## NASPA-BACCHUS-horiz (2)

**BACCHUS Initiatives of NASPA**

**Region I Conference Guide**

 **Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island & Vermont**

[**http://www.naspa.org/constituent-groups/groups/bacchus-initiatives**](http://www.naspa.org/constituent-groups/groups/bacchus-initiatives)

**SPRING FORWARD**



**Sunday, April 2, 2017**

**Suffolk University**

**BACCHUS Initiatives of NASPA Region I Conference
Suffolk University • Boston, MA**

**April 2, 2017**

**On behalf of the BACCHUS Initiatives of NASPA and the BACCHUS Region I Leadership Team, we are delighted to bring this year’s regional conference to** [**Suffolk University**](http://www.harvard.edu/)**. The conference is hosted by Kelly Schumacher, Assistant Director for Wellness Education, and the** [**Suffolk**](http://harvarddapa.org/) **University Peer Health Educators (SUPERs) from** **the** [**Department**](http://aods.harvard.edu/) **of Counseling, Health, and Wellness**.

**This year’s conference theme is “Spring Forward”. This conference will aim to connect peer educators from schools across the New England region to exchange successes, challenges, new ideas and inspiration to create positive change, mindfulness, and resiliency on their campuses.**

The Region I Conference is a great opportunity for your peer education group to:

* get new program ideas on a variety of health and wellness issues relevant to working with college students
* gain new knowledge and skills to support your peer education efforts
* network with other peer educators and advisors from across New England
* learn how to revitalize, recruit, and reenergize your organization
* learn more about how the BACCHUS Initiatives of NASPA can support your efforts

**David J. Sargent Hall**

All student breakout sessions will be on the 2nd floor. There are elevators as well as stairs. The Sargent Function (first floor) will be used for our keynote speaker and meals. The room will not be monitored during the day so please consider taking your belongings with you to breakout sessions.

Spaces:

* Sargent Hall Function Room: Breakfast, Keynote, Lunch, Awards Ceremony
* Room 205: Breakout Sessions (2nd floor)
* Room 265: Breakout Sessions (2nd floor)
* Room 275: Breakout Sessions (2nd floor)
* Room 285 Breakout Sessions (2nd floor)
* Room 295 Breakout Sessions (2nd floor)
* Room 375: Advisor Sessions (3rd floor)

Restrooms:

* Located on each floor of Sargent Hall; Gender neutral bathrooms are located on the 4th floor.

Technology:

* Presenters: There is computer/AV set-up available in every breakout session room; you do not need to bring your own laptop. If you are planning to use a Mac please make sure to bring an adapter. If you are having trouble setting up your presentation to the projector, find Kelly Schumacher or a SUPER to help you.

**Schedule Overview**

**Time Event Room**

**8:00 am – 8:45 am** Registration, Check-in  **Function Room** Continental Breakfast  **Function Room**

**9:00 am – 9:15 am** Welcome and Opening Remarks  **Function Room
9:15 am - 10:15 am** Keynote: Leading Imperfectly **Function Room**

**10:25 am - 11:25 am Breakout Session 1**

**1.1** Hell Yes! Enthusiastic Consent  **205**

**1.2** Table Talk: How To Create A Successful Table Top Campaign **265**

**1.3** Healthy U  **275**

**1.4** How Much Does A Polar Bear Weigh?  **285**

**1.5** If It Doesn’t Work, Why Are We Still Doing It?  **295**

**11:35 am – 12:50 pm Mindfulness Program and Lunch Function Room**

**1:00 pm – 2:00 pm Breakout Session 2**

**2.1** Survivor-Centered And Survivor-Inclusive Peer Education **205**

**2.2** How Much Did Jeff Drink?  **265**

**2.3** I See, I Speak, I Pledge  **275**

**2.4** That’s A Good Question  **285**

**2.5** Brand that ISH  **295**

**2:10 pm – 3:10 pm Breakout Session 3**

**3.1** The Dating Game  **205**

**3.2** Positive Consent: What Does An ENTHUSIASTIC Yes Really Look Like? **265**

**3.3** QPR – Training For Suicide Prevention  **275**

**3.4** Rubberwear  **285**

**3.5** Campus Connections  **295**

**3:20 pm – 3:50 pm Awards Ceremony Function Room**

 **4:00 pm to 5:00 pm Breakout Session 4**

**4.1** Peer Educators Roundtable  **205**

**4.2** Quickdraw  **265**

**4.3** Locker Room Talk: What Does What We Say, Say About Us?  **275**

**4.4** TheImportance Of Strong Interpersonal Relationships In Peer Ed Programs **285**

**4.5** Advisor Roundtable **375**

**Detailed Schedule**

**9:00am - 9:15am *(Sargent Hall Function Room – First Floor)***

**Welcome and Opening Remarks**

*Shawn Newton, Associate Dean of Students at Suffolk University.*

Join in the fun as we welcome you to the Region I Conference and give you the chance to get to know more about Suffolk University and Region I. Be sure to grab breakfast first!

