



Involving Stakeholders and Creating Partnerships

Ninety percent of the effort for NCAAW will no doubt come from you. However, the more support you generate and the more allies you find, the better chance you have of creating real, sustainable campus and community change.

A simple but necessary step needed for many of our stakeholders is a brief, but comprehensive look at the issue. Many people are not aware of the cost—physically, financially and emotionally—that alcohol abuse causes on campus. Send a brief update to all your stakeholders, perhaps highlighting the report issued by the NIAAA.

At the same time, we want to make people aware that alcohol abuse is a real issue on campus, it is equally important to let people know that the majority of students are not engaging in abusive behavior. One of the goals of the *U DECIDE* Campaign is to remind people that most students are making healthy decisions. Use your own campus data to inform your stakeholders about the positive norms on your campus.

It is especially important that you take the time to inform the following allies:

- Student Government/
Class Officers
- Athletic Coaches/Captains/
Intramural and Club Teams
- Interested Faculty
- Parent Groups
- Campus Activities
- Campus Judicial Offices
- Fraternities and Sororities
- Residence Life Staff
- Campus Police and Safety
- Health Education, Health
Centers and
Counseling Centers

Invite Offices to Order Educational Materials

If there are various departments and offices on campus that have health education materials available to students, you might offer these places a chance to make available alcohol abuse prevention materials. Some offices and departments that may wish to participate and distribute information include:

- Health Center
- Wellness Office
- Residence Life Office
- Recreation Services
- Counseling Center
- Athletic Offices

From your *U DECIDE* Campaign kit, make copies of the NCAAW items in the BACCHUS Order Form. Inquire about the possibility of some of these groups purchasing materials so they can further add to the campus prevention programming. You might recommend that each of these groups takes advantage of these materials by:

- Having pamphlets available for students
- Displaying posters in their offices or building
- Having some of the *U DECIDE* promotional items available for students

Invite Stakeholders to Write an Article or Letter to the Campus Newspaper

Although we hope there is some national attention given to NCAAW in October, nothing hits home more than a local article or opinion piece written in a publication that all students receive and read. Invite one of your stakeholders to write an article about the current toll alcohol abuse is taking in the U.S. or on your campus, as well as highlighting the need to support the healthy choices of the majority. Another idea is to get a stakeholder to write a Letter to the Editor detailing why he or she believes that the campus needs to focus on alcohol abuse and impaired driving prevention. Not only will this help highlight the efforts you are undertaking for NCAAW, it also helps when someone outside your group makes the case that alcohol abuse and impaired driving prevention is both a campus and community issue.

There is a sample press release located on the BACCHUS website bacchusnetwork.org/press-room.asp

Recruiting Key Players

The key to success in your NCAAW program is to involve students in the process from the beginning. Not only can students be valuable as committee members, they are also closest to your audience, providing creativity and programming insights that administrators might be less likely to develop on their own. Remember, peer to-peer influence is the most effective education tool! Generating student ownership in the planning of your NCAAW program will help guarantee acceptance and participation. The more visible a role your students play, the more likely it is that other students will want to become involved. Make sure all of your targeted groups are represented on your committee or task force. NCAAW is an opportunity to gain interest and respect for campus based prevention programs. It is important to use these special weeks to build the base for year-round efforts. Many campuses have used NCAAW to recruit peer educators.

Identifying and recruiting key players serves several purposes. It is simple human nature for people to take ownership in those things they help create. If you want to build participation and support for NCAAW, then it is important that you find allies across campus. Although the players will vary depending on the size and type of campus, NCAAW planning committees often consist of student and/or staff representatives from multiple offices on campus.

Information about how to work with faculty, staff and the surrounding community is available at bacchusnetwork.org/gaining-support.asp



Implementing a Peer Led Program

In preparing peers to teach, there are things that need to be implemented in the program to make it as successful as possible. Jane Norman of Advocates for Youth provides us with “Ten Ways” peers can help make programs count.

1) Recruitment. Recruit peer educators from a broad base of potential candidates. Consider students currently in a leadership role within the defined population but look also for those who are dedicated to the program’s goals and objectives. Some of the most effective peer educators may not initially appear to be ideal candidates. Successful recruiters will search out students, rather than simply expecting them to respond to a flyer or notice. Enlist professors and other community and agency staff to make recommendations and to publicize the program among their students.

2) Incentives. Decide what incentives the program will provide for the peer educators. Some programs offer class credit or volunteer service hours. Local merchants may be willing to donate shirts, snacks, or discount coupons. Other programs build peer educator wages into their budgets. Programs that do not pay the peer educators may attract a limited or non-representative group of candidates but perhaps also students with a more genuine interest in the program.

3) Training. Provide sufficient training for the peer educators. Skills development is as crucial as knowledge. Proper training empowers peer educators to recognize when to refer a peer to a professional. The training should model the supportive and interactive techniques that peer educators themselves will use. Successful programs will have ongoing training for the peer educators, as well as times to practice existing skills and to develop new ones.

4) Peer Facilitation. Select a curriculum to maximize interactive and experiential learning. Peer education works best when students work with one another to learn new things or to develop new skills. Peer educators should be trained in facilitating and processing as well as in giving clear directions. Peer educators gain ownership of the program when they play a role in deciding which activities to use or in designing new ways to present the information.

5) Collaborate. Remember that research shows peer education to be most effective when part of a comprehensive initiative. Link peer educators with school nurses, “student friendly” local clinics, community agencies, and programs with similar goals. Ensure that peer educators know when and where to refer another student. A local health professional from a campus health and counseling center or other “student friendly” health provider may serve as an advisor to the peer educators and program staff and as a link to health services.

6) Monitor. Monitor the peer educators’ work. After the initial training, peer educators will need ongoing supervision of their work and training. Peer educators should keep a log of informal activities. Monitoring will highlight skills or knowledge that need strengthening. Feedback will also help the students become more skillful and effective educators.

7) Support. Provide ongoing encouragement and support. Peer educators work hard and their work is not always easy. Positive feedback and support will help keep trained students involved, as will encouraging them to support each other and providing occasional incentives, such as pizza parties or small trips.

8) Retain. Expect attrition and have a formal structure for recruiting and training new peer educators. Students have many competing interests; some may decide they do not enjoy being peer educators. Exit interviews will help gauge whether they are leaving for personal or programmatic reasons. Involving current peer educators in the recruitment and training of new peer educators will also empower them and help them develop new skills.

9) Evaluate. Provide opportunities for peer educators to give feedback about the program, its activities, and their own performance. The peer educators usually know what they need to become more effective and to enjoy their work more.

10) Promote the Program. Develop literature showcasing services and highlighting accomplishments. Positive stories from the peer educators and feedback from workshop participants will enliven data based reports. These materials will increase visibility and encourage potential funding.