

The

May/June 2003

Peer Educator™

GLBTQ Issues on College Campuses



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List of terms used for this issue of The Peer Educator™

GLBTQ:

Gay--A homosexual person, usually used to describe males but may be used to describe females as well.

Lesbian:

A common and acceptable word for female homosexuals.

Bisexual:

A person who is emotionally, physically, and/or sexually attracted to both men and women.

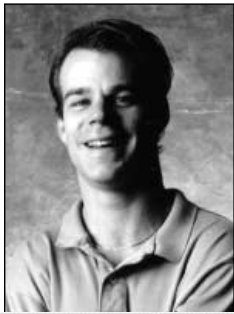
Transgender:

An umbrella term to mean those who defy rigid, bipolar gender constructions, and who express or present a breaking and/or blurring of cultural/stereotypical gender roles.

Questioning:

A person who is unsure if they are emotionally, physically, and/or sexually attracted to men, women, or both.

It's Time To Do Something About It!



David Hellstrom
Director of
Education
and Training

Staff Column

*"I was going to buy a copy of the book *The Power of Positive Thinking*, and then I thought, what the hell good would that do?" Ronnie Shakes*

I am a person with opinions. Just ask me. I have opinions on most everything, and not just opinions, but passionate ones. I can, and often do, argue at length on a wide variety of topics. Don't get me started on the current political climate, the war, race relations, whether the Green Bay Packers will win the Super Bowl this year...

No, having an opinion is not my problem. The question is, what do I do about these strong feelings I have? Do I indeed put my money, and more importantly, my energy, where my mouth is? Ah, that can be a different story.

My wife and I are both fairly politically active. We come from a state that gave us, and then sadly took away Paul Wellstone, a personal hero to both of us. We are also big believers in gun control. Recently, our state legislature passed a law allowing permit owners to "Conceal and Carry" guns in public places,

even though a significant percentage of Minnesotans oppose the law.

In response, I was my usual self. I ranted about "following the money" and the power of lobby groups. I talked about how the powerful "few" were taking over the disenfranchised "many." My wife agreed. In the next week she met with a local organization determined to overturn the law and discussed possibilities to create change. She came home with literature, walking into the house wearing a very cool button on her coat saying "Minnesotans Against Being Shot." She offered one to me. I politely declined, saying I didn't really wear the same coat every day and yada, yada, yada. She looked at me and said "yeah, I mean, having to take like 30 seconds in the morning to take the button off one coat and put it on another...don't want to make too much of commitment."

*"If you don't like the way
the world is, you change it.
You have an obligation
to change it. You just do
it one step at a time."*

Marian Wright Edelman

Ouch. Of course, she was right. Not only that, I hadn't been to any meetings, hadn't attended any rallies, hadn't called any members of Congress, hadn't donated money, hadn't done anything. I responded by going to my computer and sending emails to the respective leg-

islators in my district and State. It took all of 30 minutes. It likely had no effect at all, but at least I had done something. It was a start.

That's the key, isn't it? To get to the *something*. I often hear about how college students are apathetic and I really don't think that's the case - at least not for many of them. I think the greater problem is that most of us, certainly young people, don't get to the *something*.

There might be many reasons. Often times we just don't know where to go with our energy. We don't know how to engage. No one has ever taught us how to be change agents in the world. It is a lesson and a skill we need to start teaching.

Sometimes it is because we feel our opinion is unshared, so not worthy, or that someone else will do it, so we don't have to.

But my biggest fear when I think about the current generation of students, is the reason they don't do more to try to create change in their world is because it just doesn't matter what they think. Too many don't vote, not because they don't care, but because what's the point? We watch the news and not only is no one really surprised that there is major corruption in Corporate America, with a few executives at the top getting millions at the expense of their employees and shareholders, but we're certainly not surprised that years later they are still in mansions with their off-shore accounts and high-priced legal teams instead of serving jail time. We shrug. We watch state tobacco money set aside to do prevention to keep young people from smoking being sucked up in a short-term solution to balance deficits caused by short-sighted decisions and we see

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Cover Story

GLBTQ Issues on College Campuses



In reviewing information collected from our peer educator affiliates in our annual charter renewal process, our staff noticed that 23% report programming on sexual orientation issues. This information made us realize that we have provided limited coverage on this topic in our materials and publications for peer educators and advisors. To explore the issues further, we decided to turn to one of the leading authors for higher education on this topic. In 1991, the book *Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus* by Vernon Wall and Nancy Evans was published by the American College Personnel Association. In Wall and Evans' second book released in 2000, the editors reflect on the progress higher education has made since the first book and examine complex issues facing gay, lesbian, bisexual, and transgendered persons on college campuses. Organized into five distinct sections, *Toward Acceptance: Sexual Orientation Issues on Campus* begins with an overview of the current research dealing with gay, lesbian and bisexual student issues and then moves into a discussion of the organizations promoting awareness and counseling. The latter portion of the book focuses on diversity among the gay and lesbian community and concludes with an examination of how student affairs professionals can continue to be proactive in the area of sexual orientation awareness and support. In addition, I took the opportunity to speak with one of the authors about the role peer educators can play in creating awareness and education. Vernon A. Wall is Assistant Dean of Students/Director of Student Activities at Iowa State University. He is a friend of our network and keynoted at our 2002 General Assembly. Many thanks to Vernon for sharing his expertise in this area, and the many others who contributed information to this issue of *The Peer Educator*™.

Picture this. A 19-year-old college sophomore attends a one-day student leadership conference. At the conference there are several program sessions offered at concurrent times. As our student scans through the sessions offered, there is one program that looks particularly interesting: "Someone you care about is gay: Understanding and supporting your fellow lesbian, gay, and bisexual students." Hmm...