**9:15 am - 10:15 am *(Sargent Hall Function Room – First Floor)***

**Keynote Speaker: Leading Imperfectly**

*James Robilotta*

James Robilotta is an author, professional speaker, personal coach, and entrepreneur.  In July of 2015 James had his first book published, [*Leading Imperfectly: The value of being authentic for leaders, professionals, and human beings*](http://www.jamestrobo.com/leadingimperfectly/). James exploresthe idea that we cannot learn things from people who are perfect; we can only learn things from people who are imperfect. Discover how this connects to you as a peer health educator. He also speaks to willing and unwilling audiences internationally about authentic leadership and promoting memorability. As a speaker, he is doing the two things he loves the most: causing audiences to think critically about their leadership journeys and making people laugh! His thought-provoking talks are infused with self-awareness and comedy stemming from his background as a trained stand-up and improv comedian.

**10:25 am - 11:25 am**

**Breakout Session 1**

* 1. **Hell Yes! Enthusiastic Consent (205)**

*Ty Veno, Kylee Windyka, and Katarina Frazier, Peer Administered Wellness (PAWS) – Springfield College*

Are you familiar with baseball as a metaphor for sex? Well, it’s about time those metaphors strike-out! The Springfield College PAWS will shed new light on discussions around consent, and encourage participants to consider what makes someone want to say “Hell, Yes!” During this program, participants will engage in multiple activities to improve communication, including issues of consent, with sexual partners. A discussion of program implementation and question and answer session will be included.

**1.2 Table Talk: How To Create A Successful Table Top Campaign (265)**

*Angelina Ferrari and Diana Perez (HAWEs) – Roger Williams University*

This workshop will look closely at how interactive tabling can be an effective way to provide information to your campus. We will be demonstrating two of our interactive tables that focus on death due to binge drinking on college campuses as well as personal hygiene and hand washing. Come join us to learn more about interactive tabling and generate ideas for your campus!

* 1. **Healthy U (275)**

*Alyssa Montecalvo, Mariana Barragan, Rachel Barouch, and Zoey Patten, Suffolk University Peer Health Educators (SUPERs) – Suffolk University*

“Healthy U” is a weekly program that discusses all tiers of wellness. Each session focuses on a health topic with the goal to educate students on how to be mindful of their overall wellbeing and how this can affect their academic career. Using survey and assessment data, we have identified wellness areas that Suffolk students will benefit from learning more about. We are excited to share our findings with you and hope to give you tools to bring back to your campus. Join us for an interactive discussion and a DIY sugar scrub activity!

* 1. **How Much Does A Polar Bear Weigh? (285)**

*Liz DiLoreto, Aishea Henry, Peers Advocating Wellness For Students, and Liz Drexler-Hines, Advisor*

 *– Assumption College*

Why would that question be the title to a program? Well, a polar bear weighs enough to break the ice...perfect. Now, what else can break the ice? Ice breakers! This program will focus on just that, working with bonding and developmental ice breakers. Not only is this program going to demonstrate a plethora of ice breakers that peer educators can bring back to their own groups, but it will also delve into the psychology behind ice breakers and team building. It will also identify potential pitfalls when trying to create an inclusive environment and enable peers to foresee these obstacles and to be able to develop an instant plan of action to overcome them.

Warning: this program is highly interactive and will foster fun, so be prepared.

* 1. **If It Doesn’t Work, Why Are We Still Doing It? (295)**

*Joleen Nevers, Advisor – University of Connecticut, and Ryan Travia, Advisor – Babson College*

Ever stop to wonder about programs such as drunk driving simulators, beer goggles, mocktails, stretching condoms over our heads, or condom races? Are they fun? Probably depends who you ask. Do students have a good time? Perhaps. But are they effective? Despite advances in prevention and evidence-informed practice, many campuses continue to utilize strategies that either lack any evidence of effectiveness and/or have actually been shown to have no impact on behavior change. This session will challenge the notion of “effectiveness” and wills to inspire peer education programs to design, implement, and evaluate programs that are evidence-informed. Together, we can move away from what we think works or feels good and move toward what we can demonstrate has a measurable impact. This session seeks to challenge assumptions, promote critical thinking, create a safe space for difficult conversations, and focus on the future of prevention and what is possible.

