



HEROES is a student lead peer health education group, whose goal is to help educate and inform students and employees about health issues that affect our campus community. HEROES aims to increase the awareness and communication within the academic community regarding health-related matter for college students. A few of the health topics we focus on are stress relief, nutrition and fitness, healthy relationships, drug and tobacco awareness, alcohol awareness, and so many more. We have a non-judgmental philosophy and never tell students how to live their lives, but to simply give them the tools and knowledge to make the best choices! Our HEROES events include TGIT's, Service Saturday's, Educational Tabling, and larger events such as Step Up Bystander Intervention and Tougher than Tobacco. Being in HEROES can help you build friendships, have the opportunity for leadership skill development, achieve health and peer educator certifications, travel to national and regional conferences, and this all looks great on your resume!

HEROES expectations include attending a week-long training and retreat before classes start, attend weekly meetings, volunteer 4 hours per month, help promote HEROES events on campus, and act as a role model for your fellow MSUB Students.

**To apply to be a Peer Health Educator, please register below:**

Please enter your email address.

Email:\*

[Already Registered?](#)

Continue



## **APPLICATION FOR LEVEL II PEER HEALTH EDUCATOR POSITIONS**

Name \_\_\_\_\_ Phone \_\_\_\_\_

T-Number \_\_\_\_\_

Year in school (current) \_\_\_\_\_

Position you are interested in \_\_\_\_\_

Reasons for interest in this specific position:

Previous experience related to the position you are applying for, peer education, health-related topics, CPE training, or leadership trainings:

Are you available to work 9-10 hours a week starting August 24<sup>th</sup>, 2015? (in addition to the weekly 1-hour meetings required of all Level II Peer Educators)

Are you work-study eligible? YES or NO?

Please attach your school and work schedule for fall 2015-spring 2016 fiscal year.

Interview will be held on April 24<sup>th</sup> (study day). Please list times that would work best for you to meet.

Any additional information about you which might be helpful to the selection board members:

**Southern Utah University  
Counseling and Psychological Services  
Substance Abuse Prevention, Alcohol, and other Drug Education Program**

**R.E.A.L. Peer Health Educator Interest Application**

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This application contains the following:

- Level 1 Peer Position Description
- Timeline
- Fall 2015/Spring 2016 Schedule
- Level 1 Peer Applications due **June 14<sup>th</sup> through August 14<sup>th</sup>, 2015**
- Level 1 Peer Applications due **December 8<sup>th</sup> – January 6<sup>th</sup>, 2016**

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Please return completed interest form to:

Nikki Gwin  
Prevention Specialist, Alcohol, and other Drug Education  
Sharwan Smith Student Center, Mentoring Center, ST117 *or* email it to [gwin@suu.edu](mailto:gwin@suu.edu)  
Office #: (435)865-8435 Cell #: (435)327-1987



**Position Title:**

Level 1 Peer Health Educator

**Goal:**

The R.E.A.L. Peer Health Educators work in conjunction with the Counseling and Psychological Services office to create a presence on campus that links the community with the message of positive decision-making, and empowers the students to make a difference on campus through social and educational initiatives.

**Primary Function:**

Under the direct supervision of Nikki Gwin the SUU Prevention Specialist, Alcohol and Other Drug (AOD) Education, the Level 1 Peer Health Educator will:

- Assist in developing and implementing educational and social programs geared towards education of mental health, physical health, sexual health, healthy decision making skills, depression and suicide prevention, as well as alcohol and other drug issues.
- Assist in wellness campaigns/event overseen by Level 2 Peers and in partnership with various university departments, including Residence Life, SUU Student Activities, Athletics, Counseling and Psychological Services, and the Center for Women and Families.
- Become well versed on wellness and health related topics, including: alcohol and other drug use/abuse, nicotine use, healthy relationships (communication, abstinence, verbal/physical abuse, rape), and personal/mental health (body image, eating disorders, depression, suicide, etc.)
- Serve as a University role model and advocate for responsible and healthy lifestyle choices.

