

# the peer educator

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**Alcohol  
and Energy  
Drinks  
Create Buzz**

Sugar  
Myths  
Exposed

Get More  
Out of CPE  
Training

Tobacco-  
Free  
Campuses

**B** The **BACCHUS** Network  
Saving Lives Since 1975

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## BACCHUS Welcomes New Area Consultants

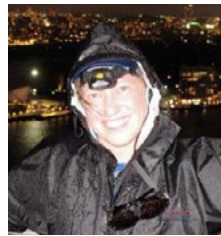
The BACCHUS Network is excited to welcome five new Area Consultants to its volunteer program!

Our volunteers continue to play an important role in the affiliate maintenance and development process.

The BACCHUS Network relies heavily upon its volunteer program to continue to serve the students and advisors of our network. Certainly considered the top level of volunteers, these 12 individuals serve as regional managers for our three-to-six state areas. Area consultants make personal contact with affiliates, plan and run an area conference each Spring, provide names for expansion of our Network, attend higher education conferences on our behalf and work directly with the state coordinator volunteers to support the region.



Area 1  
**Jill Royston**  
Gonzaga University



Area 2  
**Starr Wharton**  
University of Nevada, Las Vegas



Area 3  
**Abbie Kroesen**  
Colorado Mountain College – Spring Valley



Area 9  
**Nora Jarmon**  
University of Tampa



Area 11  
**Michael McNeil**  
Columbia University

## May 2011

- 1-15  
Safe Senior Week/Graduation Programming
- Pre-Finals Stress Reduction Programming
- 8-14  
National Women’s Health Week
- 18  
National HIV Vaccine Awareness Day
- 31  
World No Tobacco Day

### May:

- Asthma & Allergy Awareness Month
- Better Sleep Month
- Clean Air Month
- National Bike Month
- National High Blood Pressure Awareness Month
- National Melanoma/Skin Cancer Detection & Prevention Month
- National Physical Fitness and Sports Month
- National Teen Pregnancy Prevention Month

## June 2011

- 13-19  
National Men’s Health Week
- 27  
National HIV Testing Day

## July 2011

- Strategic Planning for 2011-2012 Academic Year



Ann Quinn-Zobeck, Ph. D.  
Director of Training and  
Education

# Listening: More Than Just Hearing Words

When I travel by plane, I enjoy reading the in-flight magazines. It is a great way to pass the time and I often find something that relates to my work at BACCHUS.

On a recent trip, I read an article, “See What I Am Saying”, about an urgent care doctor and her gift for listening. Her skills lead to positive outcomes for her patients. Doctors listening to their patients should not be anything unusual, but this doctor is Deaf.

The article discusses the challenges the doctor faced through medical school and now in her daily practice. These challenges have taught her to be a better listener because listening is more than just hearing words. The author describes the listening skills the doctor employs and emphasizes that these are skills anyone can use to improve the quality of their listening.

When the doctor enters the room, she pulls the curtain to create a private space to talk with the patient. Because she needs to read patients’ lips, the doctor pulls up a chair and faces the patient squarely and at the same level so that she non-verbally makes herself an equal. She looks her patient in the eyes being sure that her gaze is appropriate, not too long or too short.

The doctor does not do other things while she is listening to her patient. She does not flip through charts or enter

information into a laptop, actions that in Deaf culture are seen as rude because they preclude communication.

She begins by introducing herself and simply asking, “What can I do for you today?” She then listens patiently without interrupting the patient. By nodding her head or saying, “Mmm-hmmm” occasionally, she provides verbal and non-verbal encouragement for the patient to continue talking.

*“Doctors listening to their patients should not be anything unusual, but this doctor is Deaf.”*

Once the patient is finished talking, she uses another listening skill: asking questions. She asks the patient open-ended questions about the symptoms just described. Next she paraphrases, providing the patient with a summary of what the doctor has heard her patient say to be sure she has not missed any important points and fully understands her patient.

There is one additional skill that the doctor uses. She pays attention to the non-verbal cues the patient gives. This involves being attentive to the patient’s body language and how it matches what the patient is saying. For example, if a

person states that everything is fine but his or her shoulders are slumped and they are looking at the floor, there is incongruence between the words and the body language. When the doctor sees this discrepancy, she asks, “Is there something else you would like to tell me?”

If you have facilitated or completed the BACCHUS Certified Peer Education (CPE) program, the skills described in the article may sound very familiar. CPE Module 3 covers all of these skills and provides activities for peer educators to practice them. Students completing the CPE program frequently rate this section as particularly helpful. Pre- and post-tests show certified peer educators gain confidence in their listening abilities through the CPE program.

Quality verbal and non-verbal listening skills are key to being an effective peer educator. If it has been awhile since students in your peer education group have completed training, review the components to quality listening and include some listening activities as an icebreaker or team builder at your next meeting. A peer educator who is an excellent listener can save a life.

If you would like to read, “See What I Am Saying”, visit [www.spiritmag.com/features/article/see\\_what\\_im\\_saying/](http://www.spiritmag.com/features/article/see_what_im_saying/)



Andrea Zelinko, MS  
Director of Alcohol Abuse  
and Impaired Driving  
Prevention Initiatives

# The Mix: Alcohol and Energy Drinks Create Buzz for Campuses

Energy drinks have been a popular mainstay in the United States following the introduction of Red Bull to the country's market in 1997. In 2006, over 500 new brands of energy drinks were launched globally (Malinauskas, et al, 2007) and the U.S. market spent over \$3 billion on energy drinks that year (O'Brien, et al, 2008).

Renewed media attention on the topic of mixing alcohol and energy drinks spawned in Fall 2010 following the medical transports of college students after consuming this beverage combination. States and campuses also implemented bans on specific caffeinated malt beverages in response (Woodward, 2010).

In November 2010, the Food and Drug Administration (FDA) issued a warning letter to four manufacturers of alcohol energy drinks (also known as caffeinated alcoholic beverages). The FDA stated that the addition of caffeine to their beverages is an "unsafe food additive" and gave the manufacturers 30 days to address the violations (Food and Drug Administration, 2010).

