Nursing Student Peer Educators in Partnership With University Health Services: A Collaborative Effort to Engage College Freshman in Sexual Health Education
Katherine Chadwell, DNP, MS, ARNP-BC
Sande Gracia Jones, PhD, ARNP, ACRN, FAAN
Camila Pham, BS
Mariela Gabaroni, MS, CHES
Carol A. ("Pat") Patsdaughter, PhD, RN, CNE, ACRN
Funding Sources

Office on Women’s Health, Office of Public Health and Science, U.S. Department of Health and Human Services

Substance Abuse and Mental Health Services Administration

Office of HIV/AIDS Policy
Florida International University

- Miami’s four year, urban, research-oriented state university, located on a 573 acre campus
- 15th largest public university & largest HSI in continental US
- Fall 2010: 42,315 students
- MSI: 58% Hispanic; 12% Black; 7% other ethnic minorities
- 70% students are undergraduates
- Primarily a commuter campus with approximately 3,000 students living on campus
A Tour of Miami and Florida International University
College of Nursing and Health Sciences

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>BSN</th>
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<tbody>
<tr>
<td><strong>Academic Year</strong></td>
<td>10-11</td>
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<tr>
<td>Hispanic</td>
<td>64%</td>
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<tr>
<td>Black</td>
<td>16%</td>
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<td>Asian</td>
<td>5%</td>
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<td>Native American</td>
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<td>White, non-Hispanic</td>
<td>9%</td>
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<td><strong>Total</strong></td>
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NURSING Programs

- Generic BSN
- RN to BSN
- MSN
  - NP
  - CRNA
- DNP
- PhD
University Health Services

Our mission is to provide access to quality health care to the University community and to encourage healthy lifestyles through health promotion, education, mentorship and research. The clinical and health educational services complement the academic mission of the institution by working with University faculty, departments, and community agencies to expand access to health-related resources. We strive to be proactive based on the changing needs of our community.
Student Health Fee

• All students are mandated to pay a health fee to the university each semester
  – Health fee is $83.19
    • This fee is not an insurance plan
  – This fee allows the university to offer quality health care & prevention services to students either free or at a very reduced rate
  – Sexual Health information, safe sex kits, and free HIV testing are offered at the Wellness Center
Program Background

**SENRORITAS**
- Student
- Education
- Needed in Order to Reduce Infection and Transmission of AIDS/HIV and STI’s

**SALSAH**
- Student led Activities for Latinos about Substance Abuse AIDS/HIV Hepatitis

**HIV-PEP**
- HIV Prevention Education Program

SENRORITA POWER
Strategic Prevention Framework

- **Assessment**: Profile population needs, resources, and readiness to address needs and gaps.
- **Capacity**: Mobilize and build capacity to address needs.
- **Planning**: Develop a comprehensive strategic plan.
- **Implementation**: Implement evidence-based programs, policies, and practices.
- **Evaluation**: Monitor, evaluate, sustain, and improve.
- **Sustainability**
- **Cultural Competency**
Program Overview

Nursing students provide a 50-60 minute interactive presentation in the freshman orientation class, about sexually transmitted diseases, HIV/AIDS, substance abuse, hepatitis, and highlight sexual health services provided by University Health Services.
Recruitment of Student Peer Educators

- Junior nursing students
- Letter of interest
- Resume
- GPA 3.0
- Male and female
- Racially and ethnically diverse
Training Student Peer Educators

Modules:
- Understanding the power of peer education
- Strategies for change in high risk behavior
- Listening skills
- Responding and referral skills
- Intervention skills
- Developing inclusive peer education efforts
- Programming and presentation skills
- Taking care of yourself
- Group development and success
Training Student Peer Educators

- Topic Training:
  - Sexually transmitted diseases
  - Risky sexual practices
  - HIV & AIDS
  - Substance Abuse
  - Hepatitis
Connecting With University Health Services