**Qualifications:**

- Must be a registered Southern Utah University student.
- Must be a role model for responsible and healthy lifestyle choices and enthusiastic about educating peers on wellness issues.
- Must possess strong verbal skills and the desire to present information to peers.
- Must demonstrate the ability to work with individuals and groups.

**Duties and Responsibilities:**

- Attend all mandatory trainings and meetings.
- Register and attend the University 1020: REAL Peer Training during fall or spring semesters.
- Develop and implement outreach programs and workshops that educate the Southern Utah University community about AOD and health related issues as they relate to college students.
- Assist Level 2 peers in the facilitation of educational and social and wellness presentations and events.
- All other duties as assigned by the Peer Advisor and Level 2 Peers.

## **TIMELINE FOR Level 1 R.E.A.L. PEER HEALTH EDUCATORS**

June 14 <sup>th</sup> - August 14 <sup>th</sup> , 2015:	<b>Level 1 Peer Applications due.</b>
August 20th, 2015:	<b>Invitation email</b> sent to selected level 1 peers with Commitment Contract.
August 23rd, 2015:	<b>First PHE Meeting</b> @ 8 p.m. in ST117 (across from SUU Cafeteria). Signed contracts due to Nikki Gwin - the Prevention Specialist/Peer Advisor.

### **Fall 2015 – Spring 2016 Semester Schedule:**

#### *Campaigns:*

Mental Health Awareness: September  
Addictions Week: October  
Great American SmokeOut: November  
Impaired Driving: December  
Health Body Image: January  
Sexual Responsibility Week: February  
Safe Spring Break: March  
De-Stress Day: April

#### *Late Night Events:Dates TBA*

Casino Night  
Game Night  
Murder Mystery  
Scary Movie Night

*\*Brainstorming additional events/ideas throughout the semester.*

### **Expectations for R.E.A.L. Peer Health Educators:**

- Attend all dates with a smiley face ☺.
- Plan, implement, and assist with four campaigns a semester.
- Plan, implement, and assist with four late night events a semester.
- Assist Level 2 peers with at least 2 presentations a semester.
- Actively participate as a member; fulfill tasks/PHE hours as assigned.

**E.E.R. Credit:** For all new incoming freshmen who are required to earn their EER credits, the R.E.A.L. Peer Program is a great option for earning those credits. SUU's Experiential Education Requirement (EER) is based on established experiential education pedagogy and best practices. The design and execution of the requirement affords students hands-on opportunities to gain practical experience while achieving a deep and rich understanding of the process of researching, planning, proposing, completing, and reflecting on a rigorous academic experience. These are skills transferable to any professional life. See chapter 14 in your SUU academic catalog for more information.

**Southern Utah University**  
**R.E.A.L. Peer Health Educator Application**

**Part I:** Personal Information

Name: \_\_\_\_\_  
                    Last                                      First                                      MI

T-number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

SUU Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Summer/Permanent Address: \_\_\_\_\_  
\_\_\_\_\_

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EMAIL ADDRESSES: 1) \_\_\_\_\_ 2) \_\_\_\_\_

Home/SUU Housing Phone Number: \_\_\_\_\_

Cell Number: \_\_\_\_\_

College: \_\_\_\_\_ Major: \_\_\_\_\_

Present College Level: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Part II:** Additional Questions

1. What are common college student attitudes or issues that you would like to see challenged? What are some ways that you would challenge these attitudes/issues?
2. How comfortable are you speaking to students about issues such as sexual health, eating disorders, suicide, relationship/dating violence, substance abuse, etc.?
3. Being a Peer Health Educator is a challenge itself, and requires a significant commitment. Do you feel you can truly commit your time and energy to the Peer Program? What other commitments do you have?
4. Are you able to commit to weekly meetings? Are you free next semester on Tuesdays, 8pm-9pm. *(Please attach your school and work schedule to this application).*
5. After reviewing the Position Description and R.E.A.L. Peer Expectations/Requirements are you willing to commit to these and/or have any conflicts or questions?
6. Please tell us why you should be chosen as a new member of R.E.A.L. Peers.

