



Student Health and Counseling Services Peer Health Educator Training Program Assessment Report

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Choose One: Operational Assessment

Date of Assessment Implementation: December 2017

Date of Report: July 2018

Purpose of Assessment

The purpose of this assessment was to determine the effectiveness and utility of the Peer Health Educator Training Program.

Division Learning Outcome Intellectual & Practical Competencies

Targeted Learning Outcome

After at least 3 months of employment as a Peer Health Educator, students who participated in the Peer Health Educator Training Program will be able to rate the effectiveness of the training as it relates to their PHE position.

Assessment Methodology

At the end of the Fall 2017 quarter, all Peer Health Educators were asked to complete an online assessment regarding the various modules of the PHE training program that they participated in during September 2017. The modules included the following: Notice and Respond, StrengthsQuest, Confidentiality and Boundaries, Diversity, Point and Click, Wellness Center Day-to-Day Operations, and BACCHUS Certified Peer Educator Training

For each module, PHEs rated their level of agreement for the following questions, using a 5 pt Likert scale:

1. In my role as a PHE, I have used the skills I learned in this training.
2. The things I learned in this training have been helpful to me in my life as a CPP student.
3. This training prepared me for my job as a PHE.
4. I felt comfortable with the content material in this training.

Finally, there were two items rated the training overall: "The PHE training program gave me confidence in my role as a PHE" and "I enjoyed the PHE training".

Results

Ten of the PHEs completed the evaluation. Overall, most respondents agreed or strongly agreed that the various trainings met the parameters of the evaluation questions. Strongest agreement was for the modules on Confidentiality and Boundaries, Diversity, Wellness Center Day-to-day activities, and BACCHUS Certified Peer Educator Training. Additionally, PHEs unanimously strongly agreed with the two items that rated the training overall.

Conclusion

Peer Health Educators agreed that the PHE training program they participated in helped them in their role as PHE, helped them in their lives at CPP, prepared them for their job as PHE, and they felt comfortable with the content of the training. Moreover, PHEs felt the training gave them confidence in their role as PHE and they

enjoyed the training. These findings justify the time and effort professional staff spends in preparing and delivering the PHE training program.

Implications for Practice

Results will be used to further develop and refine the comprehensive Peer Health Educator training program that all Wellness Center PHEs participate in before the beginning of the Fall Quarter