- Meeting with Administrative staff at University Health Services
- Presentation content: Student Peer Educators, grant guidelines, University Health Services needs.
- Scheduling of classes
Freshman Experience Class

- Primarily Freshman
- 17-18 years of age
- Female greater than male
- Culturally and ethnically diverse
Nursing Perspective

- Scheduling peer educators
- Technical support for presentations
- Supplies
- Handouts
- Data Collection
- Evaluation of presentation
Data Collected

- 23-item Core Alcohol and Drug Survey Short Form (Core Institute, Southern Illinois University)

- 27-item STD Knowledge Questionnaire (Jaworski & Carey, 2007)

- 18-item brief HIV Knowledge Questionnaire (Carey & Schroder, 2002)
University Health Perspective

- UHS Staff initially observed classes
- Staff provided feedback and knowledge to peer educators
- Students more receptive to students
- Extends UHS outreach
- Cost effective
- Collaborative relationship on other events
Students in Action Video
Peer Led Program Evaluation

- 52 Freshman classes
- 934 student evaluations

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<tr>
<th>INITIALS</th>
<th>AGE</th>
<th>GENDER M/F</th>
<th>Race: African American/Black; Caucasian/White; American Indian/Alaskan native; Hawaiian/Pacific Islander; Asian; Multiracial</th>
<th>Hispanic/Latino Ethnicity YES/NO</th>
<th>YEAR IN COLLEGE: Freshman, Sophomore, Junior, Senior, Graduate</th>
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<td>PRESENTATION EVALUATION</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
<td>No response</td>
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<td>Presenter’s knowledge of the subject</td>
<td>849</td>
<td>80</td>
<td>4</td>
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<td>Presenter’s organization/articulation of the subject</td>
<td>834</td>
<td>98</td>
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<td>Level of interaction with participants</td>
<td>758</td>
<td>148</td>
<td>24</td>
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<td>Presenter’s management of time</td>
<td>773</td>
<td>146</td>
<td>11</td>
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<td>The value of the workshop</td>
<td>831</td>
<td>55</td>
<td>12</td>
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<td>Overall evaluation</td>
<td>834</td>
<td>89</td>
<td>7</td>
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<tr>
<td>Did you learn anything new today from this workshop?</td>
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Qualitative Evaluation

Overall Themes

• Visual Enhancements (models, demonstrations)

• Further topics to elaborate on or discuss

• Presenters preparation and interaction
Challenges

- Difficult to cover some time slots
- Balance a sixty minute time slot with engaging information
- Keep information up to date
- Building expertise
- Loss of expertise

- Balance being a student peer educator with school demands (clinical & classroom)
Building Expertise: Summer Training
Nursing Student Peer Educators and Campus Awareness Events
Nursing Student Peer Educators and Community

• American Association of Nurses in AIDS Care
• Pride Center in Ft. Lauderdale
SUSTAINABILITY

- Seek additional program funding
- Partnerships: on campus and in the community
- Recognize student peer educators for their work
- Branding and marketing
- Capitalize on social media
Importance of work

• Miami has been an epicenter for HIV since the start of the epidemic *(CDC, 2010)*

• In 2009, the highest rates of new AIDS diagnoses were in Miami (37.2 per 100,000 people) *(CDC, 2010)*

• Miami-Dade and Broward Counties are ranked number 1 & 2 for incidence of STD’s in the state of Florida *(Florida Department of Health, 2010)*
Continue the Mission

• Increase awareness and knowledge of HIV and STDs for college students in South Florida

• Increase # of young adults who know their HIV status

• Increase leadership and prevention education knowledge/experience of nursing student peer educators as our future leaders and clinicians in HIV/AIDS, STD’s, and substance abuse care

• Overall, improve the long-term health of our South Florida community
Questions

- Katherine Chadwell, 305-348-7716, kchadwel@fiu.edu
- Sandra Jones, 305-348-7732, joness@fiu.edu
- Camila Pham, 305-348-4020, cmpham@fiu.edu