*\*(Please feel free to use an additional piece of paper or the back of this application to write your responses).*

- [Home](#) > [Offices & Services](#) > [Wellness Center](#) > [Counseling](#) > [s.w.e.e.t. Peer Educators](#) > [Become a s.w.e.e.t. Peer Educator!](#) > Peer Educator Application

## Peer Educator Application



### S.W.E.E.T. Peer Educator Application

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**Name \***

First

Last

**Class Year \***

**GPA \***

**Campus/Local Address \***

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

**Permanent Address**

Street Address

Address Line 2

City

State / Province / Region

Postal / Zip Code

Country

**Cell Phone \***

 -  -

###      ###      ####

**Home Phone**

–  –

###      ###      ####

**Major/Minor \***

**Email Address \***

**Date of Birth**

/  /  

MM      DD      YYYY

**Are you a varsity athlete? \***

☐ Yes ☐ No

**How did you hear about s.w.e.e.t.?**

**Do you know any current s.w.e.e.t. members?**

**List all co-curricular activities & involvement, as well as other interests such as hobbies, sports & recreational activities**

**List any relevant work experiences (including internships, work study, part-time or summer jobs, etc.)**

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**SHORT ANSWER:** Please respond briefly to the following questions:



**Given the responsibilities outlined for the s.w.e.e.t. Peer Education program, what do you feel you can bring to the program and what to do you feel are your strengths? \***

**Why are you interested in becoming a s.w.e.e.t. Peer Educator? \***

**Define a healthy college lifestyle. Do you feel you make healthy lifestyle choices? \***

**What student wellness issues personally concern you at SHU?  
Why? \***

**Do you feel comfortable speaking in front of your peers? \***

When you are in a group, what role do you usually play? \*

Individual initiative is required to take on tasks and ensure that things get done. Describe a situation in which you had to take initiative and responsibility to accomplish a task \*

Briefly describe your personal, professional, and educational goals \*

Share any additional information you would like for the committee to know about you



## Sacred Heart University s.w.e.e.t. Peer Educator Reference Form

Sacred Heart University s.w.e.e.t. Peer Educators are a group of trained, nonjudgmental students committed to enhancing student life by providing information and correcting misperceptions to help students reduce risks and increase wellness, so that their behavior, attitudes and campus culture are positively influenced. They encourage responsible choices about alcohol, focus on a variety of wellness issues, offer supportive listening, provide resources and referrals, and promote a fun, healthy and safe campus environment and college lifestyle. For more information on s.w.e.e.t. Peer Educators, [see our website](#).

\_\_\_\_\_ is applying to be a s.w.e.e.t. Peer Educator. Please provide your feedback about the student and **return this form to Karen Flanagan, c/o [flanagank879@sacredheart.edu](mailto:flanagank879@sacredheart.edu) or SHU Wellness Center, 5151 Park Ave., Fairfield, CT 06825.**

**Student release:** I agree to release my rights to review this evaluation and understand it will be sent directly to the Counseling Center.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I do not agree to release my rights to review this evaluation.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_

Based on your knowledge of the student's strengths and areas for growth, please rate him/her on the following criteria according to the scale: 1=needs improvement 2=average 3=strong N/A=not known

1. Ability to thoroughly complete assigned tasks	1	2	3	N/A
2. Initiative	1	2	3	N/A
3. Creativity	1	2	3	N/A
4. Dependability/Reliability	1	2	3	N/A
5. Communication skills	1	2	3	N/A
6. Ability to relate to other students	1	2	3	N/A
7. Ability to serve as a role model for other students	1	2	3	N/A
8. Problem Solving	1	2	3	N/A
9. Leadership	1	2	3	N/A
10. Public Speaking	1	2	3	N/A

How strongly do you recommend this student to serve as a s.w.e.e.t. Peer Educator?