As of December 2010, the manufacturers agreed to stop selling these beverages (Messinger, 2011). However, the practice of mixing alcohol and energy drinks has not necessarily ceased among consumers.

## On College Campuses

Few published studies examine the rate of alcohol and energy drink consumption, as a mixed drink, by traditionally-aged college students. One study from O'Brien, et al (2008) lists the rate of "alcohol mixed with energy drinks (AmED)" at 24% in the past 30 days (N = 4, 271). Another study (Malinauskas, et al, 2007) found that of those students who consumed energy drinks, 49% consumed three or more energy drinks with alcohol when partying.



The demographics of the population consuming AmEDs in the O'Brien study found users to be primarily male, white, intramural athletes, fraternity or sorority members or pledges, and younger. Initial alcohol consumption occurred at a younger age for those who reported consuming AmEDs.

The marketing campaigns and sponsorships from energy drink manufacturers lead some studies to hypothesize that energy drink consumers are more likely to be thrill-seekers and engage in a very active lifestyle (Miller, 2008).

Although the number of students who mix alcohol and energy drinks may be in the minority, this population does constitute a high-risk population with regard to alcohol consumption. Students who consume AmEDs report increased consumption of alcohol in a single sitting as well as increased episodes of weekly drunkenness and heavy episodic drinking (four or more drinks for females and five or more drinks for males, in a sitting) (O'Brien, et al, 2008).

The expected reasons for consuming energy drinks are visible in the research: lack of sleep and desire for increased energy for project completion, studying, or a long drive (Malinauskas, et al, 2007). Reasons for combining alcohol and energy drinks ranged from interest in hiding the flavor

of alcohol, desire to be able to drink more without appearing or feeling as drunk, and to avoid or treat a hangover (Malinauskas, et al, 2007; O'Brien, et al 2008).

## Reason for Concern

Some studies have found an increase in alertness following the consumption of energy drinks but the consumption of energy drinks when mixed with alcohol does not counter the objective, physiological effects of alcohol on the body (Reissig, et al, 2009). Instead, the energy drink can mask the depressant effects of alcohol that can signal to the drinker, to friends, and to a bartender that the individual should not consume any additional alcohol, has had too much to drink, and/or should not be driving. Individuals who drink AmEDs may also fail to judge the intoxication level in those around them, leading to misinterpretations and faulty decision-making.

The hidden effects of alcohol due to the simultaneous consumption of energy drinks may be why students who drank AmEDs were more likely to report being taken advantage of sexually, taking advantage of someone else sexually, riding with a driver who was under the influence, or being hurt or injured (O'Brien et al, 2008).

Physical effects after consuming energy drinks included weekly "jolt and crash" episodes, headaches, and heart palpitations (Malinauskas, et al, 2007). A "jolt and crash" episode is defined as a "feeling of increased alertness and energy (the jolt) followed by a sudden drop in energy (the crash) that occurs in response to using energy drinks." The Malinauskas study also found a dose effect for these jolt and crash episodes with the episodes being likely for the majority of participants who consumed three or more energy drinks in a sitting.

## Proactive Prevention

Combating the prevalence of AmEDs has not been well-researched. However, higher education prevention staff can rely on their training to address this topic as they would other concerning behaviors. It is important to utilize a comprehensive approach that addresses individuals, the campus, and the broader community as well as non-users, potential users, and high-risk users.

Campus health and prevention staff can integrate this topic into their work with peer educators and other student leaders and with their campus-community coalition. Each entity can play an active role in addressing AmED consumption.

- Remember that the majority of students are not mixing alcohol and energy drinks.
- Market strategies for natural energy that range from getting enough sleep and eating well to working out and laughing with friends.
- If you are not sure about data from your own campus, consider adding a couple questions about AmEDs to your next campus substance use survey.
- Hold focus groups or use clicker-based surveys for target populations to learn about the frequency of AmED use and/or reasons students are not drinking AmEDs. Utilize these findings as you market the healthy, energizing ways students are living and studying.
- Educate student leaders and health professionals (doctors, nurses, and counselors) on the basics of alcohol and energy drinks. Remind your health and counseling centers as well as other departments that conduct alcohol screenings to pay attention to references to energy drinks in their brief interventions. These staff can help correct misperceptions and misinformation.
- Train student leaders in bystander intervention and include a component on alcohol and energy drinks.
- Work with your local responsible beverage service trainers to train servers on the effects of mixing alcohol with energy drinks.

- Meet with your coalition and then engage key decision-makers to review your campus policies. Consider a ban on the free distribution of energy drinks, on the sale of energy drinks, and/or on the availability of energy drinks as mixers at campus events (i.e., through campus catering for functions).

Campus prevention staff and trained peer educators have a solid foundation for facilitating the conversation about AmED consumption by remembering the basics of effective prevention work. Integrating conversations about alcohol expectancies, training on bystander intervention skills, and strategies for lower-risk drinking into their current prevention efforts will allow campuses to address this topic with students and the community efficiently.

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## Screening and Brief Intervention Training from BACCHUS

The effects of alcohol abuse on college students are well documented, and evidence has emerged guiding practitioners to best practices for reducing alcohol abuse with this population.

Research also has told us that not all students who use alcohol in unhealthy ways will voluntarily seek out assistance to change their behaviors. Therefore, it is important to place effective strategies in settings where students naturally go to have the best opportunity to decrease high-risk drinking with college students.

SBI is a quick intervention that can be conducted by a wide range of trained campus staff. SBI utilizes a brief screening tool and incorporates motivational interviewing techniques into the brief intervention.

This training will provide an overview of the tools and key components of SBI, will include sample phrases and approaches staff can use, and will allow for the crucial practice time to assist your staff in implementing this approach. Participants will leave with key tools to utilize with SBI, ideas for integrating this effective practice into their interactions with students, and resources for continuing to develop their skill set.