"Why is this program offered at a leadership symposium?"

"What will happen at the program?"

"If I attend, will someone think I'm gay?"

"Will the presenters try to make me think a certain way?"

"Who's presenting this program anyway?"

This description taken from the book *Toward Acceptance* clearly describes the apprehension that any student can feel even before attending an awareness program on sexual orientation. As peer educators, there is much to consider before taking on this topic and much work to determine the campus climate, train on the issues, and prepare just the right program. Sexual orientation programs tackle complex issues and much learning needs to be done about the campus climate as well as the audience.

The college experience is a time for students to explore and define identity. For lesbian, gay, and bisexual students, the process of developing a sense of identity can be complicated even further by the process of coming out – to oneself, to family, to friends, to classmates. (D'Augelli, 1994; Rhodes, 1994) Development becomes even more complex for gay and lesbian students. LGBT students are constantly weighing the level of risk they face and are selective about with whom, when, and in what circles, they choose to self-disclose. This occurs in the classroom, in their residence, and in many other social settings on the campus.

Chapter 6 of *Toward Acceptance* discusses the context of the campus environment. This information is critical to peer educators and advisors who are deciding to provide programs on sexual orientation. Several themes are consistent in the studies that have been done: lesbian gay and bisexual students fear for their safety; harassment and violence targeted at LGBT individuals occurs, and negative attitudes exist toward LGBT people and and/or issues. While attitudes toward LGBTs are improving (Higan & Rentz, 1996; Loeb, 1994; Pratt 1993) there is a growing need on college and university campuses to increase the attention paid to lesbian, gay, bisexual, and

transgendered students by providing personal and institutional support and by educating heterosexual students and staff about homosexuality. (Evans & Levine, 1990) Providing educational outreach, however, can be controversial. There are often conservative values held by some campus constituen-

community for all students. The most important step is to work within the campus culture to achieve success.

Focus on, challenge, and support in understanding the comfort zones of the community. Peer educators should review what other types of programs have been offered in an educational context and what counseling support is offered to students on sexual orientation. Wall advises, "Be intentional about your activities, but also be patient. Attitudes will not be changed in a day. Next – remember that there are groups that you can collaborate with who are committed to combating oppression in all forms (ethnic student groups, women's groups, human rights groups, higher education graduate programs, etc). A solid and connected voice is always a strong voice."

Support of a Safe Zone program at Iowa State University was obtained by stressing the importance of a safe environment for recruiting and retaining students, important goals frequently stated by the ISU President. National educational reports calling for the creation of inclusive and welcoming communities (for example, Association of American Colleges and Universities, 1995; Boyer 1990) can also be used as leverage to gain the attention of senior administrators.

Once students and advisors have buy-in for an educational program and understand the realities of the community's comfort level with sexual orientation issues, peer educators need to receive proper training. Vernon Wall advises peer educators, "First and foremost learn about the coming out process and the emotions that are associated with that process. Understanding the issues that GLBTQ students go through will assist you in identifying programs and in providing assistance. Also – as allies, heterosexual students experience a 'coming out' process of their own. Notice your feelings and emotions and have someone that you feel comfortable talking to during your process. Also, know that the 'B' (Bisexual) and the 'T' (Transgender) are often overlooked or just incorporated into the discussion of sexual orientation without any real understanding. Take some time to learn what these terms mean for individuals who identify as such."

The awareness component of any workshop should help individuals begin the process of understanding the information and misinformation with which they have grown up. Many students do not realize that they have been "taught" many things about lesbian, gay and bisexual people. As a facilitator it is important to recognize this dynamic and develop activities and exercises that encourage discussion.

The sexual orientation of the individuals in the group should not be assumed. Careful attention should be paid to directions, information, and language. Wall states "To be inclusive in any workshop or presentation, peer educators must remember that language is number one. Avoid using gender exclusive terms like "boyfriend" or girlfriend" – "partner" works best for me, but you should use what's comfortable. I'd also mention the GLBTQ alphabet at least once."

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cies, added with the general personal discomfort of individuals discussing sexual orientation issues in a public forum that can be a challenge to student organizations who wish to provide learning. Additional barriers may exist on some religiously affiliated college campuses including "the invisibility of the issue of sexual orientation, the lack of visible community of GLBT people, an institutional culture that avoids conflict, the way in which the institution approaches issues of sexuality, the negative messages coming from the sponsoring religious organization and tacitly approved homophobia." Not all of these barriers exist on all religiously affiliated campuses and some exist on secular campuses as well.

Author Vernon Wall reminds us, "Know that you have allies – EVERYWHERE. Find them. Many religious institutions have developed supportive documents regarding GLBT people. Remember that every religious faith has a "base" – values on which that faith is built on. Some of these values include 'respect,' 'support,' and 'unconditional love for all.' Unfortunately, some people do not see this or choose not to see this."

Before peer educators can establish educational goals when it comes to providing sexual orientation programs, students with their advisor, along with some key decision-makers in Student Life, need to assess their campus environment and attitudes. Often a good place to start is to review the core values on which institutional policies and mission statements are based. Most of these statements refer to development of the whole student in the context of the learning community. Addressing sexual orientation issues can be a strategy for creating a more accepting and welcoming



Cover Story *Continued from page 5*

Advice for Facilitators

(Chapter 7, American College Personnel Handbook of Structured Exercises and Experiences, 1993)

1. Facilitators must be ready for the opposite opinion. They must be ready to encourage the exploration of diverse viewpoints in a constructive proactive manner.
2. Presenters should bring humor and laughter into the workshop whenever possible to balance the anxiety.
3. Individuals have different learning styles. Balance the workshop with lecture discussion, panels, media, and interactive activities. Have quality handouts and visual aids to highlight information.
4. Presenters need to be aware of the balance of messages and representation of all groups affected by the topic.
5. Be cautious of the balance of information and discussion regarding sexual orientation issues, sexual behavior/practice issues, and sexuality issues.
6. Facilitators need to decide the extent to which they can include the breadth and depth of sexuality in their presentation.