Do not recommend      Recommend with reservation      Recommend      Strongly Recommend

Explain \_\_\_\_\_

Overall impression of candidate:

Poor      Fair      Average      Strong      Outstanding

I believe I know this applicant: \_\_\_\_ Very Well      \_\_\_\_ Well      \_\_\_\_ Fairly Well      \_\_\_\_ Not Well at All

In what capacity do you know this applicant?

\_\_\_\_\_

Anything else we should know? \_\_\_\_\_

Please feel free to attach additional information to this sheet if necessary.

Thank you for taking the time to complete this recommendation form.



## HEROES, Student Health Services Interview Questions

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Candidate's Name: \_\_\_\_\_

Date/Time of Interview: \_\_\_\_\_

1. Tell us about yourself.
  
  
  
  
  
  
  
  
  
  
2. What are some of your strengths?
  
  
  
  
  
  
  
  
  
  
3. What are your improvement areas?
  
  
  
  
  
  
  
  
  
  
4. How do you handle stress?
  
  
  
  
  
  
  
  
  
  
5. What drew you to HEROES (over other student organizations)? How did you hear about HEROES?
  
  
  
  
  
  
  
  
  
  
6. Why do the topics you listed on your application interest you most?

7. What do you think you can contribute to this Peer Health Education program?
8. What are common college student attitudes or issues that you would like to see challenged? What are some ways we could challenge these attitudes/issues?
9. How comfortable are you with speaking to students about sensitive issues such as sexual health, eating disorders, relationship/dating violence, substance abuse, etc.?
10. From what you know about HEROES, what topic do you feel least comfortable with?
11. Would you make a good Peer Health Educator and role model for your fellow peers? Why?
12. If a peer was to confront you with a sensitive question or need, how would you feel about that situation and react?

**Comments: Please write any comments you may have on the candidate and then explain how highly you would recommend this person for a position as a Peer Educator.**

## **RI TA Job Posting**

### **Overview:**

The Rothenberger Institute (RI) is seeking undergraduate students for positions as Teaching Assistants/Peer Health Educators (TAs) for PubH 1001: Success Over Stress (SOS), PubH 1003: Alcohol & College Life (ACL), PubH 1004: Sexuality Matters (SM), and PubH 1005: Sleep, Eat & Exercise (SEE) during the Spring 2015 semester. SOS, ACL, SM, and SEE are one-credit online courses designed for undergraduate students and are offered on multiple campuses throughout the state. For more information about RI and the courses visit <http://www.ri.umn.edu>.

The University of Minnesota is an equal opportunity educator and employer. Applicants must complete the online application form and include a resume and cover letter. In your cover letter please state your preference for working with SOS, ACL, SM, or SEE, and, if applicable, the term you were enrolled in any RI course(s). Training for the position will be completed online over winter break and during the first week of the semester.

Interviews will be scheduled starting mid-November.

**Job Class:** Undergraduate Teaching Assistant II (9513)

**Pay rate:** \$10.67 per hour

### **Time commitment:**

TAs will be expected to work approximately 10 to 15 hours per week. TAs will work with supervisor to determine hours based on employees' class schedule. Most hours will be completed in the office. Some work can be completed off-site as arranged with supervisor. TAs are expected to occasionally help with events on weeknights and weekends. Training will be required online over the summer with in-person training held the first week of classes with dates and times to be determined.