SBI allows campus staff to turn casual conversations with student into brief, intentional conversations with a beneficial outcome for the students.

## Options

- 1 hour "brown bag", in conjunction in another training or site visit to campus
- 3-4 hour in-depth with crucial practice time

## Audiences

- Health and counseling center staff
- Residence life staff
- Academic advisors
- Career counselors
- Judicial affairs
- Intramural and club sports coordinators
- Faculty

Contact Andrea at BACCHUS to learn more: [andrea@bacchusnetwork.org](mailto:andrea@bacchusnetwork.org) or (303) 871-0901.



Melanie M. Jatsek, RD  
Speaker and Author,  
Melanie Jatsek Enterprises

# Sugar – Not So Sweet After All!

If students are looking for extra energy, they will not find it in a can of soda or candy bar. Ironic, isn't it? After all, isn't that what many of us often reach for when we are tired to give us a little pick-me-up? There are a few things about sugar students and others might not know.

First, students need to know their bodies digest sugar at a super fast rate, causing their blood sugar levels to spike and then crash. They may feel a burst of energy right after drinking that can of soda (the "spike"), but once the body metabolizes the sugar (about 30 minutes later), they will be feeling sluggish and foggy (the "crash").

Second, the empty calories in sugary foods and beverages can lead to obesity and excess inflammation in the body, increasing one's risk for type 2 diabetes, heart disease and stroke.<sup>1</sup>

Third, do you ever hear your students say, "I'm hooked on sweets"? There may be some truth to that statement. In his book *The End of Overeating*, Dr. David Kessler explains how some people can become addicted to sweets and chocolate chip cookies the way others become addicted to cocaine.

According to Kessler, high-sugar foods light up the brain's dopamine pathway similar to the way drugs and alcohol do. Dopamine is the brain chemical associated with pleasure. In time, the brain becomes wired so that dopamine pathways light up at the mere suggestion of the food. Once the food is eaten, the brain releases opioids which bring emotional relief. Together, dopamine and opioids create a pathway that can activate every time a person is reminded about the particular food.

## A Vow of No Sugar?

No! It is not realistic to suggest students stop eating every food with sugar in it. In fact, sugar is found in so many foods that it would be next to impossible to eliminate it from one's diet. For example, did you know that spaghetti sauce, salad dressing, and crackers often contain some form of sugar?

Instead, suggesting students limit their intake of simple sugars can be a good first step. Simple sugars are found in items like table sugar, candy, soda, jams, jellies, fruit juices and pastries.

*"According to Kessler, high-sugar foods light up the brain's dopamine pathway similar to the way drugs and alcohol do."*

If students consider themselves to be "junk food junkies" and cannot imagine giving up their daily cream-filled doughnut, ask them to start small. For example, suggest they try swapping the doughnut for an apple just one day out of the week. Then the next week, they can try making the swap for two days.

A sub-group of the "junk food junkie" are the students who are addicted to soda, otherwise known as the "sodaholics". For those who polish

off a 24-pack of soda every week, recommend they start by replacing one can of soda each day with a bottle of water.

## Spotting Hidden Sugars

Students will be more successful at limiting their sugar intake if they learn what to look for on the food label! It really is that simple. Sugar can be disguised as any of the following words under the list of ingredients:

|                                 |                                 |                  |
|---------------------------------|---------------------------------|------------------|
| <b>Brown sugar</b>              | <b>Glucose</b>                  | <b>Maltose</b>   |
| <b>Corn sweetener</b>           | <b>High fructose corn syrup</b> | <b>Molasses</b>  |
| <b>Corn syrup</b>               | <b>Honey</b>                    | <b>Raw sugar</b> |
| <b>Dextrose</b>                 | <b>Invert sugar</b>             | <b>Sucrose</b>   |
| <b>Fruit juice concentrates</b> | <b>Lactose</b>                  | <b>Sugar</b>     |
| <b>Fructose</b>                 | <b>Malt syrup</b>               | <b>Syrup</b>     |

When reading a food label, it is important to note that ingredients in the largest amounts are listed first. So the next time you pick up a can of your favorite energy drink, spin it around and notice that the first three ingredients will probably be carbonated water, sucrose, and glucose. The latter two ingredients are both sugars, which should tell you that energy drinks are nothing more than carbonated sugar water with caffeine.



## Brittany Russell

University of Missouri,  
BACCHUS Student Trustee

## J Mintzmye

United States Air Force  
Academy, BACCHUS  
Student Trustee

# Member Retention: It's All About Respect

*Brittany recently earned her Bachelor's degree in Social Work at the University of Missouri and is currently enrolled in the Master of Social Work program. She has been involved in her peer education organization since the fall of 2007 and is currently co-advising the group. She was the SAC representative for Area 5 last year and is so excited to serve the network as a Student Trustee!*

*J is a junior at the United States Air Force Academy. He is an economics major and has been involved with peer education for the past two years. The Air Force Academy has a 125 member peer program that focuses on healthy lifestyles, stress reduction, sexual assault prevention, and alcohol education. Before his election as a BACCHUS Student Trustee, J served as the Area 3 SAC representative last year. J is also on the NOYS Teen Distracted Driving Leadership Team and works to increase community awareness about the dangers of distracted driving.*

Hello peer educators and welcome to spring! As the final stretch of the year approaches, your organization may find difficulties keeping members engaged and excited about the work they are doing on your campus.

As peer educators, we understand students are extremely busy with classes, jobs, and commitments to multiple other campus organizations. It often becomes difficult to juggle everything, and we want to make sure members see peer education as an important part of their college experience – something that enriches their lives and

is not viewed as an inconvenience or uncomfortable activity.

Peer education groups often focus on recruiting new members while forgetting to keep their experienced, “veteran” members involved. New members are known for bringing enthusiasm into an organization, but without experienced students to lead the way, project organization and execution can be very difficult.

We would like to share these tips to keep your members excited about being a part of your peer education group – please keep them in mind as you work throughout the year.

