

## Home

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This page last changed on May 02, 2008 by [bingram](#).

**Peer education** is advising, mentoring, tutoring or teaching activities provided by undergraduates to undergraduates. Peer education takes many forms at the University of Iowa. We've confined our attention to those activities, both curricular and co-curricular, that have an explicit educational focus.

### Benefits of Peer Education

Peer education activities benefit both students who receive and students who provide peer education. Peer education provides the sort of engagement that can lead to success at the University. Teaching a topic can often lead to a deeper understanding of that topic. In the best situations, student educators develop professional skills, form mentoring relationships with staff and faculty supervisors, and identify the "knowing, being, doing" principles of teaching and leadership.

Students using the services of the peer education program, of course, benefit from the educational opportunities provided by the program. Peer education provides a different way of learning, and more teaching contact for students. In the best circumstances, peer education leads to increased academic success rates for its beneficiaries. In addition, students served by peer educators can form a closer connection to The University of Iowa, other students, faculty and staff.

For program supervisors, the involvement of peer educators can provide more immediate feedback on course and program material, and the opportunity to develop mentoring relationships with students.

### Challenges

Because peer education involves students educating students, it becomes especially important to adhere to particular program standards. At a minimum, a peer education program requires:

- A training program
- A good pool of qualified peer educators
- On-going supervision and assessment
- Compliance with appropriate University policies

Certain activities do not lend themselves to peer education. Specifically, activities that faculty find challenging are not appropriate for peer educators. For example, asking undergraduate to be primary providers of classroom material, especially if the material involves integration of complex ideas across disciplines, does not seem appropriate. Some activities are governed by state or federal regulations that might prevent teaching by undergraduates. The COGS contract, for example, provides limits on the role that undergraduates can play as teaching assistants. Overall, peer education should not be seen as a substitute for other types of education by faculty and staff.

Programs also need to consider the ethical issues involved in undergraduates teaching other undergraduates, including policies on confidentiality, grading and evaluation, and consensual relationships.

### Standards for Peer Education

In the context of health care, a set of [students reviewed](#) the literature on peer education and found that, although peer education is widely used, the theoretical and empirical support for its efficacy is limited. They point out that "Most peer education research has focused on the short-term impact of programming and changes to peer educators, and not on the behavioral changes in the target population." With that in mind, we outline brief, broad standards for peer education.

#### Rationale

Because of the benefits to students, staff, and faculty, faculty and staff should seek opportunities to expand peer education through the recruitment of effective students and the creation of new opportunities for peer to peer education.

#### Student Development

Peer Education programs should strive to address the whole student. They will provide academic instruction, help acclimate students to the expectations of their instructors, and create opportunities for students to develop a stronger identity with their peers and The University of Iowa.

## **Implementation**

Peer educators should complete a training process that includes proficiency in the relevant material, development of communication skills, knowledge of differing learning styles, information on group and one-on-one interactions, and an understanding of ethical issues and University policies. Students should also develop time management, diversity awareness, and problem-solving skills. At least one faculty or staff member should serve as a mentor throughout a student's tenure in the peer educator role.

The [National Association of Peer Programs](#) has outlined [standards](#) for peer education programs. We summarize those [standards](#) in a form more useful for the collegiate setting.

## **Opportunities for peer education at The University of Iowa**

### **Health advocacy**

1. [Health Ninjas](#)
2. [Peer Health Education course](#)
3. [Practicum class](#)

### **Advising**

1. [Honors peer advisors](#)
2. [Pomerantz Career Center peer advisors](#)
3. [Presidential Scholars mentors](#)
4. [Psychology Peer Advisors](#)

### **Supplemental Instruction**

1. Math Department
2. [Honors Center](#)
3. Academic Advising Center

### **Tutors**

1. [College of Business writing tutors](#)
2. [Honors writing fellows](#)
3. [Trio](#)
4. [PACE](#)
5. Engineering

### **Teaching Aides**

1. [Honors Center](#)
2. [Center for Teaching](#)

### **Employment-related programs**

1. [Residence Assistants](#)
2. [Honors student staff](#)
3. [Recreation Services](#)

### **Orientation**

1. [Honors summer guides](#)
2. [Orientation Advisors](#)

### **Effectiveness of peer education**

1. [Sources](#)
2. [On-campus links](#)

## Recommendations

The intent, form, and extent of a peer education program is often particular to the needs of the office or unit supervising that program. To increase the visibility and extent of peer education on campus, we recommend the following action items:

- **A forum for discussion of peer education on campus**

Peer education takes different forms and occurs in different contexts on campus. To promote best practices, we recommend the pursuit of activities that would encourage those units that provide peer education to share information through a list serve, web site, or this wiki. Alternatively, a one-time roundtable discussion of peer education could be organized for Fall 2008. We do not envision a committee or task force that would meet on a regular basis.

- **A workshop on best practices**

Given the extent of peer education, the University might consider a one-day workshop on best practices in peer education.

- **A detailed list of peer education programs**

- **A consideration of funding support**

Most programs do not pay their peer educators, and rely on academic credit and awards as forms of recognition and remuneration.

Authors of peer education literature review: Tina Arthur, Angela Bong, Lucas Christain, Karen Eilers, Brooke Hansen, Brandy Killian, Nisha Kumar, David Merry, Patrick Rossmann, Constance Scarbrough, Sara Stahlman, and Melissa Stauffer.

