October 9, 2017
Meeting Minutes

Attendance:
Claudia Ayala        Ashleigh Kellis-Carr
Kelsey Leggett      Cassie Eyring
Amanda Drum         Haley Jacobi
Kristina Nelson     Stephanie Schmidt
Kris Yzaguirre      Carmen Hernandez

I. Introductions
   a. Ashleigh Kellis-Carr, Friederike Davis, Kristina Nelson
   b. Practicum Student – Linh Nguyen

II. Approval of August Minutes (reviewed online)

III. Campus and Community Coalition
   a. I-TEAM Update- Chair: Alyssa Canales
      i. Vice Chair: Paul Martinez
      ii. Scribe: Caroline Lueria
      iii. a plan of ongoing development arranged
      iv. will have a presence at Oktoberfest and the symposium
      v. new member interviews start this week!
      vi. CPE training scheduled for January invite Ian C.A.S.A. Mentors (Stephanie and Haley are interested in learning more)
      vii. Program review recommendations at the end of minutes
      viii. Program review action plan at end of minutes
   b. Community Coalitions – no update

IV. AOD Data and Trends
   a. UPD Reports- none
   b. Conduct Office Reports- cases with 12% more students denying UPD entrance. Officer Tamez is prevention officer but did not inherit presentations. Can partner w/ Delaney for presentation proposal.
   c. Housing Reports- none

V. Informed Programming
   a. CAS Updates
      i. Recent Consultation- Dr. Drum presented report & action plan. Asked committee to provide suggestions to Amanda by next week
   b. Poster Campaign- Cannabis and SGA posters are already out. Athletics will take their photos soon. Discussed importance of vetting students.
   c. Haley will get a conduct release form for athletes

VI. AOD Policies
a. Smoke Free 2020 Updates- Seating is in, however signage is not complete. Grant is finished. Giveaways are still available if needed for appropriate programming.

VII. Programming Updates – Small Programs
a. Prevention Programming (Liz)- Oct. 5th 11-1pm: Pedal Carts & Drunk Goggles with UPD in Palm Court
   i. Oct. 9th 11-1pm: AOD Trivia in the Breezeway
   ii. Oct. 19th 11-1pm: Marijuana goggles & balcony mat
   iii. Nov. 2nd 11-1pm: Prescription Drug Symposium promotion
   iv. Nov. 6th 11-1pm: Prescription Drug Symposium promotion
b. I-TEAM Programming (AOD related)- no update
c. Claudia and Athletics - Claudia continues to work with compliance office and will provide presentation in November to two athletic seminar classes.
d. Islander Night Out – 10/19 - I-TEAM and I-ADAPT will be there.
e. Athletics- Danielle Canada replaced Jose

VIII. Programming Updates - Large Programs
a. Party House – 9/19 – Debriefing - went well, had about 250 participants
b. Octoberfest – 10/24- Please consider volunteering and having a table
c. Prescription Drug Symposium – 11/15- Invite Dr. A. Delaney is editing flyer to include department of social sciences logo.
d. Spring 2018 Symposium Ideas – Sex Under the Influence panel discussion. Carmen said nursing may have a presenter. Kris suggested Rick Olshak from Title IX. Focus of summit could be sexual health and healthy relationships. There could also be a speaker from UCC. May be better as a symposium with three presentations. This could be a bigger community program.
e. Fall 2018 Symposium Ideas – Hazing (3 presenters) This may be better as a summit, panel discussion. Summit is easier to put together in the fall. Focus could be for campus only. Stephanie suggested we meet with Student Activities to discuss further.

IX. Next Meeting: November 13th at 3:30pm in Dugan Wellness Conference Room
a. Meetings: Normally the 2nd Monday of each month at 3:30pm

PROGRAM REVIEW OF THE PEER EDUCATOR PROGRAM - ITEAM RECOMMENDATIONS

SHORT TERM:
➢ CLASSROOM PRESENTATIONS – DON’T CANCEL CLASS

In 2000, The Student Health and Wellness (TAMUK) department named their classroom outreach program “Don’t Cancel Class” which gave professors/instructors an opportunity to have someone conduct a presentation while he/she/they are not present in the classroom due to a business/personal matter. The following are some recommendations on establishing a successful classroom outreach program:
  ▪ Establish four to five Health and Wellness categories with two-three presentation topics per category. Develop canned presentations with educational activities so the peer educators are prepared and professional. If possible, arrange for two presenters to always conduct the presentations. Determine the presentation request timeline that is best for the ITEAM members. For example, does the ITEAM need a week’s advance notice to determine if the presentation(s) can be conducted? Note: On the presentation/workshop request form, it requires that the
professor/instructor indicate a preferred date and an alternative date in case the ITEAM peer educators can’t present because of a date/time conflict etc.