## Respect Time

College students are extremely busy, and meetings sometimes drag on longer than intended. While it is great to spend time together, excessive time commitments can encroach on other valued activities. Although spending a lot of time with peer education can be very rewarding, a stressful schedule can make students feel overworked and they may lose focus on why they joined your organization in the first place. Remember to respect your peer educators' time so that they do not feel overwhelmed.

## Respect Opinions

Sometimes when a group gets into its “groove”, it often does something the way it has always been done. If you ask for new ideas, be certain that you use them. If you disagree with an idea, instead of attacking the idea, suggest improvements.

Also, consider sitting down with your members on a regular basis or sending out an online survey to ask them about the organization. Ask them how things can be improved or how they believe the group is doing.

Knowing their opinions are being heard makes a person more willing to stick with the group. Remember to always be thankful for member contributions and to positively handle suggestions.

## Respect Backgrounds

No two people are 100% identical, and peer education groups are often extremely diverse. Everyone has unique talents that can lead your organization to success. Remember to value everyone for who they are and what they bring to the group.

## Respect Their Efforts

Peer education is not always easy; sometimes the work is very frustrating, and sometimes it seems nobody appreciates the efforts we are making. When you see a member is devoting a lot of time to your organization, go out of your way to give them recognition for their dedication.

You can do this by simply sending a thank you note (a handwritten card goes a long way!), by choosing a member of the week or month, or by nominating your students for an award at your regional conference or at the General Assembly in November.

The feeling of being valued in an organization is a powerful motivational tool and will definitely help with morale. Remember to always remind your students they are positively impacting countless lives and thank them for their efforts.

## Respect Future Goals

Make sure all of the peer educators in your group are getting something out of their time commitment. Peer educators do a lot for their fellow students, but in the process they sometimes forget to spend time helping themselves.



Cody Siewert, MBA  
Certified Peer Education  
Training Coordinator

# CPE Tips: Using Feedback to Improve Your Trainings

As you look forward to a new academic year, you may be developing the training for your new peer educators.

The difference between a good training and an excellent training often boils down to planning. The feedback from previously trained peer educators provides ideas of how to meet the training needs of your new members.

The first step is to ask for feedback from your current peer educators on the training they completed. Ask your peer educators, "What training material resonated well with you?" and "In what areas could more training be provided?" After you have received feedback, think about what changes to make to your training so it will be more beneficial to your incoming peer educators.

At The BACCHUS Network™ we look at the data collected from our Certified Peer Educator (CPE) training pre- and post-tests. What we have learned from this data may be helpful in planning training for your peer education program.

CPE Training has been shown to be a very effective tool in training your peer educators. Since 2008, we have received over 5,000 CPE training pre- and post-tests. The data from these tests indicate that our amazing peer educators are ready and able to help their peers make positive decisions to improve their health.

The post-test data tell us peer educators self-identify themselves as being very strong in attributes such as talking with a friend about a risky behavior or choice, referring someone to counseling, and intervening in a crisis situation. However, follow-up training and practice will continue to increase peer educators' skills and confidence.

The CPE pre- and post-test data reveal that at the completion of CPE training, peer educators report increased confidence in talking with peers about a risky behavior, but they are slightly more confident if that peer is a friend. This result may not surprise many advisors. After all, most of us would be more comfortable intervening with a friend than a peer or colleague.

The reality is that peer educators do not pick whom they help, and it may be a peer rather than a friend who needs help. To help peer educators increase their confidence in this area, include more role-play practice on peer-to-peer listening and referral. With additional practice, peer educators will learn that listening to a peer is not very different than listening to a friend.

Another interesting CPE post-test finding relates to intervening in a crisis situation. While the competency gains were great, some students indicated a need for more practice in this skill area.

CPE offers 90 minutes on bystander intervention skills but your peer educators would probably benefit from additional training on interventions. Consider including bystander intervention practice during your regular meeting time.

One recommendation I would make is to utilize real-world examples developed by your peers, use the scenarios in the CPE Student Workbook, and use the scenarios in the bystander intervention training, STEP UP! ([stepupprogram.org](http://stepupprogram.org)).

These examples can be used as role-plays or for a group discussion with your peer educators. Consider requiring your peer educators to do 15 minutes of role-plays each week to further their skills in intervention scenarios. Review the strategies to deal with resistance as

## CPE Promotion: Spring and Fall

**The first 10 campuses to book a BACCHUS-led CPE training for spring or fall 2011 will receive a 10% discount!**

Contact Cody to book your training today!  
[cody@bacchusnetwork.org](mailto:cody@bacchusnetwork.org)  
(303) 871-0901

well as options for intervening directly and indirectly in emergency and non-emergency situations.

The more comfortable your peer educators are with these concepts and skills, the more confident they will be to intervene.

Many of us take great pride in the trainings we provide to our peer educators. Rightfully so, but we can always identify ways to make our trainings better. What ways can you identify to make your training better?

The BACCHUS Network™ identified ways to make CPE better when we released the new CPE training in 2008. We will use the feedback we are collecting now to improve the next version of CPE.

Finally, I welcome your feedback from your CPE trainings. If you have any questions or concerns email me at [cody@bacchusnetwork.org](mailto:cody@bacchusnetwork.org) or call me at (303) 871-0901. If you have any questions about your training, I am always here to help.



Katie Eggerman  
BACCHUS Student  
Trustee, 2009-10  
University of Missouri

# BACCHUS Alum Puts Peer Educator Experience to Work

Last summer, I was a policy intern for the National Council for Community Behavioral Healthcare in Washington D.C. The National Council is a member organization with over 500 member organizations across the country consisting mainly of Community Mental Health Centers and their state associations.

The policy branch of the National Council works to represent these members in Washington and to keep them informed on how new and existing policies impact their practice in mental health and substance use disorder services for the uninsured and Medicaid populations. My main responsibilities were to research given topics to create fact sheets and issue briefs and to attend various meetings or briefings on behalf of the National Council.