## Center for Teaching

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This page last changed on Apr 15, 2008 by [bingram](#).

The Center for Teaching has developed a new undergraduate course to inform and train students who want to act as course coordinators for service-learning and other UI courses. We hope the course will be available during the spring or fall 2009.

## College of Business writing tutors

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This page last changed on Dec 07, 2007 by [bingram](#).

### **Mission and purpose of program**

### **Scope of program**

This program serves approximately xxx students.  
Approximately xxx students serve as peer educators in this program.

### **Selection process for students**

### **Students served by the program**

Any student enrolled in the College of Business can use the writing center. The writing tutors will help students with writing assignments in any class, business or non-business.

### **Students who serve as peer educators**

Students complete an application process that includes a résumé, a reference letter from a professor or employer, and successful completion of an in-person writing exercise.

### **Description of training for peer educators (if any)**

New writing tutors must attend weekly training sessions.

### **Student compensation and recognition**

Students earn 1 - 3 hours of course credit and are eligible for a \$500 per semester scholarship.

### **Budget and sources of funds**

The writing center is funded through a gift from Harris and Judith Frank. The writing tutor scholarship is funded through a donation from Kathleen Dore.

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

### **Contact information**

Director: Jessica Renaud  
[jessica-renaud@uiowa.edu](mailto:jessica-renaud@uiowa.edu)  
335-3459  
S146 PBB

## Health Ninjas

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This page last changed on Dec 19, 2007 by villhauert.

### **Mission and purpose of program**

Health Ninjas are a collection of students trained to make positive health changes on campus by influencing their peers to live a healthier lifestyle. Health Ninjas are identified as Peer Opinion Leaders - students with a strong influence in their peer group. The program uses the natural abilities of these students to influence their peers' health behavior in a positive way. Health Iowa/Student Health Service supports the Health Ninjas by training them with health knowledge and interpersonal communication skills. The mission of the Health Ninja program is to provide identified Peer Opinion Leaders with leadership training, interpersonal skills, and health resources to allow them to further influence the health behaviors of their peer groups. The long-term goal is for the influence of Health Ninjas to expand beyond peer groups and positively impact the entire University community.

### **Scope of program**

Based on the Diffusion of Innovation Theory, Opinion Leaders will influence on average between 10-15 people (they could influence many more). Based on the number of Health Ninjas we currently have, the program currently serves approximately 450 students (with the capacity to grow). Approximately 30 students serve as peer educators in this program.

### **Selection process for students**

Health Ninjas must be nominated by a peer. They cannot self-select. Means of nomination include: Student Health website link, email to program coordinator (Tanya Villhauer) or from a Health Hero nomination. Each nomination is reviewed by Health Iowa staff and, if chosen, a letter is sent inviting the student to become a Health Ninja.

### **Students served by the program**

- Creation and support of a student culture that reinforces healthier behaviors and balanced lifestyles
- Creation and support of a student culture intolerant of destructive, violent and abusive behavior among their peers
- Improvement in the leading health indicators/health impediments to learning identified in the Health Iowa strategic plan:
  - Increase the proportion of sexually active students who use condoms or abstain from sexual activity
  - Increase the proportion of students engaging in physical activity at least 3 days per week
  - Increase the proportion of students who consume at least five daily servings of fruits/veggies
  - Reduce the proportion of students who report they drove after drinking during the past 30 days
  - Reduce the proportion of students who report negative consequences as a result of their own or another person's alcohol use. (for all of the above: practical competence; intrapersonal and interpersonal competence; knowledge acquisition, integration, and application)
- Improved retention and academic persistence among UI students

### **Students who serve as peer educators**

- Gain practical knowledge and skills related to creating and maintaining a healthy, balanced lifestyle
- Develop a deeper understanding of their personal health status and health issues
- Understand the complexity of health behavior change and the role of environmental influences on health practices
- Demonstrate increased empathy for others through acceptance of a wider range of behaviors and lifestyles as 'healthy'
- Apply appropriate health behavior change theory in group and individual interactions around health issues
- Utilize appropriate communication skills during formal and informal interactions with peers and others
- Serve as role models for healthy, balanced (but not 'perfect') lifestyles

### **Description of training for peer educators (if any)**

Training is offered initially and then every 2-3 months. This training includes, but is not limited to: interpersonal skills, motivational interviewing, communication skills, stages of change, health content, etc. We get feedback from the Health Ninjas on topics that are of importance and of interest.

### **Student compensation and recognition**

Students are provided with training, health information, resources, promotional items (backpacks, t-shirts, buttons) and an opportunity to network with other Health Ninjas.

### **Budget and sources of funds**

A grant from the Parent Association for \$3500 was issued this year. These funds will cover backpacks, t-shirts, binders, materials, end-of-year celebration and a part-time student evaluator for the program.

### **Are there any plans to expand the program or develop another program?**

Yes, we have many opportunities for recruiting new students: UI Student Health Fair, Health Expo, Student Health website, Health Ninjas, Tabling around campus and word of mouth.

### **Assessment of services**

Pre/Post Assessment Surveys for Health Ninjas, NCHA (National College Health Assessment) data and Health Interest & Practices data collected from UI students. The Ninjas also log their interactions with students on ICON. This allows Health Iowa to provide assistance when needed and to know what students are asking about and need.

### **Contact information**

Tanya Villhauer - tanya-villhauer@uiowa.edu, 335-8388

## Honors Center

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This page last changed on Dec 21, 2007 by [bingram](#).