Another consideration in developing a workshop is the selection of a creative, attractive title. Program titles such as *Someone You Know is Gay, I Have Something to Tell You*, and *If You're Straight, Does That Mean I'm Crooked...* followed by *Understanding Gay, Lesbian, and Bisexual Students*, or *Combating Heterosexism on Campus*, can help invite an audience.

Other questions for facilitators to consider are:

- What is the current campus climate for LGBT issues?
- What stories have been in the media recently concerning LGBT issues?
- What is known about the group to whom the program will be presented with regard to such issues as gender breakdown, ethnicity, organizational purpose and goals?
- Is this a required session for the participants?
- Was the program developed as a result of a specific incident?
- What is the awareness level of the participants?

Education efforts can include challenging homophobic comments, correcting misinformation and stereotypes, including sexual orientation issues in diversity training, and presenting workshops on lesbian/gay/bisexual issues. Chapter 7 not only outlines factors that should be considered by presenters, but it also provides some basic terminology for workshops and several interactive activities that can be used.

When asked about successful LGBT awareness events, Vernon Wall cites two at Iowa State. "A *Got Ignorance?* campaign complete with T-Shirts and a rally coordinated by our Black Student Alliance and featuring several other campus organizations including our LGBTQ Alliance was a success. It was the 'connected voice' I spoke of earlier. The focus: Get education. Fight Ignorance. The second program is one hosted by our LGBT Student Services Office called *Small Victories*, held every year in January. Rather than wait till the end of the year to hold an awards celebration, this program sends the message that the fight for justice continues and the program provides a great mid-year renewal."

Another strategy reviewed thoroughly in Chapter 15 of *Toward Acceptance* that can be employed by campuses is establishing an ally program. The term ally (as developed by Washington and Evans, 1991) is a person who is a member of the dominant or majority group who works to end oppression in his or her personal and professional life through support of, and as an advocate with and for, the oppressed population. In this context, an ally for lesbian/gay/bisexual issues is by definition someone who identifies as heterosexual, and works to end homophobia and heterosexism. Participating in an ally group can be a positive experience. Benefits include a greater ability to relate and work with all members of society, broader personal relationships, congruence between one's values and one's actions, a stronger sense of self-efficacy, and increased self esteem. Roles for heterosexual allies

can be divided into three categories: support, education, and advocacy. Advocacy by allies is powerful in that allies are not seen as advocating for their own benefit, but because they truly believe in what they support. Advocacy comes to bear on campuses in regards to policy, judicial practices, curriculum offerings, and support services.

Allies may experience some negative consequences and reactions from family and friends. However, simply by making public their existence as an ally, individuals can provide support to LGBT students and influence the development of new allies who will affirm and support LGBT issues.

Toward Acceptance offers a great foundation for advisors and peer educators to examine sexual orientation issues and learn about specifics within the LGBT community on campuses. Many things have changed in our culture in recent years in regards to the treatment of LGBT persons. Laws and policies have become more inclusive. There is greater visibility of LGBT persons in the media. It is clear that there is still a distance to go, yet the distance already traveled must not be overlooked. Changes are seen in colleges who live up to the ideals of free thought and expression, and campuses who strive for safe and healthy environments for all members of the community. (Eddy, Forney, Chapter 6) With the right support, direction, and balance, peer educators can be great allies to LGBT students and assist in providing education to the community within the context of the campus culture.

Presenters need to be aware of the balance of messages and representation of all groups affected by the topic.

10 Ways to Make Your Health Center More Welcoming for Diverse Students

1. Offer in-service training and other educational opportunities for health center staff and ensure that all levels of staff have the opportunity and expectation to participate.

Include topics such as:

- Cultural competency and cross-cultural communication
- Basic health terms in relevant languages and how to work with an interpreter
- Information about specific ethnic or GLBTQ populations as identified by staff
- On and off campus resources and services for students of color and GLBTQ students
- Diversity within GLBTQ community and communities of color
- Discussion of diversity issues/cases/experiences at monthly staff meetings
- Relationship between HIV/AIDS and factors such as race, gender, sexual orientation/ gender identity, socioeconomic status, age, and other STDs
- How to discuss sexual health issues with diverse individuals in a culturally relevant manner

Use campus resources such as professional school faculty or relevant department professionals to conduct training at minimal expense—could also make staff be responsible for doing research and sharing information on some of the topics above

2. Ensure that health center staff and the students they serve have access to information about campus, local community, and web resources.

- Create and maintain current a referral book of resources. Leave the book at strategic locations (such as nurses' station, front desk, treatment rooms, waiting room, etc.)
- Organize referral book by topic, including sections on the GLBTQ community and communities of color—also include index of resources

- Distribute relevant readings and articles to staff on regular basis
- Update collection of brochures
- Place bulletin board that contains information about resources where students can scan it in a confidential way or place items on it with large writing that can be read from far away
- Promote GLBTQ and ethnic events on campus (such as National Coming Out Day)



3. Seek out opportunities to collaborate with and promote your services to diverse student groups and campus departments.