**Supervisor:** SOS, SM, ACL and/or SEE Instructor

### **Required Qualifications:**

- Meets eligibility requirements for student employment at the University of Minnesota
- Currently enrolled as an undergraduate student at UMTTC
- Has taken an RI course: PubH 1001: Success Over Stress (SOS); PubH 1003: Alcohol & College Life (ACL); PubH 1004: Sexuality Matters (SM); and PubH 1005: Sleep, Eat & Exercise (SEE)

### **Preferred Qualifications:**

- Successful completion of more than one RI course (SOS, ACL, SM, and/or SEE)
- Has been a Health Advocate (HA) or has other relevant peer education/peer helper experience (e.g. community advisor, peer mediator)
- Has participated in campus health promotion (e.g. SNAC, SNAP, SHADE, etc.) or other forms of relevant health or wellness promotion
- Has excellent organizational, time management, communication, and computer skills

## **RI TA Job Posting**

- Demonstrates desirable personal characteristics (e.g. integrity, ability to pay attention to detail, creativity, positive attitude)

### **Primary Responsibilities:**

#### **80% Teaching Assistant/Course Facilitator**

- Work with RI Administrative team to deliver online course to up to 100 students.
  - Demonstrate content knowledge related to the course; provide students with helpful study tips/strategies and appropriate feedback on assignments
  - Grade assignments according to grading criteria set by instructor
  - Understand and uphold course policies
  - Communicate/write clearly and concisely with students and colleagues
  - Keep supervisor informed of student concerns/problems
  - Identify students who may require other resources

#### **20% Campus and Community Peer Health Educator**

- Work with RI Administrative team and TA staff to promote health messages to campus community.
  - Lend ideas, skills, and talents to research, develop, and implement programming/events/marketing.
  - Assume responsibilities within project committees and maintain accountability to others.
  - Develop and utilize presentation and public speaking skills to engage with peers and/or interested audiences.
  - Initiate and/or contribute to partnerships with organizations across campus(es).
  - Promote RI courses across campus(es)

### **Additional/General Responsibilities**

- Participate in RI sponsored trainings and certification.
- Be a role model for other students; practice what is promoted in the course(s)
- Complete other tasks assigned by the RI Administrative team.

Note: The supervisor reserves the right to change or add duties to this position as long as the changes and/or additions are consistent with the job classification.

## **RI TA Interview Outline** Applicant:

Welcome, Introductions & Explanation of Position

1. What is your anticipated academic major? Why?
2. Why would you like to be a TA for the Rothenberger Institute? What about this opportunity is particularly attractive to you?

-What are you hoping to gain from being an RI TA?

*Course Preference:*

3. Describe your favorite TA, focusing particularly on what you learned from that person and what made them your favorite.

-How would you apply some of those same characteristics to this position TA-ing online?

4. Share an example of how you would encourage a student to work harder in the class. For example, what would you do/say if you have a student who is doing poorly (i.e. turning in late work or missing assignments completely)?
5. What are the greatest strengths you think you could contribute to the students you'll work in the courses?

*-Share an example of this/these strengths in action*

-To the RI administrative team?

*-Share an example of this/these strengths in action*

6. What makes you a good role model for other students?



## **RI TA Interview Outline** Applicant:

7. Tell us about a group project in which you've been involved (work, volunteer, school) that was successful. What was your role and why do you think it was successful?

-Now, tell us about a group project that was NOT successful. Again, what was your role and why do you think it turned out as it did?

8. What is the most useful criticism you have received?

-What did you learn that could benefit you in this position?

9. Tell us about a situation during which you were concerned about a friend's health-related behavior. What concerned you, and what did you do about it?

10. Share with us an experience or experiences you've had working with someone or a group of people who had a very different background than your own.

11. What is your availability for work hours during the Fall 2015 semester? What are your other time commitments?

-What is your strategy for managing your priorities?

Interviewer: \_\_\_\_\_

**Scenario**  
**RI TA Candidates**

**Candidate Name:**

Please reflect on time you worked with someone (or a group of people) who was/were different from you—that is, from a different background or had a life experience very different from your own. Please describe the differences, what challenges you encountered and how you overcome them, and any benefits you experienced from the encounter overall. Please be specific and detailed in your descriptions and examples. Type your response in the section below, save the word document as a PDF, and send it back via email.

**Response:**