- ITEAM peer educators need to practice the presentations with the ITEAM coordinator so they will be familiar with the subject matter. Delaney Foster, Student Engagement Coordinator, is a great role model in conducting engaging presentations. It is recommended that she conducts a presentation with the ITEAM peer educators on the topic “how to conduct a thought provoking presentation while keeping individuals engaged beyond 15 minutes”.
- During all the presentations, the ITEAM needs to include a slide or two about the ITEAM’s mission and encourage the audience to become a member of an awesome group.
- Create a poster advertising to the professor that he/she/they does not have to cancel their class if they will be out on a business or personal matter.
- Create an online presentation/workshop request process so the professor can submit a request 24/7. Assign the graduate student worker to organize the classroom outreach program.
- Establish a short survey to gauge the students’ knowledge acquisition.

**PROGRAMMING**

- Encourage the ITEAM to conduct a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis after conducting each event so that the peer educators can learn how to create opportunities via problems/shortcomings. This action is an excellent problem solving soft skill that helps student leaders learn how to think outside of the box on situations/matters.

**INTERMEDIATE:**

**PROGRAMMING**

- Establish a fall and spring signature event that the ITEAM can build their tradition on. The ITEAM co-chair and coordinator can review other university’s wellness events and then determine five potential signature events that the ITEAM can select. To establish peer educator buy-in as well as campus recognition, the ITEAM needs to establish signature events that the campus leaders and the community can easily recognize as their annual successful educational events.

**TRAINING PEER EDUCATORS**

- New members can assess their attitudes, beliefs and perceptions about alcohol and other drugs by taking the Alcohol-Wise assessment. Each ITEAM member can assess their attitudes, beliefs, and perceptions every two years if he/she/they remain an active member after the initial Alcohol-Wise assessment.
- Establish a fall and spring retreat early in the semester. During the retreat, the students can meet with various key campus and/or community leaders to discuss the latest information and/or legal trends on health and wellness education. If you have peer educators who have participated in ITEAM for more than two years, establish a two track session so the new students can learn basic information while the seasoned individuals receive more challenging information.
- Establish an evaluation process of the new peer educators that focuses on the following key areas: knowledge acquisition, public speaking, leadership, and their personal role in the group.

**RECRUITMENT**
The ITEAM’s Co-Chair or the Coordinator can set a goal to visit with various types of student populations and discuss the ITEAM’s mission. Populations can include groups such as new students (freshman seminar courses), international students, GREEKS, and athletes. Because students tend to become part of various organizations, the ITEAM’s Co-Chair and Coordinator’s interaction with these populations could potentially be a great recruitment tool. One key statement that can be emphasized is that employers want to hire individuals who have developed soft skills such as: verbal communication; adaptability; emotional intelligence; and managing difficult conversations to name a few. Note: As the PEP Talk Advisor, my experience has been that athletes tend to become involved on their off-season when they have more time.

Another group of students to visit and discuss the ITEAM’s mission is the Pre-health students (pharmacy, medical, nursing, physical therapy). Most of the TAMUK PEP Talk – peer educators who are pre-health students have indicated that they joined the group because they wanted to be seen as more marketable to the graduate programs they were pursuing. Graduate programs seek students who are well-rounded and have dedicated numerous of hours educating the community on important health and wellness topics. Another selling point to these types of students is the fact that most graduate programs want three references such as a professor, employer, and an organization/program advisor.

## LONG TERM:

### RECRUITMENT

The ITEAM’s co-chair and the coordinator along with a few selected ITEAM peer educators can create a t-shirt emphasizing a health/wellness slogan that only the ITEAM peer educators wear. The front of the shirt can have a health/wellness slogan and the back could have the ITEAM’s logo. Note: Each academic year, TAMUK PEP Talk officers develop one peer educator shirt with their PEP Talk logo and another shirt with a health/wellness slogan that is worn during the spring semester. PEP Talk’s t-shirts have become a great recruitment tool over the years.