### **Mission and purpose of program**

Typically running a discussion section for a larger lecture-discussion course, conducting discussions, exercises, and exam reviews; sometimes grading

### **Scope of program**

Approximately 5 students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

faculty invitations and selections

### **Description of training for peer educators (if any)**

Initial preparation varies from one department and teacher to the next. Weekly meetings with the instructor and other assistants to plan weekly work

### **Student compensation and recognition**

Incentives include academic credit, experience, and standing, personal recommendations and Honors Commendations., 3-s.h. academic credit

### **Budget and sources of funds**

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

### **Contact information**

University of Iowa Honors Program.  
Honors Director John S. Nelson.  
[john-nelson@uiowa.edu](mailto:john-nelson@uiowa.edu).  
335-1685.



## Honors peer advisors

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This page last changed on Dec 21, 2007 by [bingram](#).

### **Mission and purpose of program**

Duties include in-person advising from the Blank Honors Center, on-line advising from the Blank Honors Center, advising roadshows and events around campus.

### **Scope of program**

This program serves approximately xxx students.  
Approximately 13 students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

Applications then interviews by the Honors Director, the Honors Associate Director, and the Honors Advising Coordinator

### **Description of training for peer educators (if any)**

Training includes two-day session on basics during the week before Fall classes and class meetings every week for instruction, planning, and evaluation.

### **Student compensation and recognition**

Incentives include academic credit, experience, standing, personal recommendations and Honors Commendations, and 1-3 s.h. academic credit per semester.

### **Budget and sources of funds**

University of Iowa Honors Program pays for event expenses and supervisor salary

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

### **Contact information**

Sponsor — University of Iowa Honors Program.  
Contact — Honors Advising Coordinator Andrea Kann:  
[andrea-kann@uiowa.edu](mailto:andrea-kann@uiowa.edu).  
335-1932.

## Honors student staff

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This page last changed on Dec 21, 2007 by [bingram](#).

### **Mission and purpose of program**

Staff the Program Information Desk to provide 100+ hours a week of access to the Honors Student Center on the third floor of the Blank Honors Center. Students conceive and carry out programming for Honors Students on several fronts:

1. Art Exhibits.
2. Art Events.
3. Culture and Diversity.
4. Discourses.
5. Honors House: the Honors Learning Community that fills Daum Hall.
6. Iowa City Foreign Relations Council.
7. Media.
8. Presidential Scholars.
9. Volunteering.
10. Webwork including Newsletter (Honorable Mention).
11. occasional advice to the Honors Director about program initiatives.

### **Scope of program**

Approximately 16 students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

Applications then interviews by the Honors Director, the Honors Associate Director, and the Honors Student Program Director.

### **Description of training for peer educators (if any)**

Training consists of a two-day introductory session during the week before Fall classes and meetings every two weeks for event planning, coordination, and assessment.

### **Student compensation and recognition**

Incentives — pay, experience, standing, personal recommendations and Honors Commendations. Compensation is about \$8 an hour for ten hours per week.

### **Budget and sources of funds**

University of Iowa Honors Program pays student salaries and supervisor salary plus event expenses.

### **Are there any plans to expand the program or develop another program?**

Program expanded substantially in Spring 2004.

### **Assessment of services**

Measures — participation tallies; participant evaluations, focus groups, and surveys; plus feedback from the Honors Advisory Committee.

Fall 2006 Honors Housing Survey available from John S. Nelson; participation tallies available overall several years by program (but lengthy).

**Contact information**

Sponsor — University of Iowa Honors Program.  
Honors Student Program Coordinator LaShelle Christensen  
lashelle-christensen@uiowa.edu.  
335-1682.

## Honors summer guides

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This page last changed on Dec 21, 2007 by [bingram](#).

### **Mission and purpose of program**

Students hold first-day panel discussion for entering students and their families., perform small-, interest-group advising of entering students on courses and activities, staff a first-day question-and-answer session with parents of entering students, and staff table for drop-by advising during the second day for entering students.

### **Scope of program**

Approximately 13 students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

Applications then interviews by the Honors Director, the Honors Associate Director, and the Honors Advising Coordinator.

### **Description of training for peer educators (if any)**

Training:

1. two-day introductory session before the first orientation of the summer.
2. 45-minute session after each orientation to review and adjust for the next.

### **Student compensation and recognition**

Incentives include pay, experience, standing, personal recommendations and Honors Commendations, and compensation of about \$8 an hour for four-hour stints at the two-day orientations.

### **Budget and sources of funds**

Annual grant from the Vice Provost for Undergraduate Education pays for students; University of Iowa Honors Program pays supervisor salary

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

Measures — participation tallies and orientation evaluations. 2007 participation tallies available from John S. Nelson.

### **Contact information**

University of Iowa Honors Program.  
Honors Advising Coordinator Andrea Kann:  
andrea-kann@uiowa.edu.  
335-1932.

## Honors writing fellows

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This page last changed on Dec 21, 2007 by [bingram](#).