- Increase frequency of outreach to students and the campus community
- Build relationships with diverse student communities
- Participate in or co-sponsor cultural/ GLBTQ programs
- Build and foster relationships with relevant community based organizations and campus departments
- Continue to foster relationship with current partners

4. Ensure that programming efforts are inclusive of diverse students.

- Conduct National College Health Assessment or another student health survey
- Use available, relevant data to help design health messages and market health center
- Create specific programming around determined health needs of specific populations

- Offer sessions on GLBTQ and minority issues during health fairs, specific history months/weeks, pride week, etc.
- Ensure that peer education programming includes GLBTQ and minority issues
- Recruit students of color and GLBTQ students as peer educators

5. Design history and intake forms that are inclusive of ethnic, racial, sexual orientation, and sexual identity demographics.

- Ask separate questions about race and ethnicity—also allow people to mark as many ethnicities as apply
- Include transgender as an option when asking about the gender of the patient or the sexual partner(s)
- Phrase questions regarding birth control in a manner that does not assume heterosexuality, sexual activity, or desire to not get pregnant
- Ask separate questions about sexual orientation and the gender of sexual partner(s)

6. Ensure that the physical space and processes are student-friendly and respect privacy.

- Reduce and improve wait time for patients
- Display confidentiality notice and assess patient flow for privacy issues
- Include more diversions in waiting area to make time pass more quickly
- Promote customer-service model to ensure friendly treatment of patients
- Make space more welcoming (comfortable seating, colorful décor, etc.)

7. Create a physical space that is inclusive of and welcoming for diverse students.

- Encourage all staff to complete a “safe zone/space” training—then find a way to identify staff that have gone through the training such as on health center website, on individual's desk, door, etc.

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Health Center *Continued from page 7*

- Place brochures, magazines, and other reading materials specific to GLBTQ students and students of color in waiting area, exam rooms, bathrooms, and other more visible locations
- Subscribe to GLBTQ and ethnic magazines (such as Out, Al, Latina, etc.)
- Include dedication to GLBTQ students and students of color in mission/values statement
- Display mission/values statement and non-discrimination policy in a visible manner throughout the health center, on the website, and on brochures
- Display GLBTQ symbols (such as rainbow flag or pink triangle) and ethnic decorations

8. Identify and secure appropriate language interpretation resources for students with limited English proficiency.

- Purchase updated brochures in relevant languages
- Include questions about country of origin, spoken language preference, and written language preference on forms
- Create intake forms in Spanish and any other relevant languages
- Encourage staff to enroll in medical Spanish course or other relevant language
- Establish written procedure for interpretation protocol
- Inform patients about available interpretation services through signs, brochures, etc.
- Use interpreters with medical training or professional medical interpreters for more accurate interpretations
- Tap into professional health schools for potential translators (either students or faculty)

9. Solicit student feedback and input on a regular basis.

- Ask students of color and GLBTQ students for feedback about health center through focus groups, surveys
- Have feedback forms available at all times at health center in visible and prominent locations
- Gather feedback through patient satisfaction surveys

10. Take measures to recruit, hire, and retain diverse staff.

- Recruit diverse staff making sure to include bilingual staff, people of color, GLBTQ people
- Expand recruitment efforts by collaborating with relevant community-based organizations
- Incorporate diversity issues into new staff orientation
- Once a more diverse staff is recruited, work on retention of staff

Information provided by the American College Health Association

Selected Web Sites on GLBT Health and Other GLBT Issues

Recommended by the American College Health Association

Gay and Lesbian Medical Association www.glma.org/home.html

The GLMA is a nonprofit organization working to end homophobia in healthcare. The association (along with a group from Columbia University) wrote an extensive summary of research on health care needs of GLBT patients, which is available online. Their website also lists programs they have such as a Lesbian Health Fund and a Physician Referral. They also publicize medical news and info.

GayHealth.Com www.gayhealth.com

This site offers extensive current and user-friendly GLBT health information. The website has areas such as health news, sex, drugs, emotions, image, food, and fitness. The website also has info specific to health care providers and a link to a care network. They also offer a listserv, emailed to you regularly, with health updates.

Gay, Lesbian, Bisexual, Transgender Health Webpages www.metrokc.gov/health/glbtc

The Seattle Public Health Department and the National Network of Libraries of Medicine fund this site. The site provides very user-friendly information ranging from the most basic to fairly technical—but definitely aimed at consumer/patients. A sample intake form and suggested interview questions for GLBT-friendly providers are included.

Gender.Org www.gender.org

This national organization focuses on the needs, issues, and concerns of gender variant people in human society. The group seeks to educate and advocate for all human beings who suffer from gender-based oppression in all of its many forms. The website provides a handout on basic tips for health care providers working with transgendered people.

National Consortium of Directors of LGBT Resources in Higher Education www.lgbtcampus.org

This group's stated mission is to achieve higher education environments in which LGBT students, faculty, staff, administrators, and alumni have equity in every respect. Their goals are to support colleagues and develop curriculum; to seek climate improvement on campuses; and to advocate for policy change, and program development. Their website offers information and links on campus climate, legal issues, safe zones, and a directory of campuses with LGBT services.

Raising Awareness about GLBTQ issues

Programming 1-2-3

Campus/Affiliate Group Name: The Wellness Center – University of North Carolina @ Greensboro

Program Title: Safe Zone

Topic: Raising Awareness about GLBTQ issues

Target Audience: UNCG students, faculty and staff

Time(s) of year: April, during PRIDE! week & ongoing sessions throughout the year

Program

Objective: To raise campus awareness about GLBTQ issues and the available resources both on campus and in the community.

