



CAPS: Outreach: Wellness Peer Education Program - Attendees in Outreach Presentations AY 2012-13

Public

Name of Assessment Project: CAPS: Outreach: Wellness Peer Education Program - Attendees in Outreach Presentations AY 2012-13

Name(s) of Person(s) Responsible for Assessment Project:	Role
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Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project
Wellness Peer Education Program 2012-2013: Outreach to UCSD Students

Assessment Project Description
The assessment is linked to the Wellness Peer Educator (WPE) program, which provides multiple tabling, workshop, and campus-wide outreach projects throughout the year. The campus-wide outreach projects include National Depression Screening Day in fall quarter, Sweet Dreams: A Healthy Sleep Event in winter quarter, and Stress Free Zone in spring quarter.

Unit/Program Specific Goals and Learning Outcomes
See attached worksheet.
The primary goals of the Wellness Peer Education program for the UCSD population are: to provide psychoeducation on a variety of mental health and wellness topics (e.g., stress and time management, relaxation training, sleep hygiene, financial wellness, healthy relationships, body image); to promote awareness of CAPS services available to UCSD students; and to reduce stigma associated with mental illness.

CAPS LO Worksheet - WPE - Outreach to Students
 WPE Students Survey with LO FINAL

Relationship to Student Affairs: Advance a Plan for Personal, Academic, and Professional Success, Engage in a Healthy Lifestyle

Learning Outcomes:

Assessment Project 7/1/2012

Start:

Assessment Project 6/30/2013

End:

Population/Sample

Outreach are primarily aimed at UCSD undergraduate students. Individual programs are also requested by on-campus organizations such as The Zone, OASIS, Women’s Center, LGBT Resource Center, iLead, Panhellenic Greek Society, McNair Scholars Program, and Residence Life from various colleges.

In an effort to improve WPE programming efforts and ensure the quality of WPE presentations, WPEs began administering feedback evaluations (*Wellness Peer Educator Presentation Evaluation*) following outreach workshops and programs in 2010. For 2012-13, A total of 537 participants completed feedback questionnaires. Of the 537 participants, 380 identified as female, 157 as male. In addition, 43 of 537 participants identified as transfer students and 30 of the 537 students were international students.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Satisfaction study

Other Assessment

Type(s):

Assessment Methods: Surveys

Other Assessment

Method(s):

Data Collection Tools

Method(s) of assessment used:

A Wellness Peer Educator “Presentation Evaluation” survey is passed out to the audience after every WPE workshop and participants fill them out anonymously. In addition to assessing learning outcomes, the survey gauges student satisfaction and overall effectiveness of the workshop and presenters.

Timeline and frequency of project?

Wellness Peer Educators offer workshops and tabling events throughout fall, winter, and spring quarter. Timeline and frequency is largely dependent on when WPE workshops or tabling events are requested by student organizations; this year, the Wellness Peer Educators provided 58 outreach events. Many of these outreach events occur after CAPS working hours (the program coordinators are available by phone if WPEs have questions or problems).

How were participants encouraged to participate in the project?

For WPE workshops, the person or organization requesting the workshop is responsible for advertising the event and securing an audience of at least 10 students. Additionally, one Wellness Peer Educator is assigned to be a “point person” for every workshop that is requested; the point person can serve as a consultant to the workshop requestor and provide suggestions for promoting the event if needed.

For the larger WPE outreach events, the main form of advertisement occurs on Library Walk during the event. Every outreach event has at least one free give-away to attract students: for National

Depression Screening Day, we hand out Krispy Kreme donuts; for Sweet Dreams, we hand out cookies and milk, eye masks, and ear plugs; for Stress Free Zone, we hand out Cliff bars, pens, highlighters, bubbles, and mood cards. Wellness Peer Educators also actively invite students to participate as they pass by on Library Walk.

Other promotion of the large WPE events was aided this year by the Student Mental Health Initiative grant: Dr. Monique Mendoza and Dr. Jerry Phelps were involved in the advertising of these events. For example, Wellness Peer Educators worked with Dr. Mendoza to plan the tabling event for UCSD's Good Life Festival, and at this event they told students about the upcoming Stress Free Zone. Additionally, design intern Alex Villa helped create a display in the library that advertised Sweet Dreams. Finally, the WPE program has a Facebook page that students can "like" or follow to stay updated on upcoming events and programs.

Tools used to conduct the assessment project (e.g., Student Voice, I-Touch device):

Pen and paper

If survey or interview protocol was used, please attach PDF or provide link to website.

Please see attached.


 WPE Students Survey with LO FINAL

Data Analysis Methods

- Assessment of quantitative and qualitative data from student surveys.
- Descriptive statistics.

Presentation of Findings

See attached report.

 WPE Students Report 2012-13


Progress:  100%

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

Summary of Findings

See attached report.

 WPE Students Report 2012-13

Impact of Assessment

Results from student feedback will help shape presentation topics, type, and method for next year's Wellness Peer Education Program. While overall students rated high on learning, such as gaining new techniques to manage stress, there continues to be room for improvement.

Lessons Learned

What advice do you have for your colleagues who wish to launch an assessment project similar to yours?

Be creative in assessment tools.

This year was the first year that the Sweet Dreams event included assessment of learning outcomes. Although outreach events that reach hundreds of students present logistical challenges in terms of assessment, this year's Wellness Peer Educators and coordinators were able to effectively assess a small number of learning outcomes by incorporating them into the event itself. Because the assessment was a raffle ticket for entry to win one of three \$25 gift cards to the UCSD bookstore, most students were willing to take five minutes to fill them out. In doing so, they also interacted with the sleep hygiene material (brochures) as well as the Wellness Peer Educators themselves (to ask questions or check their answers).

Keep assessment tools brief; prioritize behavior change goals.

Students typically fill out surveys very quickly, even when time is allowed at the end of a workshop for completion of the surveys. Currently, many students skip the qualitative portion of the WPE surveys, where they are asked to generate a skill they have learned from the presentation or a behavior they plan to change based on the presentation.

For some presentations, Wellness Peer Educators not only left time for filling out surveys, but built small group discussion time into the presentation itself so that participants could discuss with two or three peers their goals for change, barriers to change, and problem-solve around some of those barriers. This structured time for discussing and concretizing goals may be necessary for participants to really think about and commit to behavior changes. Structured time may also allow presenters to coach participants further on making goals concrete and specific.

Recognize that not all learning outcomes can be quantified.

One of the most important goals of the WPE program—to reduce mental health stigma at UCSD—is not measured directly by our assessment survey. We feel it would be difficult for individual students to briefly articulate if and how their perceptions about mental health issues are changing as a result of individual WPE outreach programs; however, we keep this as a primary goal of the WPE program regardless of whether we can quantify it as a learning outcome. As facilitators of the WPE program, we see qualitative evidence that the Wellness Peer Educators do reduce mental health stigma on campus, simply by reaching out at a peer-to-peer level as fellow students.

Supplemental Information

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