### **Mission and purpose of program**

Duties include:

1. serve as teaching assistants to tutor 10-14 students on two writing exercises per course, assisting one course per semester.
2. attend planning sessions with the course instructor for each writing exercise.
3. prepare written comments on early drafts for each writing exercise.
4. conduct tutorial conferences with individual students for each writing exercise.
5. attend review sessions with the course instructor for each writing exercise

### **Scope of program**

This program serves approximately xxx students.  
Approximately 2 students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

Applications then interviews by the Program Director, Assistant Director, graduate-student mentors, and prior participants

### **Description of training for peer educators (if any)**

Training includes one 3-s.h. Honors Seminar on Writing Theory and Practice (143:102) monthly program sessions, and monthly commenting sessions.

### **Student compensation and recognition**

Incentives include pay, experience, standing, personal recommendations, Honors Commendations, and national-convention presentations, and compensation of \$600 per student for the first term then \$700 per term thereafter

### **Budget and sources of funds**

Funds originated with CLAS, Honors, and the Provost; since AY 2005-06 fully funded by the Provost on an annual application basis

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

### **Contact information**

University of Iowa Honors Program.  
Writing Center Director Carol Severino or Assistant Director Megan L. Knight

carol-severino@uiowa.edu or megan-knight@uiowa.edu.  
335-0179 or 335-0182.

## On-campus links

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This page last changed on Feb 17, 2008 by [bingram](#).

[The Center for Teaching](#)

## Orientation Advisors

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This page last changed on Dec 31, 2007 by [jmsexton](#).

### **Mission and purpose of program**

The mission of Orientation Services, in accordance with the mission of The University of Iowa, is to work actively with faculty, staff, and current students to facilitate the successful matriculation of entering first-year, transfer, and international students to The University of Iowa by providing a comprehensive introduction to the University through programs, publications, services, and personal contact.

Orientation student advisors, as representatives of The University of Iowa, are primarily responsible for working with incoming students and their parents during their first exposure to The University of Iowa. Student advisors provide a personal link between the new student and the UI.

### **Scope of program**

This program serves approximately 5600 students.  
Approximately 28 students serve as peer educators in this program.

### **Selection process for students**

Students must submit an application. Each student then has a first round individual interview. A portion of those students is then selected to participate in group interviews. The final staff is selected after the first two rounds are complete.

### **Students served by the program**

- Learn how to register for courses
- Learn the process of building a manageable schedule
- Meet with their academic advisor
- Learn about campus resources
- Complete the program with a group of their peers

### **Students who serve as peer educators**

- Convey information to new students and parents regarding University policies and procedures, admissions and graduation requirements, course offerings and registration.
- Present material and answer questions about student life, including residence halls, student organizations, campus safety issues, and academic topics.
- Deliver information in a creative and understandable manner appropriate to new students and parents in order to prepare them for a positive first year experience.
- Present a positive image of the University by developing a friendly rapport with new student and parents
- Work in a collaborative manner with Orientation staff, academic advisors, and other professionals across campus.

### **Description of training for peer educators (if any)**

All student orientation advisors complete a two tier training program prior to working their first summer orientation program. The first tier is the Spring Training Program that consists of a 55 hour training course. The course meets on Tuesday from Jan-May. The second tier of the training is Summer Training Program. This full time training program's duration is 3 weeks.

### **Student compensation and recognition**

Students have the opportunity to earn 2 semester hours of elective credit for the spring training program. The salary for a first year orientation advisor is \$3200 for the summer and \$8.00 per hour for additional help with programs throughout the academic year. Free housing is available for student advisors who choose to live in a pre-selected residence hall during the summer session.

**Budget and sources of funds**

**Are there any plans to expand the program or develop another program?**

**Assessment of services**

**Contact information**

Orientation Services Director - Andy Cinoman  
andrew-cinoman@uiowa.edu  
335-1497  
116 Calvin Hall



## Peer Health Education course

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This page last changed on Dec 19, 2007 by villhauert.

### **Mission and purpose of program**

This academic course explores the role of peers in bringing about both individual behavior change and social change. Popular or successful models used by institutions of higher education for training and health education are discussed and analyzed regarding their effectiveness. Specific models discussed include social change models, health behavior models, peer education programs and peer opinion leadership models, within the context of college health. Students are involved with planning, implementing, and evaluating the annual student health fair, as an example of peer-driven health communication. Scope of program

The main project of this group is the annual UI Student Health Fair. This event draws around 3000 faculty/staff and students each year, with approximately 2500 students attending, therefore it impacts about 2500 students/year. Approximately 10-20 students each year serve as peer educators in this program.

### **Selection process for students**

Health & Sport Studies majors may sign up for this class with no restrictions. Other students may take the course with permission from the instructor.

### **Students served by the program**

#### **Students who serve as peer educators**

Peer Educators who take this course will learn to:

- Effectively plan, implement, and evaluate health related programs for a college audience.
- Articulate their personal philosophy of the role of a peer health educator in creating a healthy campus community.
- Apply appropriate coaching skills to various situations.
- Integrate and apply the principles of health communications design in the college setting.
- Effectively perform the basic steps of instructional/program design, regardless of specific content.
- Demonstrate comprehension of key concepts and content in college health education.

### **Description of training for peer educators (if any)**

See above

### **Student compensation and recognition**

Students receive 2 semester hour credits and an opportunity to identify acquired skills/knowledge on their resume.

### **Budget and sources of funds**

This course is funded by Saturday and Evening Courses.

### **Are there any plans to expand the program or develop another program?**

The Health Ninja program was developed as a campus-wide approach to positively impacting the health of students.