My favorite work experience from the summer was the office's annual Hill Day. Over 500 of our members came to D.C. for a day of policy briefing and discussion on pending legislation. The group then spent the following day visiting with their legislators on these issues.

I had been with the National Council for several weeks and most of my time and efforts up to that point had gone in to helping prepare for this event. A fact sheet I had made was included in the folders that every attendant received and was also included in the information that was sent to the legislative offices.

An internship can also provide the opportunity to explore a new area. I spent my free time exploring the city: seeking out free activities, searching for the best farmer's market, touring the city via cupcake shops, and building my itinerary around finding restaurants owned by former Top Chef contestants!

I stood in the rain to get free tickets to a concert at the Kennedy Center that included John Mayer, Smokey Robinson,

and the National Symphony Orchestra all on the same stage. This was one of my favorite evenings because I was able to share it with another former BACCHUS Student Trustee, Tara Daniels.

When looking for internships I knew I wanted to go to Washington D.C. to work on health policy and could not have been more excited when I found this opportunity that tied health policy into my interest in behavioral health care prevention and treatment. The knowledge and perspective I had gained as a peer educator helped me understand the issues the National Council was working on.

*"I had no idea pushing myself to explore this new topic would help me secure such a great internship two years later!"*

My senior year at the Area 5 Region Conference, I had collaborated with the president of our campus' Active Minds chapter to give a presentation on co-occurring mental health and substance use disorders and self-medication. I had no idea pushing myself to explore this new topic would help me secure such a great internship two years later!

I think being able to talk about this experience was key in my getting the position in Washington D.C. The incidence of co-occurring disorders is high among the population the National Council is working to serve. Educating this population is a high priority for the National Council, and they were happy to hear I shared this passion in health education.

The skills gained by being a peer educator can translate well into almost any work setting. Being confident in your writing and verbal skills can play a huge role in

getting the job you want. My experience as a peer educator consisted of a wide variety of things from presenting, to planning events, writing newsletters, leading meetings, and many other "random" tasks. Each of these tasks can translate into skills to be used in a new position.

A critical part of being a successful peer educator is understanding your audience and making sure your efforts reflect their unique needs. This ability to customize your work will be useful in any job or task you face in the future.

The pieces I worked on at the National Council were for a varying audience. The pieces written for legislators looked different than pieces prepared for state Medicaid Directors. Projects that were intended to directly serve consumers looked different as well.

Researching and knowing what information to include in these was important, but the delivery was critical to ensuring the message was effective. I learned this skill as a peer educator and use it daily.

Every peer educator has a unique experience and therefore takes away different skills and lessons. Take the time to reflect on what you have gained as a peer educator and put it to good use. This could mean effectively describing the experience on your resume or performing high-quality, innovative work in the "real world". You have given so much of your time and energy to peer education so make sure to recognize and utilize what it has given back to you!

*Katie is currently a Masters in Public Health student at the University of Missouri and works in the Wellness Resource Center as the Prevention Graduate Assistant overseeing the marketing of MU's social norming messages.*



## Chris Miller

Associate Director of  
Montana Tobacco Prevention  
and Control Initiatives

## Tad Spencer, MA

Director of Colorado Tobacco  
Prevention Initiatives

# Rationale for Tobacco-Free Campus Policies Gains Momentum

Anyone who has worked on a collegiate tobacco-free policy campaign knows there is never 100% support for such a policy. It is important to recognize this fact so that you do not become discouraged when you do encounter a few loud and passionate members of the opposition. Always keep in mind you are working to protect everyone from dangerous secondhand smoke and create a supportive environment for the many tobacco users who would like to quit. Below, we list just a few of the major reasons why tobacco-free campus policies are worth the effort.

## How Tobacco Smoke Causes Disease

The first Surgeon General's report on the health effects of smoking was released in 1964. Since then, overwhelming data have shown just how devastating tobacco is to the human body. The latest report was released in December 2010 and provides detailed explanations of precisely how tobacco smoke damages systems and cells in the body.



**1-800  
QUIT  
NOW**

Though many of the conclusions reinforce what we have already known, new research clearly connects secondhand smoke exposure to heart attacks and DNA-level cell damage.

The report reaches six major conclusions:

- There is no risk-free level of exposure to tobacco smoke.
- Inhaling tobacco smoke causes numerous ailments, particularly cancer and cardiovascular and pulmonary diseases. These arise through DNA damage, inflammation, and oxidative stress.
- The risk and severity of many adverse health effects caused by smoking are directly related to the duration and level of exposure to tobacco smoke.
- Sustained use and long-term exposures to tobacco smoke are due to powerfully addicting effects of tobacco products aimed at multiple types of nicotine receptors in the brain.
- Low levels of exposure lead to a rapid and sharp increase in factors that are implicated in heart attacks and cardiovascular problems.
- There is not sufficient evidence that product modification strategies to lower emissions of toxic chemicals in tobacco smoke reduce risk for major adverse health outcomes.

The full report and an executive summary are available at: [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)

## BACCHUS Certification for Tobacco-Free Campus Policies

In order to recognize colleges and universities that have boldly chosen to protect their campus community from the imminent dangers of secondhand smoke exposure and to provide a framework for schools striving to create a healthier campus environment, The BACCHUS Network™ has established key elements of a comprehensive campus tobacco-free policy. These include creating a completely tobacco-free environment; eliminating tobacco sales, marketing and promotions; offering adequate cessation options; posting signage and notices of the policy; and other key points.

College campuses that establish a tobacco-free policy with all of these points and apply for certification will receive an official designation from The BACCHUS Network™ as being a “Diamond” certified campus. “Gold” and “Silver” level certifications are also available, depending on the number of requirements met. A full description of these three levels and more information about applying for certification can be found on [tobaccofreeU.org](http://tobaccofreeU.org)



## Tobacco Policy from page 10

**Source:** U.S. Department of Health and Human Services. *How Tobacco Smoke Causes Disease: The Biology and Basis for Smoking-Attributable Disease: A Report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2010.