Program Description: Our main effort in Safe Zone is an annual day-long training on GLBTQ issues, including topics such as how to be an ally and psychosocial issues facing GLBT youth. Upon completion of the training, participants (students, faculty, and staff) receive a Safe Zone sticker to put on their door. The sticker indicates that the person is sensitive to GLBT issues and that it is a “safe” space. The training provides participants with basic information on GLBT issues, including developmental issues faced by GLBT

youth as well as strategies for making UNCG more of a “safe” campus. Program participants receive a recently expanded training manual/resource guide to which they may refer for resources/additional information.

Budget: \$5000

Collaborating Organizations: We received grant funding from a local foundation whose mission is to raise and distribute funds for (qualified) gay and lesbian organizations and programs in Guilford County.

Promotion/Publicity: Website, flyers, campus newspaper, campus radio, faculty/staff newsletter

Timeline:

Planning begins as soon as evaluations are analyzed for the next year

Evaluation: The paper and pen evaluation uses a Likert scale to rate the presenter in 4 areas: program content, presenter’s style, handouts/resources and overall rating. In addition, we ask: “What is the most beneficial information received from this session?”, “I wish this session had addressed these additional issues...”, and “This session could be improved by...” We are currently implementing a website and listserv based on comments given in the evaluations.

For more information, contact: The Wellness Center (336) 334-3190



Recommended Websites for GLBTQ Peer Education

by Jennifer Chow Area 10 SAC Member
Boston College

There are numerous GLBTQ organizations and groups formed nationwide that we as peer educators may join forces with, or utilize the information and services of, in our education and advocacy on our own campuses. Perhaps we are looking to establish our own campus GLBTQ or Gay-Straight Alliance (GSA) organizations. We may need information or seek to get ideas for programming or events. Or, we may simply wish to learn more about GLBTQ issues. Whatever you are seeking, below are two highlighted organizations or groups and the resources that they focus on, run by students just like ourselves, who seek to acknowledge, educate and empower.

Organization’s Name: CampusPride

CampusPride is a web-based community and resource network created by and for student leaders of GLBTQ campus organizations. Not yet two years old, this organization is staffed completely by volunteers, and specifically seeks to create a life on campuses that is free from forms of prejudice including homophobia, biphobia, transphobia, heterosexism, and genderism. To accomplish this, it provides access to resources on getting involved in issues for the individual, chat rooms, programming and fundraising materials, and contact information of leaders nationwide of GLBTQ groups. Their website provides much information to leaders who are looking to gain new and innovative ideas to implement on their own campuses.

To find out more about CampusPride, visit www.campuspride.net.

Establishing an Ally Program on Your Campus

An Ally Program instituted on any campus, or affiliated with any academic organization, may include administrators, staff and students. Profiles of Allies generally consist of individuals that belong to a majority group who seek to end oppression and prejudice in his/her surrounding life by advocating for the rights of a minority, oppressed group (J. Washington and N.J. Evans, *Beyond Tolerance: Gays, Lesbians and Bisexuals on Campus*). Allies may exist on a campus on an individual or group basis. Stickers and signs with a pink triangle may be displayed on the door or entrance to an established Ally individual or group to clearly designate the services and support that can be found at a location.

To find out more about establishing an Ally Program, visit www.hrc.org/ncop/allies.

**Volunteer/
Advisor**

Name: Michael P. McNeil

Institution:
Temple University

Months at institution: 1

Title: Coordinator of Health Education

Hometown: Beirut, Lebanon

Favorite Music/Performer: Barry Manilow
(don't laugh at me)

Favorite Book/Author: Michael Thomas Ford, Author of *Alec Baldwin Doesn't Love Me and Other Trials of My Queer Life*

Favorite Quotation: "Be a person of pride and pride the person you've become." - Mickey Neil

Favorite Web Site: www.justplanes.com

What do you enjoy most about advising a peer education group?

The students - they are the best people on Earth! I can honestly say that I have learned from each student that has been an Oswego State LifeStyles Peer Educator.

How do you relax?

I am an avid reader (2-3 books per week) and I travel every chance I get (average of 60 flights totaling more than 30,000 miles per year). I also play several musical instruments (though not all that well), dabble with comedy, play travel agent for friends and family, and enjoy opportunities for outdoor recreation.

Advice to others:

Never forget that the only thing we have in common is that we are all different. Not better, just different. We should celebrate individuality instead of trying to be so much like others. When we seek to be the same, we cease to learn.



Staff Column *Continued from page 11*

the Tobacco Industry smile. What did you expect? Tax cuts, environmental laws, women's rights, affirmative action, tuition hikes, GLBTQ issues, the list goes on...and no one cares.

Of course, people do care. But if we believe that we can't make a difference, why should we try?

We try for two reasons. First of all, we do it for our communities – that can be defined as the campus, the country, or the world. Our

“Don't wait for something big to occur. Start where you are, with what you have, and that will always lead you into something greater.” Mary Manin Morrissey

voices do matter. Collectively. We can't get so caught up in the final result, and if it seems unattainable, do nothing. Change takes time, it always has. We need to let our voices be heard and trust that if enough people feel the same way, change is possible. We need to get informed, attend meetings, write letters, vote, become part of the system, put up lawn signs, whatever, we need to be doing the “some-things” that allow other people to join in, because that is how change, if it is going to happen, always happens.

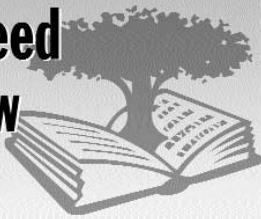
Secondly, we do it for ourselves. Because in the end it is about who we are as people and what we believe in. Our opinions shape our personality. More importantly, what we do about our opinions. Our actions shape our character. Whether or not the world changes is secondary to not surrendering, to not giving up, to not becoming silent.