### **Assessment of services**

Students take a Learning Preference Survey (perceived difficulty and value of course as well as health topics of interest) at the beginning and midpoint of the course. They also complete a Pre-Post Peer Health Self Assessment that includes Skill Factors (as a learner, leader, team player, program presenter, etc.) and Comfortability Factors (such as listening to, confronting and referring peers, etc.).

**Contact information**

Tanya Villhauer, tanya-villhauer@uiowa.ed, 335-8388

## Pomerantz Career Center peer advisors

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This page last changed on Jan 11, 2008 by [kcashby](#).

### **Mission and purpose of program**

Peer Advisors assist walk-in students who visit the Pomerantz Career Center between 9am-4pm Monday through Friday. Peer Advisors are responsible for aiding students with basic career-related questions, including reviewing resumes and cover letters, assisting with job and internship searches, and providing resources for exploring majors and occupations.

Peer Advisors act as the "front line" of the office and often refer students to schedule an appointment with a Career Advisor to discuss their concerns more in depth. Since a majority of walk-in students visit the Career Center to have their resumes reviewed, the Peer Program also exists to eliminate simple resume reviews from Career Advisor schedules in order to focus on students who need more complex career advising.

### **Scope of program**

The Peer Advisor services are available to all undergraduate students. Pomerantz Career Center primarily serves students from the Tippie College of Business, College of Liberal Arts and Sciences, and the College of Engineering. In the fall of 2006, more than 4,000 students visited the Career Center either through scheduled appointments or as walk-ins.

### **Selection process for students**

#### **Students served by the program**

N/A--must be an undergraduate student. Graduate students are referred to a Career Advisor.

#### **Students who serve as peer educators**

Our recruitment process for the fall 2007 semester consisted of the following:

- sOctober 8---Advertisement starts (flyers, classroom/kiosk announcements, and posting of the position an internship on UI Employment EXPO)

- sOctober 30-November 1---Information sessions for interested students

- sNovember 5---Applications due (application consisted of the student submitting a resume, cover letter, and answering five essay questions)

- sNovember 12-15---Interviews (each applicant interviewed with two current peers, two professional staff members and the program coordinator)

- sNovember 25---Applicants notified of status

We received 12 applications and selected six students as new peers. We currently have a total of 16 peers for the spring 2008 semester.

### **Description of training for peer educators (if any)**

All new peers are required to attend a two-day training prior to the start of the semester. This training consists of the following:

- sReviewing program expectations and responsibilities

- sDiscussing customer service and listening skills

- sHearing about Career Center programs and initiatives

- sLearning how to review resumes and cover letters

- sDiscussing other career-related topics, i.e., job/internship searching and interviewing

- sMeeting returning peers and office staff

The peers also meet weekly to discuss any Career Center updates, program requests, and other items affecting the program. Each meeting also features a training topic in which the peers review Career Center services to gain a more in-depth understanding of our offerings.

## **Student compensation and recognition**

Returning peers (those who return for a second or additional semester) receive a stipend at the end of their returning semester(s). The stipend budget for the academic year is \$4500 and the semester stipend varies on the amount of peers returning. For the fall 2007 semester, the stipend was \$500 for returners; for the spring 2008 semester, the stipend will be \$300. Stipends are funded through the Career Center budget.

Peers can also register their advising experience as an internship. Some departments allow the student to receive academic credit for their experience, but most peers simply register their time as a 0-credit internship and receive transcript notation.

All peers also receive free activation of their UI Employment Expo account (a \$32 value).

## **Budget and sources of funds**

\$4500 for stipends

## **Are there any plans to expand the program or develop another program?**

The peer program was expanded slightly for the spring 2008 semester by incorporating "specialty positions" for returning peer advisors. Returning peers will be paired with a professional staff member to assist with projects, services, and/or events that their particular staff member coordinates. The specialty positions were implemented as a way to increase responsibility for returning peers and expand their knowledge about Career Center programs.

## **Assessment of services**

When wrapping up with walk-in students, the peers are responsible for encouraging the students to complete a brief, anonymous survey regarding their advising experience. Students are asked to evaluate whether they would come back to see that particular peer advisor again, whether they would recommend the Career Center to someone else, and to list any suggestions for improvement. The surveys are compiled twice a semester and comments are given directly to specific peer advisors.

## **Contact information**

Sponsor — Pomerantz Career Center.

Contact — Pomerantz Career Center, Alicia Russell, Career Advisor/Peer Education Coordinator:

alicia-russell@uiowa.edu

335-1023

## Practicum class

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This page last changed on Dec 19, 2007 by villhauert.

### **Mission and purpose of program**

This academic course is designed to provide practical experience in the delivery of health promotion physical activity programs through Health Iowa, the educational branch of Student Health Service. Students will have the opportunity to deliver programs and events (health fairs, body fat and blood pressure screenings, fitness assessments, and general health promotion tables) to assist University of Iowa students in adopting and sustaining a physically active lifestyle. Students will also learn about the factors that influence physical activity participation as well as develop skills in fitness assessment and one-on-one communication.

### **Scope of program**

This program serves approximately 2000 students per semester (through fitness assessments, tabling events, the UI Health Fair, Health Expo, Night Games, etc.) Approximately 10 students/semester serve as peer educators in this program.

### **Selection process for students**

Health & Sport Studies majors may register for this class with no restrictions. Other students who have taken some coursework in the field may take the class with permission from the instructor.