## Secondhand Smoke's Impact on Students

Beyond the scientific reasons we should eliminate unwanted tobacco exposure, many students themselves express a strong desire to breathe clean air. Here are some powerful quotes from actual college students describing how secondhand smoke affects them on campus. We recommend gathering stories from students on your particular campus about how secondhand smoke is impacting them.

“I have asthma and every time I accidentally inhale someone’s smoke, I have to use an emergency inhaler to stop an attack. It is hard to avoid every person that is smoking, and I get lightheaded from holding my breath while passing some of these areas. I cannot avoid all entranceways and walkways, and I feel that I should not have to in order to protect my health.”

“I am pregnant and very concerned with exposure to secondhand smoke and the potential effects on my unborn child. I try to avoid areas where people smoke, but I am often exposed while traveling between classes on campus.”

“I am deathly allergic to cigarette smoke. In the 4th grade I went on a field trip to a bowling alley with smoke. I ended up going to Children’s Hospital before the school day was over and got

a tracheotomy. I should not have to suffer the consequences of other peoples’ choices. If they want to smoke, great, but do it in your own home, not in public because I have just as big a right to clean air.”

**Source:** Quotes obtained from the 2010 Montana Tobacco Use and Attitudes Survey, conducted by The BACCHUS Network.

## Tobacco-Free vs. Smoke-Free

While smoke-free policies take the important step of protecting the campus community from secondhand smoke, we strongly recommend implementing tobacco-free policies that prohibit both smoking and smokeless tobacco use.

The campus does not want to inadvertently promote a product with more nicotine than cigarettes. Spit/smokeless tobacco use has similar addiction potential as smoking. In fact, a dip of smokeless tobacco typically contains three to five times more nicotine than a cigarette.

*“I have asthma and every time I accidentally inhale someone’s smoke, I have to use an emergency inhaler to stop an attack.”*

Research shows smokers have difficulty switching from cigarettes to smokeless tobacco. Instead, many become dual users of both cigarettes and smokeless products, increasing the addiction. A college or university can create an environment where it is easy for people to live healthy lives by not allowing tobacco use on campus.

An institution of higher education should not allow the on-campus presence of an industry’s whose mission is to addict and harm young adults. The domestic tobacco market is shifting its focus to smokeless products and “little cigars”. Marketing of smokeless products to young adults has accelerated in recent years, as this age group is a key demographic. The industry’s message is, “Smoke when you can, dip when you can’t.”

It is irresponsible and counterproductive for the college or university to inadvertently help tobacco companies increase addiction to their deadly products. Tobacco companies make money by deliberately addicting young people. The tobacco industry has manipulated the public long enough.

Strong tobacco policies are our chance to be a step ahead and disallow these deadly, addictive products on campus.

## Just Starting to Craft a Policy?

Congratulations on starting the process of building a stronger tobacco policy. The BACCHUS Certification for Tobacco-Free Campus Policy can provide ideas for key points to add to your campus policy. Each campus is unique; each situation is a little different. We encourage you to have rich discussions with your campus community about what elements would be most beneficial and what would provide maximum protection from secondhand smoke and tobacco addiction.

Need help? Contact Tad to learn how BACCHUS can help your campus: (303) 871-0901 or email Tad [HERE](#)



## Green Dot (Power-Based Personal Violence) Prevention Campaign

**School Name:** Gonzaga University

**Group Name:** GPlus (G+): Gonzaga Peers Listening and Understanding Students

**Program Topic:** Bystander Training

**Program Goals:**

- Educate students about Power-Based Personal Violence
- Educate students about Red Dots (any act, thought, behavior, or inaction that creates or perpetuates violence) and Green Dots (any act, thought, behavior, etc. that shares an intolerance of any form of violence and promotes safety).
- Encourage students to become active bystanders
- Provide knowledge and skill building as to why we do not respond and how to overcome personal obstacles so that we will respond.

**Target Audience:** Popular opinion leaders on our campus (these can be students, staff, faculty and administration).

**Approach to Advertising:** We sent hand-made invitations to targeted members of our community, Resident Advisors, Resident Directors, Residence Hall Advisory Leadership members, and the Student Wellness Resource Center staff.

**Program Description:** While most students were returning to campus from winter break, moving into their rooms again, visiting with friends, etc., a select group of students chose to share their time with members of the Gonzaga University Green Dot Education group and learn how to become active bystanders in their community.

**What is the Green Dot Strategy?**

The Green Dot Strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Within the Green Dot initiative, any attitude, behavior, choice or word that counteracts a red-dot of personal violence against someone by communicating intolerance for sexual violence, interpersonal violence, stalking and other similar activities as well as promoting a safer environment for everyone is considered a Green Dot!

This strategy targets all campus community members as potential bystanders; engages them, through awareness, education and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations.

**Why Green Dot for Gonzaga University?**

The attitudes and values that lead people to abusive and disrespectful behavior, such as that reflected in sexual assault, are unacceptable in our community and culture. We seek to challenge every member of the Gonzaga University community to actively work to counteract acts of sexual violence and make the prevention of further violence a personal priority. The model for this approach is in current use at other universities and state agencies across the country and is considered a more effective strategy than past prevention efforts. Our goal is to unite our community in the understanding and reflection of Jesuit and Catholic values and beliefs in all our actions, particularly those which involve the dignity of human life.

This was the first Bystander Training facilitated on the Gonzaga campus and with a select group of students who are culture

changers. The training was facilitated by one student (G+ President, Kayte Bradshaw), five staff members and two administrators who volunteered their time to support this critical work. The training lasted six hours with only brief breaks throughout the time frame. The students were engaged, actively participated and shared stories and situations in which they stepped up as active bystanders or future situations in which they would step up. Multiple students shared that the time passed quickly! Overall, it was a huge success for the first of many bystander trainings to come!



