



CAL POLY POMONA

Peer Health Educators: Learning by Doing



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Program Description

Peer Health Educators (PHEs) are provided a paraprofessional experience as they deliver relevant health information to their peers. They learn and develop via training conducted by Health Educators, preparations for leading workshops and sessions, and in day-to-day operation of the Wellness Center itself.

Training Components

FACE-TO-FACE	
	Overview of Student Health, Counseling, Wellness Services
	Mental Health First Aid (8 hrs.)
	Diversity
	Strengths Quest
	Social Media Communication
	Sources of Reliable Health Information
	Creating Effect Programming
	Confidentiality and Boundaries
	Violence Prevention
	Wellness Center Day-to-Day Operations
	Wellness Card Activities
	BACCHUS Certified Peer Educator Training (2 Days)
ONLINE	
Sexual Health:	Online Birth Control Options Course [Blackboard]
	Bedsider.org [Methods and "Fact or Fiction"]
	Top 10 Sex Myths
	GYT (Get Yourself Tested) FAQ
	Condom FAQ
	STD FAQ
Alcohol and Other Drugs:	Smoking Cessation
	Alcohol
Nutrition:	Healthy Eating
Physical Activity:	Physical Activity Guidelines
Wellness for All:	Health at Every Size, parts 1 – 4
Stress Reduction:	Ted Talks on 10 Mindful Minutes
Ted Talks:	Beyond the Gender Binary
	5 Ways to Listen Better
	Sex Needs a New Metaphor
Other:	Evaluating Health Information Online

PHE Learning Outcomes

(Based on the CAS Standards)

After their experience as a Peer Health Educator at the Wellness Center, students will be able to:

- **Intellectual Growth** – apply knowledge acquired through relevant coursework and/or work experience
- **Effective Communication** – deliver health information to a student or group of students
- **Healthy Behavior** – exhibit healthy behaviors and an understanding of how those behaviors impact life
- **Independence** – manage time and complete projects with appropriate amount of supervision
- **Collaboration** – work cooperatively with peers and staff and contribute to group process
- **Satisfying and Productive Lifestyles** – achieve a work/ school/life balance
- **Appreciating Diversity** – understand and appreciate the impact of diversity on health and health messages
- **Personal and Educational Goals** – articulate and achieve personal and educational goals set at the beginning of the year

... with an average score of at least 3 as measured by a 5 point Likert Scale.



Results

The average scores for all off the CAS (Council for the Advancement of Standards) Professional Standards were over 4, thus exceeding the set goal. The highest average score was Intellectual Growth, with a 4.8, and the lowest score was Healthy Behavior, with a 4.2. The majority of the PHEs were able to articulate how being a PHE impacted each of the chosen Standards.

Standards with Relative Quotes

CAS STANDARD/SCORE	STUDENT QUOTE
Intellectual Growth – 4.8	<i>“Through my physiology minor, I was able to take courses such as KIN303 (physiology of exercise) and FN235 (basic nutrition) that proved to be extremely useful as a PHE. Being a PHE demanded that I possessed basic knowledge on exercise and nutrition. By conducting exercise appointments and wellness card activities to a large number of students, I was able to solidify my knowledge on basic health topics and retain more than if I did not have the opportunity to relay what I learned in my classes to others. The training for the PHE position covered the basics of health and wellness, but I thought that the courses from my physiology minor gave me the details that helped me explain each health concept better to other students.”</i>
Effective Communication – 4.9	<i>“As a PHE I feel like I am communicating health information to many students on almost a daily basis. For example, whenever people come in for wellness cards I have to effectively communicate the importance of each assessment or activity. This allows me to apply the health information I have gained and hopefully will allow the students to carry on the same valuable information to others.”</i>
Healthy Behavior – 4.2	<i>“I liked how the Instagram competitions included PHEs. That shows that we are also ones that follow the healthy behaviors we push others to follow.”</i>
Independence – 4.4	<i>“For the most part yes but there were many opportunities for growth with projects that were new to me that I would regularly ask for help or guidance.”</i>
Collaboration – 4.6	<i>“Getting feedback and working on projects with peers helped improve my teamwork skills and working in a group mentality versus an individual mentality.”</i>
Satisfying and Productive Lifestyles – 4.7	<i>“Working as a PHE helped me learn how to manage my time appropriately. Being a PHE did not prevent from perform well in school, nor did it stop me from participating in extra-curricular activities. Instead, I learned how to divide my energy, so that I was productive in all three aspects of my life.”</i>
Appreciating Diversity – 4.6	<i>“I think I grew as a PHE, I wasn't always so understanding of others views.”</i>
Personal and Educational Goals – 4.4	<i>“At the beginning of the Fall Quarter, I told myself that I was going to do the best I could at my new job because I knew that I was in a position to make a difference on campus. I felt like I really did help others change their health behaviors for the better, whether it was through nutrition, sexual health, exercise, etc. and that in and of itself helped me achieve my own goals.”</i>

Conclusions

The data collected for the PHE CAS standards survey showed that Peer Health Educators are meeting and even exceeding set levels for standards set forth for institutions of higher education. Additionally, for the most part, PHEs can articulate how their experience as a PHE related to each chosen standard.