We all have opinions. So, I am reminding myself and I'm reminding you, the next time you are frustrated, outraged, disgusted, shocked, the next time you think to yourself “I can't believe this is happening...” remember - it's time to do something about it.

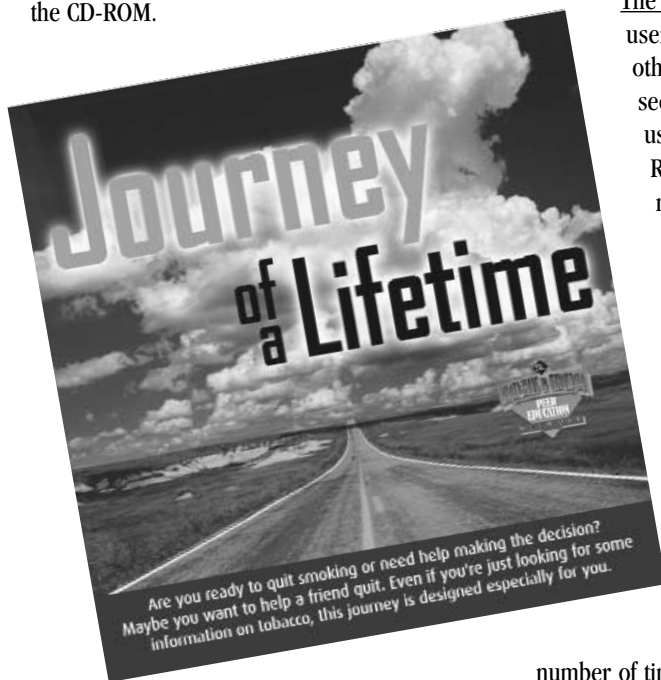
“I am only one, but I am still one. I cannot do everything, but still I can do something. I will not refuse to do the something I can do.” Helen Keller

Tobacco Prevention and Cessation

On a Need To Know Basis



The BACCHUS and GAMMA Peer Education Network launched a new initiative this last year focusing on tobacco issues called S.T.E.P By Step (Student Tobacco Education Program). As part of the STEP By STEP Program, more than 30 educational initiatives were created. One of the foundations of the program is the "Journey of a Lifetime" CD-ROM, designed to teach students about tobacco prevention as well as be used as a one-on-one tobacco cessation support tool. This is the third and last article in a series describing the content of the CD-ROM.



Journey of a Lifetime CD-ROM

When users of the *Journey of a Lifetime* CD-ROM begin their experience, they are given three choices as to where they would like to begin. The first choice is [The Media Center](#), an expansive look at information on the tobacco issue. The second is [The Crossroads](#), designed for a person thinking about quitting, but who needs more information about starting that process. Descriptions of these two destinations were given in previous issues of *The Peer Educator*™.

This issue will focus on the third choice of destinations: [The Road Trip](#). [The Road Trip](#) is designed for a student who is ready to quit – who has a quit day in mind, and is prepared to begin the process of becoming a nonsmoker.

[The Road Trip](#) starts by asking the user to register, because unlike other parts of the CD-ROM, this section is individualized to the user. Students going through the Road Trip will be writing journals, getting their own individual "smoking profile" and beginning a 30-day calendar that will track their quitting process. Changes are saved to the hard drive of the user's computer and the information collected will be used throughout their quitting experience.

Journaling

One of the main aspects of [The Road Trip](#) is the student journal. There are a number of times when the user will be asked to answer questions and write down thoughts about their smoking behavior, such as the rea-

sons for quitting, what the person likes about smoking, and their own smoking history. These journal entries can be saved and printed, and there are times in the quitting process where the student is reminded about journal entries they have made.

The Smoking Quiz

Next, students take the "Smoking Quiz" which looks at the various reasons and rewards they are currently getting as a smoker. After taking the Quiz, students tabulate their scores and are given feedback on the main reasons they smoke and some prevention strategies to cope with those elements. The Quiz looks at smoking in terms of:

- Stimulation
- Handling
- Pleasure
- Stress Reduction/Relaxation
- Cravings
- Habit

Getting Support

Once the student has finished this section, they enter an area that encourages them to get support for quitting. Students are reminded that when people try to quit on their own without personal support or medication, 1/3 relapse in the first 24 hours and 2/3 relapse in the first 48 hours. Students are asked to name up to four people who they think will be supportive and to enter email addresses for these people. The program then sends an e-mail to these support people informing them that their friend is quitting smoking, and asks them to be a helpful support in this process.

Looking at Medications

Students are encouraged to use medication when quitting. This section discusses the pos-

Continued on page 14

Satellite Media Tour Proved to be a Beneficial Stepping Stone for BACCHUS & GAMMA

Student Trustee

Valerie Mendralla
Student Trustee
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As I'm sure most of you know, BACCHUS & GAMMA recently teamed up with Pharmacia Corporation to launch the website, SmarterSex.org. The website has certainly grown and made much progress since its early development days almost one year ago. The website is here to serve as a college student's guide to safe and smart sex. It addresses everything from healthy relationships to STI's to resources for peer educators. And probably the best thing about it is that it's on the internet! Think about it. Students can access the website 24/7, from any computer hooked up to the web, and get *accurate* information. It's almost like having a cyber-peer educator out there. This spring, the website allowed us to conduct an online survey focusing on college students' behaviors over spring break. The survey was successful and attracted 1,005 students, men and women, ages 18-24. The results of the survey were then shared with television and radio stations all around the country as we prepared to participate in a satellite media tour, which is where I come into the picture, literally. I was asked to represent BACCHUS & GAMMA and be a part of this media tour to



promote the SmarterSex.org website. Basically, I was sent to Panama City Beach, Florida, where I was interviewed by various television and radio stations around the country addressing the results of this survey and promoting the website.