### RETAINING ITEAM PEER EDUCATORS

Each semester, two individuals can receive a gift for earning the highest volunteer hours at the end of the semester appreciation luncheon/dinner. Note: Student Health and Wellness department tracks all the peer educators’ volunteer hours. This action enables the peer educator to retain a record of their volunteer hours and/or the advisor can utilize the information when writing reference letters.

Invite the Vice President of Student Engagement and Success and/or the university President for the appreciation luncheon/dinner to conduct a small thank you speech to the peer educators for their commitment efforts in helping TAMUCC strive to meet its institutional goal of “Learning”.

### LEADERSHIP SKILL BUILDING

Invest time and funds to conduct personal growth assessments such as Strengths Quest, Myers Briggs, True Colors, and/or Emotional Intelligence with the peer educators.

Submit program proposals to local, regional, and/or national conferences that include two peer educators to conduct a presentation with the ITEAM coordinator.
If funds permit, select two-three students to attend the BACCUS Network conference. Determine two-three learning outcomes where the students summarize their leadership growth by attending the national conference. Also, request that these students either facilitate a new educational wellness program and/or conduct an ITEAM training workshop for the upcoming academic year.

**ORGANIZATION STRUCTURE**

- For the peer educators who remained active for more than two years, consider some of the students to become part of an ITEAM executive board (4-6 members) that can assist with planning and execution of an event when the coordinator/advisor cannot be present. The board can meet bi-weekly during the semester and at the end of the semester assist with the yearlong planning.

- **PERSONNEL:** It’s recommended that the following personnel changes be made to continue the success of the ITEAM peer educator program: (1) Revise the full-time ITEAM coordinator to be classified as an exempt employee. This action will allow for the full-time personnel to dedicate sufficient time towards the peer educator program rather than dividing their efforts within a 40 hour work time. (2) Hire a graduate student worker to assist with the advising and training of the ITEAM. Both these personnel items have been instrumental in establishing a long with standing successful & award winning peer educator program at Texas A&M University-Kingsville.

**PERSONAL ADVICE AS A SEASONED PEER EDUCATOR ADVISOR:**

As a Peer Educator Advisor since 2002, I have realized that the peer educators who remain active for more than three years have vocalized the following small things that I did as their advisor which made a big impact on their commitment and retention level:

- I was present at all of PEP Talk’s meetings/events which allowed for strong relationship building.
- I actively listened to the peer educators concerns and stressors about events, school, etc.
- I nominated and/or recognized the peer educators for important campus committees and/or leadership opportunities.
- I asked the peer educators for their input on new topics and/or activities to ensure that fresh ideas were being utilized.
- I wrote reference letters for the peer educators various applications (scholarships, leadership awards, graduate programs and jobs).
- I attended the peer educators’ special ceremonies, graduation, and meet their parents at family weekend, etc.

Additionally, I scheduled officer meetings and trainings during times that were most effective for the group as a whole even if it meant on a Sunday afternoon or evening. I always included leadership development in meetings/ trainings so the students were continuously learning how to be an effective peer educator based on their individual style. On a final note, each year, I dedicated ample time to focus on branding the peer educator program - PEP Talk in a new creative approach so that the program always remained fresh in the campus community’s minds.

**Expert Review Action Plan:**
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<thead>
<tr>
<th>Expert Review Suggestion</th>
<th>Action</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Create annual signature programs for I-TEAM as has been done for I-ADAPT.</td>
<td>Identify the two programs to make annual events</td>
<td>Coordinator</td>
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<td>Incorporate a personality assessment in I-TEAM training.</td>
<td>True Colors will be incorporated into I-TEAM training</td>
<td>Coordinator</td>
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<tr>
<td>Establish an annual performance evaluation process.</td>
<td>An evaluation process will be developed and implemented</td>
<td>Coordinator</td>
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<td>Create a targeted recruitment plan for the I-TEAM</td>
<td>Create a targeted recruitment plan in the Operations Manual.</td>
<td>Coordinator</td>
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<tr>
<td>Create an annual I-TEAM &quot;slogan&quot; shirt</td>
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<td>I-TEAM member recognition and retention</td>
<td>Host an end of year appreciation banquet. Invite administration</td>
<td>Coordinator</td>
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<td>Incorporate best practices in advising</td>
<td>Advisor attend all mtgs &amp; events to know each member personally</td>
<td>Coordinator</td>
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