program: Conception

- Brownson (2007) – Students most likely to discuss problems with other students
- Grantee Meeting – What is your (campus) intermediate helping response for students?
- Supper conversation with colleague about developing a campus peer program (learned about NAPP and their programmatic standards

Development of MSU-Meridian Peer Program: Planning & Design

- NAPP standards- planning & design of peer program (Wozny, Porter, & Watson, 2008)
- NAPP standards, educational objectives – design training curriculum for peer helpers (Wozny & Porter, 2009)
- NAPP (2002) Programmatic Standards
  - Program Start Up (Planning, Commitment, Staffing, Organizational Structure)
  - Program Implementation (Screening and Selection, Training, Service Delivery, Supervision)
  - Program Maintenance (Evaluation, Public Relations, Long-Range Planning)

Student Demographics (Fall 2009 Semester)

- Enrollment: 609 students
- Class: Juniors – 24.6%
  Seniors – 48.9%
  Graduate Students – 23.3%
- Gender: Majority Female – 79.5%
- Age: Majority Nontraditional Students (25 years +) – 69%
- Race: White – 60.6%
  Black – 34.2%
Development of MSU-Meridian Peer Program: Challenges

- Implementation challenges - recruitment, scheduling particular to commuter campus
  - Recruitment challenges particular to commuter campus
  - Busy schedules of nontraditional students (Work/family/school)
  - Commuter campus students tend to attend class only
  - Commuter campus students on campus just 2 years or attend part-time
  - Recruitment strategies; professors identify naturally supportive students in classes; have student organization leaders help recruit; utilize program market materials
- Evaluation challenges - working with community mental health to collect basic outcome data
  - Our EAP clinical partner (Community Mental Health Services) is reluctant to collect outcome data linking the peer program and other suicide prevention activities to decision to seek counseling (ideas on how to handle this challenge would be helpful)

Peer Education and Suicide Prevention

Stony Brook University
GLS Grantee Conference 2010

Michael Bombardier, Ph.D.
Assistant Director
Counseling and Psychological Services/
Center for Prevention and Outreach

Burdensomeness and Belonging

- The desire to end one's life most often stems from the following combination (Joiner, 2005):
  1. a perception of being a burden to others
  2. feeling of not belonging
- Alone, neither of these states is enough to instill the desire for death, but together they produce a desire that can be deadly when combined with the acquired ability to enact self-injury.


References


CHILL: Mental Health Peer Educators
• 2-semester, 6 credit internship

Who joins CHILL?
• Student Leaders
• Future healthcare professionals
• Students passionate about stigma reduction
• Diverse
  • Cultural, Academic, geographic, more

Suicide Prevention Outreach Activities
• Depression Screenings
• Focus Groups- [API students and help seeking]
• Informational interviews [class project]
• API student focused Educational Workshops

Depression Screening Program-
• Over 3,000 Stony Brook students screened since Fall 2007
• 30% of those screened scored in the moderate to severe range
• 45% (now) agree to talk 1:1 with counselor at screening site

Residence Assistants as Allies in Prevention
"SBU Project Prevention"
• Contest- Trophy/Red Lobster
• RA’s craft prevention message tailored to the needs of their own hall.
• Pro Staff act as “expert consultants”
I don't want to be a burden.