I was teamed up with Dr. Mary Jane Minkin, an OB/GYN from Yale University, and we participated in several television and radio interviews on Friday, March 14. The day before the interview, we participated in media training. The media training consisted of learning a number of interviewing tactics. I was coached on how to turn questions around to my advantage, how to keep reiterating the main messages, how to divert negative connotations, and how to sit properly while on camera. It was a short, intense session that left me both nervous and excited for the next day's event.

We arrived at Club LaVela at 5:15 am Friday morning. This was our media loca-

tion, home to the largest beach club, a hot spot for spring-breakers. Here, both Dr. Minkin and I had our make-up done and were strategically placed on director's chairs with the beachfront in the background. We were "hooked up" to microphones and earpieces and were introduced to the sound and camera crew. The crew had two cameras, one for a wider picture that showed both Dr. Minkin and I, and another camera for close-ups. Soon enough, we were ready for our first interview that began promptly at 6 am! From that point

on, my experience was just phenomenal, and everything I learned from my training came right back to me. It was definitely weird hearing the news anchors' voices in my earpiece and then answering them through the camera without ever knowing what they looked like. Most of the interviews only lasted 5-10 minutes, with 5-10 minute breaks between interviews. The between-interview time was used to re-adjust make-up or get a quick drink of water. Over a three-hour time span, I participated in 14 interviews. Some of the stations I interviewed with included Fox Dallas, Fox Minneapolis, Florida News Channel, WB Denver, and Radio Talk America.

Since I am a college student, my interview content focused on similar college-related issues.

Students can access the website 24/7, from any computer hooked up to the web, and get accurate information. It's almost like having a cyber-peer educator out there.

It was interesting to see what kinds of questions the news anchors asked me. Keep in mind, all of these stations had received the results of the SmarterSex.org survey and could use that as a basis for some of their questions. Dr. Minkin addressed the medical questions and emphasized the use of both hormonal contraceptive and a barrier method when engaging in sexual activity. I, on the other

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SAC Member Attends *Train the Trainer* Program

by Jamie Tate

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During the first week in March, I attended the *Stop the Hate! Train the Trainers* Program in Chicago, IL. *Stop the Hate!* is a workshop on hate crimes, hate incidences, and hate speech. It is the only training of its kind, designed specifically for college and university campuses, provided by ACUI (Association of College Unions International).

The training was different from other trainings that I have attended because as trainees we participated as if we were a group on a campus that as trainers we would present to. After we participated in an activity, the trainers explained why the activity was done in a particular way, what they hoped to accomplish by the activity, and then answered any questions that we had. It was interactive and beneficial to participate in the activities that we will have others do in the future on our own campuses.

The training covered many topics that were separated into modules, allowing future trainers to choose presentations on specific areas of hate. This will also allow groups on campus who are interested in requesting a presentation to decide what areas they would specifically like addressed. It also gives trainers the opportunity to decide what might be most useful for a group, if the choice is left to them.

The first module is used to give people a chance to get to know one another and also to set some ground rules. The ground rules are "rules" that the participants come up with as to how they will participate in the activities. This gives people a chance to speak up about how they feel they should be treated as well as how to treat others. The rules included, respect, open-mindedness, and safe environ-

ment among others. The other part of this module was icebreakers that are used to help people get to know one another as well as see the diversity within the group and some of the things others may have to offer during the training.



Many people do not understand the difference between a hate crime and hate incident or how the laws apply in the state in which they live.

The second module looks specifically at hate crimes, hate incidences, and hate speech. Each of these terms is defined, the meaning is discussed and differences in each one is pointed out. Many people do not understand what makes a hate crime a hate crime and this module helps them to understand this.

The third module deals with laws regarding hate crimes. Since laws vary from state to state, it is important to look at the state you reside in. For us living in the Fargo/Moorhead area it is important to look at both North Dakota and Minnesota as the laws are very different in these two states, but the cities create a metro area. The limitations of federal hate crime law is also discussed in this section. There are also campus policies regarding hate crimes, this section urges us to look at those

policies and inform students, faculty, and staff of them.

The fourth module looks at reporting and documenting hate crimes and hate incidents. In this section we discussed why victims many times do not report hate crimes and the three major areas that hate crime reporting tends to break down. We also looked at some strategies for improving reporting. The participants were given a chance to come up with a list of people they could report hate crimes to on and off campus. They were then given a list of people and places they can go to report a hate crime in the Fargo/Moorhead area and on the MSUM campus.

Module five looks at who hate crimes affect and how we can support the victim of a hate crime. Hate crimes obviously have an impact on the victim, but also the family, friends of the victim, the community the hate crime happened in, as well as surrounding communities, and other minority groups in the area. The many ways to support a victim of a hate crime were also discussed.

Module six looks at the attraction of hate, and hate groups. We took some time in this section to listen to hate music and look at hate websites. Hate groups are able to reach more people with the Internet than ever before. We also looked at some of hate groups operating in the United States and more specifically in North Dakota and Minnesota.