The Bystander Training consists of four modules:

1. Introduction to Green Dot,
2. Recognizing Red Dots,
3. Bystanders: Identifying Self-Defining Moments and Overcoming Barriers, and
4. Reactive and Proactive Green Dots.

Throughout the training, students follow along in their own workbooks that highlight the key points, provide activities, and define the concepts associated with

## Featured Program *from page 12*

Green Dot. Students also view different video clips of bystander behavior, identifying the issues they see in the videos and watching as other respond or do not respond in perceived high-risk situations. In module three, students are presented research and studies into Bystander behavior and the obstacles that many times leave us not acting. It is also an empowering module in that it gives the participants three “D’s” of action: Directly intervene, Delegate to someone who will act, and lastly Distract. In the last module, students are challenged to a “readers theater” – a true skills practice with scenarios that the students read through and practice “doing Green Dots”.

At the end of the training, all participants reflect back upon the experience and are challenged to do a Green Dot in the next 24 hours (the group brainstorms what they could do and shares with one another). By checking in with a friend who seems nervous or anxious about her/his relationship, asking questions and letting them know you are there – you have done a Green Dot; when you see a couple arguing outside your residence hall, calling the Resident Advisor to check it out – you have done a Green Dot; by updating your Facebook status to show that you want to help end violence of all kinds – that’s a Green Dot.

**Evaluation:** We conducted an evaluation survey via Student Voice and received high marks for the program. Many participants rated the training high for education surrounding power-based personal violence, understanding high-risk situations (Red Dots) and generating active bystander opportunities (Green Dots). They scored the videos, personal sharing and workbooks as among the most valuable tools to this education. Overall, the group (60+%) rated the training as very valuable and the 29 participants recommended 70 students whom they thought would be great for the next training!

### Promotion and Publicity:

1. Hand-made invitations
2. Encouragement by Assistant Director of Residence Life and Resident Directors
3. Follow up emails for RSVP purposes

**Budget:** \$750

**Collaboration:** The support of Residence Life was huge in garnering the level of participation we achieved. Our G+ President, Kayte Bradshaw, and the Student Wellness Resource Center leadership reached out to the students as well.

### Contact Information:

Jill Royston  
Program Coordinator  
(509) 313-5922

[Royston@gonzaga.edu](mailto:Royston@gonzaga.edu)

## Nebraska Methodist College Awarded Gold Certification for Tobacco-Free Campus Policy



The BACCHUS Network™ has officially certified Nebraska Methodist College – The Josie Harper Campus as a Gold Award winner for its tobacco-free campus policy.

The policy prohibits all tobacco use, sales, marketing, and promotions on all property owned, leased, or under the control of the university. Nebraska Methodist College’s tobacco-free policy was implemented June 1, 2009.

Each year, BACCHUS accepts submissions for certification from colleges and universities across the country. The certification levels correspond to 11 standards of tobacco-free policy, ranging from prohibiting tobacco use and sales to divestiture of tobacco company stocks by the college or university.

A full description of the certification levels can be found at [tobaccofreeU.org](http://tobaccofreeU.org). In 2010, Oklahoma State University received a Gold Award and Winona State University received a Silver Award.

“Nebraska Methodist College’s tobacco-free policies provide immediate health benefits and initiate a larger social norm change,” said Drew Hunter, President/CEO of The BACCHUS Network™.

More than 250 colleges and universities in the United States have adopted tobacco-free policies. Mr. Hunter expects the trend to continue. “Many campuses across the country are saying, ‘Tobacco use does not support the campus vision of health and well-being for all.’ Colleges have a responsibility to create environments that promote health and a lifetime of learning – for both tobacco users and non-users.”

Though tobacco use has decreased nationally, the young adult population (18-24 year-olds) remains a higher-risk group. Tobacco-free policies increase cessation rates and decrease the likelihood of new users starting.

Campuses certified through BACCHUS as tobacco-free or smoke-free receive a seal to be displayed on campus literature and websites to let future students and parents know that the institution is committed to the health of its students. BACCHUS will also publicize the certified campuses on their websites and in their publications.

For more information about implementing tobacco-free campus policies or applying for BACCHUS certification, please contact Ann Quinn-Zobeck, Director of Education and Training.



# Keisha Bates

**Campus:** Gustavus Adolphus College

**Year in School:** Senior, Biology (pre-med)

**Activities and Offices Held:** Co-President of Gustavus Swing Club, Biology Teaching Assistant, Career Center Employer Host, HHMI Peer Mentor, LSAMP Fellow, Co-President of Guild of St. Lucia Honor Society

**What do you enjoy most about your role as a peer educator?** What is most gratifying to me is seeing students I have helped in the past become involved on campus, take leadership roles, and truly make a name for themselves. It makes me so proud to see them grow and change and give back to their community.

**Describe the most successful program in which you have been involved as a peer educator.** I personally think one of our most successful, yet not very noticeable programs is the “Making the Most of Your College Experience” workshop we do for first-year classes and transfer and international student classes. Every single time I have done this workshop, the feedback I have gotten has been astounding.

The students truly appreciate having an upperclassman student answering their questions in a very comfortable, welcoming and open atmosphere. I have noticed many of these students come into our peer education office and personally approach the peer educators more often. I feel as if

it is this workshop that allows us to make some of the most meaningful, personal connections of any program we do.

**What advice would you give to other peer educators?** Be a peer educator to yourself! It is far too easy to become so engrained in helping other people that we fail to take care of ourselves. It is not selfish to take a night and indulge in a sappy movie and popcorn; it is not weak to be crabby or upset; and it is not wrong to say “no”. In order to give to others, we must first be whole ourselves.

**How do you relax?** I swing dance! It is a wonderful way to experience a meaningful connection with another person. I describe swing dancing as two people having a conversation with each other, but instead of words, they use motion, touch and the sharing of joy. It allows me to “swing” my cares away and share happiness with other people that is utterly contagious.

**Favorite Quotation:**

It changes every day, but right now it is:

“Happy is the heart that still feels pain  
Darkness drains and light will come again  
Swing open your chest and let it in  
Just let the love, love,  
love begin.”