**11:35 am - 12:50 pm *(Sargent Hall Function Room – First Floor)***

**Lunch; Mindfulness for your Peer Educator Toolbox**

*Teresa Blevins, Staff Psychologist at Counseling, Health, and Wellness – Suffolk University*

Teresa Blevins from Suffolk University’s Counseling, Health, and Wellness Department will give an overview of mindfulness as it relates to the mind-body connection and engage in experiential mindfulness activities. We will discuss why it is important to role model these behaviors as peer educators. You will learn skills on how to increase awareness of stress and other reactions and be able to share these with other students on your campus.

**1:00 pm - 2:00 pm**

**Breakout Session 2**

**2.1 Survivor-Centered and Survivor-Inclusive Peer Education (205)**

*Ashleigh Hala, Advisor – Babson College*

This session will help peer educators make their group survivor-centered and survivor-inclusive. Using clinical techniques and strategies, we will explore interventions on the micro, mezzo, and macro levels that can make your peer education group welcoming for survivors of sexual violence, intimate partner violence, and students with trauma history.

**2.2 How Much Did Jeff Drink? (265)**

*Christine Johnston, Advisor – Springfield College,**and**Leah Berkenwald, Advisor – Babson College*

 “Okay, let’s see what Jeff’s BAC is at different points in the night.” Developed at Boston University, this engaging, interactive activity encourages participants to create a profile of a typical student and walk them through a hypothetical Saturday night of drinking to learn about the effects of alcohol and strategies to reduce negative outcomes, including ways that bystanders can intervene. Learn how to facilitate this activity and use it to enhance your existing alcohol education programming.

**2.3 I See, I Speak, I Pledge (275)**

*Lindsey Shrayer,**Lauren Laurenti, Jordan Pinsky, and Kelsey DeMild, REACH Peer Education*

*– Endicott College*

I See, I Speak, I Pledge is Endicott College’s initiative to promote the idea that individual Gulls have the power to prevent high-risk behavior and harm. I See, I Speak, I Pledge builds on the existing expertise of campus centers and departments at Endicott College and unifies these with consistent messaging and content. This program will show how REACH Peer Education programs reinforce bystander intervention across campus partners, increasing the odds that Endicott students will intervene to prevent harm as well as create a culture of caring for each other's well-being. Participants will see the success and challenges of collaborative programming and leave with new ideas and tools for their own programs.

**2.4** **That’s A Good Question (285)**

*Cassy Setzler, The UConn Sexperts – University of Connecticut*

Peer educators and advisors are bound to be asked difficult questions. How can peer educators and advisors be sure that they are answering these questions to the best of their ability? What are your peer education group boundaries? Are they the same as your boundaries? Join us for a workshop about identifying different types of difficult questions and learn some strategies for answering them. We will be presenting tips and strategies for effectively answering difficult questions in addition to discussing group boundaries.

**2.5 Brand that ISH (295)**

*Kelly Donovan,* *Cory Robinson, Amy Ricotta, Erin Curley, and Julia Chiappetta, s.w.e.e.t. Peer Educators*

*– Sacred Heart University*

“BRAND that ISH,” will bring you and your team one step closer to improving your brand identity for your peer education group on your campus. After thorough discussion regarding name selection, tagline and logo creation and program visualizations, you will leave thinking less like a peer educator, and more like a marketer. It’s all about branding these days, so we want to give you our background and discuss what’s worked and what’s not really worked for the s.w.e.e.t peer educators. Remember, “a healthy life is a s.w.e.e.t life.”

**2:10 pm - 3:10 pm**

**Breakout Session 3**

**3.1 The Dating Game (205)**

*Hannah Woodhouse, Emily Jennings, Haley Steigerwald, and Francesa Vallaro, P.L.E.A.S.E.*

*(Peers Learning, Educating, and Supporting Everyone) – University of Rhode Island*

Mirror, mirror, on the wall: What makes a relationship the healthiest of all? Join URI’s P.L.E.A.S.E. (Peers Learning, Educating, and Supporting Everyone) Program in a modified version of "The Dating Game" to demystify the normalization of unhealthy behaviors that are demonstrated in romantic comedies, television shows, and oftentimes, real life. With a presentation layout that is equal parts interactive, informative, and contemporary in its pop culture references, this initiative is popular in campus residence halls and with larger groups of peers.