### **Students served by the program**

#### **Students who serve as peer educators**

Peer Educators who take this course will learn to:

- >Facilitate an understanding of the factors that contributes to University of Iowa students leading physically active lifestyles.
- >Develop basic skills in physical fitness assessment.
- >Provide practical experience in promoting and implementing physical activity programs at the University of Iowa including outreach, marketing, and advocacy.
- >Integrate and apply the principles of fitness assessment and behavior change to the development of individualized physical activity programs.
  
- >Develop and enhance communication skills relative to physical activity promotion.

### **Description of training for peer educators (if any)**

See above

### **Student compensation and recognition**

Students receive 1 semester hour credit and an opportunity to identify acquired skills/knowledge on their resume.

### **Budget and sources of funds**

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

Assessment of program is measured through the number of students served, evaluation and video analysis.

### **Contact information**

Amy Fletcher, amy-fletcher@uiowa.edu - 335-8637

## Presidential Scholars mentors

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This page last changed on Dec 21, 2007 by [bingram](#).

### **Mission and purpose of program**

Duties include early contact with prospective student(s) offered the Presidential Scholarship, personal assistance focused on the first year in adjusting to university life, participation in several early events to help the new Scholars get acquainted, contribution to the autumn initiation ceremony for new Presidential Scholars

### **Scope of program**

This program serves approximately 20 students.  
Approximately 20 students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

Mentor applications then selections by the Honors Advising Coordinator (built on applications and selections by the Presidential Scholar Selection Committee)

### **Description of training for peer educators (if any)**

several 60-90 minute sessions with the Honors Advising Coordinator.  
To experience the mentoring and participating in the initiation ceremony also helps prepare the entering Scholars to become the next year's mentors

### **Student compensation and recognition**

Incentives include the experience and role at the initiation ceremony.

### **Budget and sources of funds**

Expenses from the University of Iowa Honors Program

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

### **Contact information**

University of Iowa Honors Program.  
Contact — Honors Advising Coordinator Andrea Kann.  
[andrea-kann@uiowa.edu](mailto:andrea-kann@uiowa.edu).  
335-1932

## Psychology Peer Advisors

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This page last changed on Apr 26, 2008 by [bingram](#).

### **Mission and purpose of program**

Each semester a group of junior and senior psychology majors are selected to serve as Psychology Peer Advisors. Psychology Peer Advisors volunteer their time to help the Academic Coordinator with undergraduate advising. Activities of the Psychology Peer Advisors include: (1) meeting with prospective psychology majors during campus visit days such as Scholars Day, Hawkeye Visit Days, and orientation for freshmen and transfer students; and (2) meeting with current psychology majors during walk-in advising hours to answer questions regarding specific courses and instructors, degree requirements, career planning, and planning for graduate school.

### **Scope of program**

#### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

#### **Description of training for peer educators (if any)**

#### **Student compensation and recognition**

Peer Advisers receive academic credit for their participation in the Peer Adviser Seminar.

#### **Budget and sources of funds**

#### **Are there any plans to expand the program or develop another program?**

#### **Assessment of services**

#### **Contact information**

## Recreation Services

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This page last changed on Feb 12, 2008 by [bingram](#).

### **Mission and purpose of program**

The mission of the Recreational Services Department is to provide recreation, fitness and wellness activities to the University of Iowa students, faculty, staff and the surrounding communities.

### **Scope of program**

Approximately 40-60% of the UI student community have contact with the Department. The Department employs approximately 450 students each semester, including approximately 100 intramural sports officials, 15 fitness instructors and 8 climbing supervisor/instructors.

### **Selection process for students**

#### **Students served by the program**

#### **Students who serve as peer educators**

### **Description of training for peer educators (if any)**

Training is provided for each programming area, but the nature of the training depends upon the program. Officials are trained in the classroom, court, and fields. Fitness instructors actually participate in a weed-out program early in the fall term. Climbing supervisors and instructors are generally hired with some climbing experience. However, they are also training in the SOP for Touch The Earth Programs.

### **Student compensation and recognition**

Money, recognition and academic credit are all used.

### **Budget and sources of funds**

Funds for compensation are generated by program revenue for everything other than intramural sports, which is funded from student fees.

### **Are there any plans to expand the program or develop another program?**

Yes, but can only expand based on self-generated funding.

### **Assessment of services**

Assessment is improving but not good. This Department must hand tally almost everything. However, that is changing as our marketing needs change.

### **Contact information**

Wayne Fett  
E216 Field House  
Iowa City, Iowa 52242-1111  
319-335-9290  
Wayne-fett@uiowa.edu



## Residence Assistants

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This page last changed on Mar 20, 2008 by aoswald.

### **Mission and purpose of program**

RAs are student staff members, employed by University Housing, who assist students in their acclimation to the residence halls and the university. RAs provide information about activities, events, policies and also assist students with roommate conflicts, homesickness, and academic concerns. Each RA also plans educational and social programs for students on his/ her floor. A resident assistant is assigned to each floor in the residence halls.

CAs are student staff members, employed by University Housing, who assist students and their families residing in the University Apartments.

### **Scope of program**

This program serves approximately 5, 555 students.  
Approximately 123 students serve as peer educators in this program.

### **Selection process for students**

RA and CA candidates participate in a application process, group process and interview.

### **Students served by the program**

All resident hall students.