– Ingrid Michaelson

**Sugar** from page 6

**Make It Visual**

It is really simple and inexpensive to assemble a “Sugar Shock” display of common foods and beverages students indulge in on a regular basis. To create this display, work with your peer education group to assemble a bag of white sugar, a measuring teaspoon, index cards, clear plastic cups, and a sample of the following foods to use in the demonstration:

| Food or beverage                            | Grams of sugar | Equals this many teaspoons of sugar* |
|---|----------------|--------------------------------------|
| 12 ounce soda                               | 42             | 10.5                                 |
| Chocolate bar (1.5 oz)                      | 24             | 6                                    |
| 16 ounce café mocha with whipped cream      | 32             | 8                                    |
| 3 cream-filled chocolate cookies            | 14             | 3.5                                  |
| ¼ cup pancake syrup                         | 32             | 8                                    |
| 1 Tbsp jam or jelly                         | 12             | 3                                    |
| 8 ounce juice                               | 26             | 6.5                                  |
| 8 ounce energy drink                        | 27             | 7                                    |
| ½ cup chocolate ice cream                   | 16             | 4                                    |
| *Note: One teaspoon of sugar equals 4 grams |                |                                      |

Your group can display the food, measure out the sugar for each food in a clear plastic cup, and use the index cards to write how many teaspoons of sugar are in each food or beverage. Students will be shocked to actually see how much sugar they are consuming!

Reducing the sugar in a diet does not have to be painful if students focus on taking small steps. Reassure students that after awhile, they will be surprised at how much more energy they will have, and they may even find their clothes fit a little better, too!

Melanie M. Jatsek is a registered dietician, speaker and author of the book *Healthy U: A Quick Reference Guide to Eating Healthy on Campus and Beating the Freshman 15* (Spring 2011).

**Reference**

Johnson, R.K., Appel, L.J., Brands, M., Howard, B.V., Lefevre, M., Lustig, R.H., Sacks, F., Steffen, L.M., and Wylie-Rosett, J. (2009). Dietary sugars intake and cardiovascular health: A scientific statement from the American Heart Association. *Circulation* (120), 1011-1020.

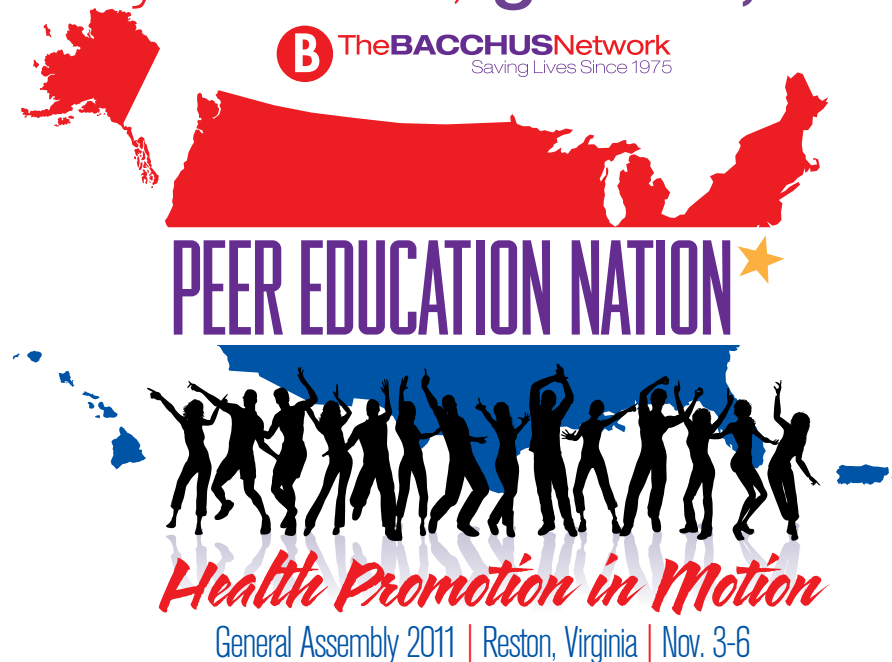
## Member Retention from page 7

Ask your members what they expect to get out of your organization and attempt to help them achieve their goals. Remember to always check on your members to ensure they are doing okay and they are getting the most out of your organization.

We hope that by respecting the time, opinions, backgrounds, efforts, and goals of the peer educators in your organization, you can keep them engaged and enthusiastic about the work that they are doing on your campus.

If you have any questions or more ideas on how to retain members, jump on the Facebook group (“The BACCHUS Network”) or email us at [brittanyrussell@bacchusnetwork.org](mailto:brittanyrussell@bacchusnetwork.org) or [jmintzmyer@bacchusnetwork.org](mailto:jmintzmyer@bacchusnetwork.org). Happy peer educating!

# On your mark, get set, Go!



The BACCHUS Network™ is a university and community based network focusing on comprehensive health and safety initiatives. It is the mission of the organization to actively promote student and young adult based, campus and community-wide leadership on healthy and safe

lifestyle decisions concerning alcohol abuse, tobacco use, illegal drug use, unhealthy sexual practices and other high risk behaviors. To guide these efforts, we operate with the philosophy that peers can play a uniquely effective role—unmatched by professional educators—in encouraging their friends to consider, talk honestly about and develop responsible habits and attitudes toward high-risk health and safety issues. The BACCHUS

Network™ is a nonprofit organization with a national office in Denver, Colorado. *The Peer Educator*™ is the organization's publication sent to all of our affiliates and friends of the Network. With member organizations in campus communities across the United States, Canada and worldwide, The BACCHUS Network™ is the leading organization dedicated to supporting student and young adult based programs in the health and safety field.

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**Terry Tumbarello, M.A.**  
[tumbaret@uwu.edu](mailto:tumbaret@uwu.edu)

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**Doug Everhart**  
[everhart@uci.edu](mailto:everhart@uci.edu)

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