**3.2 Positive Consent: What Does An ENTHUSIASTIC Yes Really Look Like? (265)**

*Alyssa Reisner, Emily Rochford, Celeste Hynes, and Megan Lewis, Peers On Wellness (POW)*

*– Babson College*

Sexual misconduct presentations explain the definition of consent and the repercussions of sexual assault, but how often do we take a step back to talk about what consent looks like in the real world? Do you have to sign a contract? How can asking for consent be sexy? What does consent really look like with an enthusiastic yes? A definite no? And what do you do when it’s unclear? Positive Consent is an innovative training program about consent and what it looks like in REAL LIFE. It is designed for use with incoming first-year, transfer, and exchange students during orientation. During this session, Babson peer health educators will present the curriculum and share their insights on best practices and creating positive culture change on campus.

**3.3 QPR – Training For Suicide Prevention (275)**

*MacKenzie Rondeau,* *s.w.e.e.t. Peer Educators – Sacred Heart University*

**Q**uestion. **P**ersuade. **R**efer: three steps anyone can learn to help prevent suicide.  Just like CPR, QPR is an emergency response to someone in crisis and can save lives.  The QPR Gatekeeper Training for Suicide Prevention program teaches people how to recognize suicide-warning signs, ask about suicide, and persuade people to accept professional help. The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know.  QPR has been taught to more than two million people worldwide – join us in our mission to pay attention, intervene, and save lives.

(\*QPR Gatekeeper Training for Suicide Prevention is listed in SAMHSA’s National Registry of Evidence-based Practices and Policies)

**3.4 Rubberwear (285)**

*Shannon Blemings, Pamela Aderhold, and Jacqueline Ortiz, The UConn Sexperts*

*– University of Connecticut*

Rubberwear (a two time BACCHUS national award winning presentation) is a fun and interactive program that will get the audience involved for some hands-on learning. Lubrication, dental dams, male (external) and female (internal) condoms are talked about and demonstrated in detail. We will also discuss alcohol and its impact on consent. Since not all colleges are able to provide sex education, the UConn Health Education office offers abstinence kits and we will gladly share the components and how to make them for your campus. Discussion with the audience will include abstinence, safer sex supplies, and how to adapt this program to different campuses. Free giveaways will be provided!

**3.5 Campus Connections (295)**

 *Christopher Lacroix,**Peers Advocating Wellness For Students – Assumption College*

How can your club be successful on campus? The answers are not only hard work, creativity, and teamwork, but also the ability and effort to initiate collaboration with other student groups, departments, and resources on and off campus i.e. (PathWays For Change and the American Heart Association). This past year our club, Peers Advocating Wellness for Student (PAWS), has stepped up efforts to collaborate with other groups to combat a lack of attendance at events, increase general membership, provide more meaningful and inclusive programs and spread awareness about health issues relating to college students. While our mission is to serve the students at Assumption College, we also want to help you, fellow peer educators, by sharing successful tips, strategies, and examples that can help your clubs learn how to network in order to become more successful, more inclusive, and well known on your own campuses.

**3:20pm - 3:50 pm *(Sargent Hall Function Room – First Floor)***

**Award Ceremony and Snack Break**

* Outstanding Program
* Outstanding Peer Education Group
* Outstanding Peer Educator

**4:00 - 5:00 pm**

**Breakout Session 4**

**4.1** **Peer Educators Roundtable (205)**

 *Liz DiLoreto – Assumption College*

In gathering fellow peer educators, we will be able to delve into struggles and successes we have been facing on our campuses. This space will also provide the opportunity to network with regional schools and members of the larger BACCHUS network, specifically in the role of the Student Advisory Committee.

**4.2 Quickdraw (265)**

*Shannon Blemings, Jennifer Podgorski, and Celise Brown, The UConn Sexperts*

*– University of Connecticut*

Come play a fun twist of the classic game Pictionary with the UConn Sexperts. Enjoy a friendly competition while learning about different aspects of sexual health and stress management. This game will cover topics ranging from personal health, pregnancy and STI prevention, as well as stress management techniques. Come put your skills to the test! A discussion of how to adapt this program to your institution will be provided after a few rounds of play.