### **Students who serve as peer educators**

123 RAs and CAs serve as peer educators.

### **Description of training for peer educators (if any)**

RAs and CAs participate in a ten day training before the residents hall open. Each first year RA is enrolled in a ten week RA course. All RAs and CAs receive ongoing supervision and training by professional staff members.

### **Student compensation and recognition**

RAs receive a room, meal plan and \$5,000. CAs receive an apartment and (confirm amount)

### **Budget and sources of funds**

The University Housing budget funds staff member compensation.

### **Are there any plans to expand the program or develop another program?**

### **Assessment of services**

RAs are assessed annual by students and bi-annually by their supervisor. The University Housing participates in the EBI survey, which assesses student satisfaction of the residential experience.

### **Contact information**

Kate Fitzgerald

Assistant Director of Resident Life

260 Stanley Hall

319-335-3700

kathleen-fitzgerald@uiowa.edu

## Sources

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This page last changed on Apr 26, 2008 by [bingram](#).

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2. Ender, S. & Newton, F. (2001). Students Helping Students: A Guide for Peer Educators on College Campuses. San Francisco: Jossey-Bass.
  - From Editorial Reviews found on Amazon.com: This practical training guide is for the thousands of college students who serve as leaders, tutors, counselors, and advisors for their peers. Beginning with a fundamental discussion on student growth and development, this resource provides learning objectives and exercises to help prepare peer educators for such tasks as tutoring, student orientation, residence hall advising, crisis intervention, coaching, and more. Perfect for individual or group use, Students Helping Students is a long-awaited guide for students and campus professionals.
3. Maheady, L. (1998). Advantages and disadvantages of peer-assisted learning strategies. In K. Topping & S. Ehly (eds.) Peer assisted learning. Mahwah, NJ: Lawrence Erlbaum, p. 45-65.
  - This book focuses on a number of things, but chapter 3 is more applicable to college students than the others. It covers what peer tutoring is, the collective advantages, and the collective disadvantages. Tables provide a visual representation of what the peer education strategy is good for.
4. Hamid, S. L. & VanHook, J. (2001). First-year seminar peer leaders, programs, and profiles. In S. L. Hamid (ed.) Peer leadership: A primer on program essentials. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Student Transition, p. 75-95.
  - From the opening paragraph: This chapter gives an overview of the data collected from 40 peer leader programs, describes four peer leader programs and their impact on retention, and offers a brief profile of sixteen institutions, their peer leader programs, and peer leaders.
5. Goodlad, S. & Hirst, B. (1989). A framework for peer tutoring. In S. Goodlad and B. Hirst Peer tutoring: A guide to learning by teaching. New York: Nichols Publishing, p. 115-131.
  - This book is one of the basics in peer education. This chapter reviews conceptual and administrative frameworks for peer tutoring, peer tutoring in higher education, the value of peer tutoring in higher education, and teaching arrangements which can incorporate peer tutoring.
6. Youth Peer Education Network & United Nations Population Fund (2005). Standards for peer education programmes. Retrieved February 5, 2008 from: <http://www.fhi.org/NR/rdonlyres/ela4kfwkxyflhfxw74a5rp6pvxpnttjsw7wtg5tvu7l5xsp2w7uoo774qlpsqtuvf6ck7nwedl/standardsbook1enyt.pdf>.
  - While this is focused on peer programs outside of the academic classroom, the standards provided can easily be applicable to university peer education programs. This document includes a peer education standards checklist as well as a discussion on peer education standards and code of ethics.
7. Falchikov, N. (2007). Learning Together: Peer Tutoring in Higher Education. New York: RoutledgeFalmer (Taylor & Francis Group).
  - From the introduction: Focusing on peer tutoring in higher education, the book contains chapters on: promoting and planning peer tutoring; preparing students for learning this way; theoretical frameworks underlying the practice; beneficial effects associated with peer tutoring. ...With useful summaries at the end of every chapter, and clear, helpful tables to aid the practitioner, Learning Together will be a valuable resource to teachers and staff developers in higher education, as well as teacher trainers and education researchers.
8. Goodlad, S. & Hirst, B. (1990). Issues and action: lines of development for peer tutoring. In S. Goodlad & B. Hirst (eds.) Exploration in peer tutoring. Oxford: Basil Blackwell, p. 225-236
  - While dated, this chapter highlights and discusses issues that have hindered peer education efforts including political, psychological, and administrative reasons. Therefore, they proceed to propose actions that can be taken to overcome these obstacles. In terms of administrative obstacles, they propose the following: defining the aim, evaluate the tutoring, structure the content, define the roles, train the tutors, support the tutors, and documentation. Appendix B to this book consists of "Starting a peer tutoring project: matters to consider."
9. Student-Assisted Teaching: A guide to faculty-student teamwork

Miller, Judith El, James e. Groccia, and Marilyn S. Miller, eds., Anker Publishing Co., Bolton, MA, 2001.

10. Students as Colleagues, Zlotkowski, Edward, Nicholar V. Longo, and James R. Williams, eds., Campus Compact, Providence, RI, 2006.

## standards

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This page last changed on Apr 26, 2008 by [bingram](#).