**4.3 Locker Room Talk: What Does What We Say, Say About Us? (275)**

 *Sophia Olsen, Nicole Danish, Alyson Lear, and Morgan Sulham, Mentors In Violence Prevention –*

*Keene State College*

Through a discussion-based presentation, the KSC Mentors in Violence Prevention A-board will frame a discourse responding to the power of language within the context of the effects of societal impositions concerning gender roles. Still keeping the program oriented to encouraging the Active Bystander Approach, these peer-educators will utilize a clip from the beloved TV show “Friends”, everyday scenarios, and an uncensored version of the 2005 footage of, now US President, Donald Trump to promote a critical analysis on certain societal restrictions regarding gender roles—primarily focusing on the effects they have on men. By contextualizing socially normalized violent language, MVP hopes to enable participants in exploring their abilities to more clearly define and critique the effects of gender roles on language, and in turn the impact that language has within our society as a whole.

**4.4 The Importance Of Strong Interpersonal Relationships In Peer Education Programs (285)**

*Shivani Arya, Christian Espino, Nicole Wehbe, Matthew Topoozian, and Lauren Banks,*

*Student Health Ambassadors – Boston University*

What are the benefits of purposefully focusing on building rapport among peer educators? What strategies could your peer education program use to strengthen interpersonal relationships? In this program, the Boston University Student Health Ambassadors will share how our peer health education program uses an off-campus training weekend to focus on building and solidifying interpersonal relationships within our group. Unlike other peer institutions, we focus heavily on group rapport at the outset of the school year, rather than only health-related content. Attendees will have the opportunity to (1) explore how strong inter-group bonds positively impact outreach efforts (2) learn about a series of activities that are designed to build rapport among participants (3) engage in activities that you can bring back to your institution to strengthen interpersonal relationships in your group. This workshop aims to express the importance and value of focusing on interpersonal relationships and provide attendees with tangible ideas and activities to implement at their home institutions.

**4.5 Advisor Roundtable *(375)***

 *Ryan Travia – Babson College, and Laurie Jevons – Assistant Director of BACCHUS Initiatives*

Come join fellow advisors for an informal discussion about hot topics on campus and to share the various successes and challenges we face in peer education. Updates regarding the Advisor Academy program at General Assembly will be provided, followed by an open discussion on topics generated by the group.

**Region I Resources**

<http://www.naspa.org/constituent-groups/groups/bacchus-initiatives>

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Regional Conference Hosting

If your peer education group is interested in hosting the Region I Conference in the future, please contact Ryan Travia, Regional Consultant, for an application and details on hosting responsibilities. [Applications](https://www.naspa.org/images/uploads/events/2018_Spring_Conference_Host_Site_Application.pdf) are due by September 15, 2017.

Stay connected

**Facebook**: Sign into your profile on Facebook.com and search for “The BACCHUS Network”. Click “Follow” on the group’s page.

**National Conferences:** Look for current information at:<http://www.naspa.org/events>

**NASPA Profile:** To make the most of your participation with the BACCHUS Initiatives of NASPA, be sure to log in to your account and update your profile at [www.naspa.org](file:///C%3A%5CUsers%5CLaurie%20Jevons%5CDocuments%5CSpring%20Conferences%5CSpring%20Conference%202017%5CRegion%20I%5Cwww.naspa.org). Your profile gives you access to customize your areas of interest, join knowledge communities, set your email preferences, and include other demographic information about yourself. Make sure that you select BACCHUS Initiatives to receive regional and national communications.

Certified Peer Educator (CPE) Training

NASPA’s Certified Peer Educator program is a unique opportunity for your peer education group to add a credential to your work on campus. This 8 module, 12 hour course provides foundational skills to aid you in a successful time as peer educators. Peer Education advisors may facilitate the CPE Training on their own campus by using going through the BACCHUS and NASPA Train-the-Trainer Course. This provides you the opportunity to train your own students as a facilitator. The Train the Trainer program, as well as the certifying materials, provide all the resources and information you need to train your peer educators. Alternately, the BACCHUS Initiatives of NASPA staff are available to your campus to certify your group members. For less than the cost of a speaker who presents for an hour, you can have a twelve-hour training that empowers your student and peer educators and campus to commit to healthy and safe lifestyle choices. While staff are available to single campuses, you also have the option to partner with other local institutions to help alleviate costs. For more information on CPE, please contact JM Alatis, NASPA Training Coordinator, at jalatis@naspa.org.

**Acknowledgements**

We would like to express our deepest gratitude to those who contributed to the success of this year’s Conference:

**Our Presenters, Speakers and Award Winners**

Congratulations!

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Leah Berkenwald, Babson College

Karen Flanagan, Sacred Heart University\*

Liz DiLoreto, Assumption College\*

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