1. Planning
  - Rationale based on needs assessment
  - Statement of goals and objectives
  - Clear lines of authority, responsibility, and communication
2. Commitment
  - Support of administrative unit
  - Resources
  - Time to train, plan, evaluate, and supervise
3. Characteristics of faculty or staff supervisors
  - Positive rapport with peer helpers
  - Continuing education and experience relevant to program goals
  - Commitment to the fundamental principles of peer helping
  - Familiarity with the program setting
  - Ability to articulate goals to peer helpers, staff, sponsors and community
  - Skills necessary for training and supervision
4. Implementation
  - a. Screening and Selection
    - Establish criteria for peer helpers
    - Conduct a formal or informal survey to identify potential helpers
    - Establish application procedures
    - Employ selection guidelines such as:
      - Demonstration of appropriate helping characteristics and skills
      - Demonstration of emotional and academic stability
      - Understanding of services to be provided
      - Commitment to providing services
      - Sensitivity to population being served
      - Demonstration of the ability to follow through over time
      - Manageability of group size for training and supervision
  - b. Training
    - Training Characteristics:
      - Reflects nature and goals of program
      - Takes into account needs and characteristics of population served
      - Utilizes appropriate curricular resources and training strategies
      - Is consistent with guidelines regarding standards and ethics
      - Includes demonstration, skill development, practice and critique
      - Provides specialized training for specific services
      - Remains ongoing
    - Training Elements:
      - Role of the peer helper
      - Confidentiality issues
      - Communication Skills
      - Problem-Solving and Decision-Making Strategies
      - Familiarity with material
  - c. Supervision and evaluation
    - Regular and on-going supervision
    - Evaluation of peer educators
    - Evaluation of program outcomes

## Trio

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This page last changed on Mar 02, 2008 by [bingram](#).

### **Mission and purpose of program**

Tutoring in our program is designed to assist students with understanding content/concepts and to provide learning strategies that facilitate independent/lifelong learning.

### **Scope of program**

This program serves approximately xxx students.  
Approximately xxx students serve as peer educators in this program.

### **Selection process for students**

#### **Students served by the program**

Tutor assignments/requests must be made in a meeting with a counselor in the Trio office. Students must fill out an application. Students affiliated with Support Service Programs can request tutorial support. Other students can request tutors if they meet the following federal eligibility requirements. Eligible students:

- are U.S. citizens/registered permanent residents
- are currently enrolled as undergraduates in a degree-granting program
- have never earned a baccalaureate degree
- show a need for academic support

and meet at least one of the following criteria:

- neither parent (nor guardian) has a four-year college degree
- family income is within specified federal guidelines
- has a physical or learning disability.

Any student interested in tutoring should contact NDIL/SSP to explore this possibility. Students not eligible for tutoring through SSP/NDIL can explore departmental labs/resources or the Tutor Referral Service at the Campus Information Center in the IMU.

#### **Students who serve as peer educators**

Students can obtain an [application packet](#) in 310 Calvin Hall. Completed applications can be left at 310 CH. Students also need to submit a faculty referral form.

Qualifications include:

1. University of Iowa (UI) student with a minimum 3.0 UI GPA
2. A minimum grade of "B" in the courses you want to tutor
3. Can work 5 - 20 hours per week

#### **Description of training for peer educators (if any)**

Tutors receive several forms of [training](#) .

**Student compensation and recognition**

**Budget and sources of funds**

**Are there any plans to expand the program or develop another program?**

**Assessment of services**

**Contact information**

[Trio](#)

## PACE

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This page last changed on Mar 20, 2008 by [aoswald](#).

### **Mission and purpose of program**

The Pursuing Academic Commitment and Excellence (PACE) program encourages students to participate in tutoring, study groups, academic programming, and create academic study environments in the residence halls.

### **Scope of program**

This program serves approximately 850 students.

The 18 Burge RAs will implement the "Set the PACE" program for fall 2007 through 1st floor meetings and 1-on-1 contacts with all residents.

Goals:

1. Increase academic study environments
2. Recognize positive academic success (studying in rooms, participation in study groups, meeting expected GPA)
3. Provide academic support as needed (organizing study groups, and arranging tutoring)
4. Increase participation in academic activities/ programs

Implementation:

1. Students record their participation in study groups or tutoring with their RA (study groups are defined as two or more students meeting to review material for an academic subject/ class). We will track name, room number, time, place, and subject
2. Take attendance at academic programs
3. Encourage students to complete Academic Assistance Request forms and turn into the RA or front desk
4. Residents will be periodically recognized for study on weekend nights with candy or other trinkets.

Incentives:

1. Student that are studying during designated times will be rewarded with candy or various other trinkets purchased by the Academic Initiatives Manager
2. Student that attend three designated activities (study groups, tutoring, and academic programs) will be entered into a drawing for three \$75.00 gift certificates to the University Bookstore
3. Students who meet or exceed their GPA would be invited to a large pizza party for the hall at the beginning of the spring semester

### **Selection process for students**

All Burge residents are invited to participate. Residents are recognized by achieving goal GPA and participation in tutoring sessions, study groups and academic programming.

### **Students served by the program**

All Burge residents are in the program.

### **Students who serve as peer educators**

In the first year of implementation, the Burge Hall RAs serve as the peer educators.



**Description of training for peer educators (if any)**

The RA staff implement the program and is supervised by the Hall Coordinator.

**Student compensation and recognition**

No additional compensation is given.

**Budget and sources of funds**

The Academic Initiatives Manager funds the program.

**Are there any plans to expand the program or develop another program?**

**Assessment of services**

The first year of the program is currently being assessed.

**Contact information**

Heather Stalling

Academic Initiatives Manager

University Housing

319-335-3700

heather-stalling @uiowa.edu