Module seven addresses the issue of young hate crime offenders and their motivations. The majority of hate crimes are committed by young people against other young people, not by hate groups. Young people use the information that they receive or come across from hate groups to "fuel" their hatred. Most young offenders do not act alone, it is usually in

Continued on page 15

Satellite Media *Continued from page 13*

hand, addressed more of the behavioral issues and stereotypes involving college students and spring break. I tried to focus on some of the positive data that came out of the survey, such as 83% of women utilize the “buddy system” while on spring break and that most students just want to relax, sleep late, and hang out with friends over their spring break. No doubt, we did have some results that were not so positive, and some stations picked up on that. However, that was the perfect opportunity for me to turn the question around and highlight something positive that is going on and also to support use of the smartersex.org website. A lot of news anchors asked me *why* college students are engaging in risky behaviors over spring break. This gave me another opportunity to focus on another common health and safety issue among college students – alcohol consumption. Based on the survey, 8 out of 10 students realize that alcohol can impair one’s sexual decision-making ability or judgment. This is where peer educators come in. Peer educators can create awareness relating to risky spring break behaviors. The survey reported that approximately 65% of students *were* provided with information about safe sex prior to spring break. Equipping students with sufficient information before high-risk times can most definitely influence them into making healthy choices.

I learned many things upon completion of my media tour. I learned that there are many stereotypes about spring break behaviors. I felt that most of the news anchors were surprised that I kept bringing up the fact that most college students were just there to relax. I learned the significance of social-norming and realized what a great tool it can be for peer educators. The majority of the general public assumes the worst, or riskiest, when talking about spring break. Social-norming gives us the opportunity to change some of the attitudes and viewpoints by making them aware of the true facts. Most importantly, I learned the value of being a peer educator. We are *truly* making a difference out there! Now, more than ever before, colleges and universities are providing students with education about safer sex and responsible alcohol consumption prior to spring break, and students are starting to make healthier choices.

By no means is our task over; it has only just begun. It is up to us to continue generating positive changes on our campuses, and in society. We have the potential to transform those negative misperceptions out there into positive behaviors. We can lead by example and inspire other college students to partake in this positive norm. My satellite media tour proved to be a beneficial stepping stone for BACCHUS & GAMMA, and hopefully it will be just one of many in the future.

Journey of a Lifetime *Continued from page 11*

itive and negatives of various medications, including Bupropion (Zyban) and various Nicotine Replacement Therapies including gum, patches, inhalers and sprays.

Dealing With Triggers

Every smoker has “triggers” which move them toward smoking. This section has the user identify which triggers tend to work on them, and then discusses strategies that prevent these triggers from causing relapse. Students can print these strategies out and keep them handy for when they reach their quit day.

Preparing To Quit

As the quit day approaches, there are many things the smoker needs to do to get ready. The CD-ROM walks the students through a checklist to help prepare. Items like creating an exercise plan, preparing their living area by getting rid of cigarettes and ashtrays are discussed. Students need to plan in advance to have healthy food available to discourage weight gain, and need to have strategies available for dealing with stress and cravings. Once again, students are reminded about making sure they have plenty of support from friends, counselors or a quitting support group.

Starting the Calendar

Once the quit day arrives, the computer will start a 30-day calendar with the student. Each day the computer will remind the students what day they are on, what they can expect to experience on that day and encourage the student to stay strong and not relapse. As each day passes, the computer will tell the student they are getting stronger, will detail the physical changes that are happening in their body, and will continue to encourage the student to get support. At any time a user can hit the “I’m thinking about smoking” button, and strategies will be given to walk the student through this tough time.

At the end of the 30 days – guess what? You’re a non-smoker!

If you are interested in obtaining copies of the *Journey of a Lifetime* CD-ROM, or seeing what else is available from BACCHUS and GAMMA on the tobacco issue, go to our website at www.bacchusgamma.org and download the Tobacco Prevention Catalog. You can also visit us at www.tobaccofreeU.org

Peer Theatre

GLBTQ Peer Theatre Resources

Need a fresh idea?
Use peer theatre to educate your campus on diversity issues.

Check out these peer theatre scripts from BACCHUS and GAMMA:
Who Am I Going to Tell?
Bus Stop
If my Insides were on my Outsides

SAC *Continued from page 13*

groups. We also talked about some of the reasons these young people are committing hate crimes and hate incidents.

*People seldom recognize
the bias that exists
and the hate that
happens on a daily basis.*

Module eight is the last module and looks at how we can prevent hate crimes and hate incidents on our campuses. We looked at what *Stop the Hate!* has identified as the ten best practices for preventing hate on college campuses. Participants were given a chance to come up with ideas of how they can prevent hate on campus. Many great ideas came out of this module.

As part of the training I received many resources to use in the presentations that I do. These resources included a manual, CD-ROM, posters, stickers, and other resources. I gained much knowledge about this topic, as well as resources to answer questions in future programs

I believe many people are unaware of how often hate and bias incidents and crimes happen. Many people do not understand the difference between a hate crime and hate incident or how the laws apply in the state in which they live. People seldom recognize the bias that exists and the hate that happens on a daily basis. This was a great training and I am very happy that I had the opportunity to attend. I encourage anyone interested in this topic to attend this training...you will not be disappointed!

If you would like more information about *Stop the Hate!* and when the next training will be, visit www.stopthate.org. If I can answer questions about the training, please e-mail me at area4sac@bacchusgamma.org.

Area 10 and Boston College “Stand United”

Boston College had the honor of hosting the Area 10 2003 Spring Conference. Affiliates of Area 10 did an outstanding job demonstrating the “United We Stand” theme. Special thanks to Roz Dischiavo and the University of Hartford Program Selection Committee: Dan Colon, Jill Hogue, Sayward Bosse, Nick Testa, Erica Cooper, Andrea Johnson and Tina Avellino. They had their work cut out for them as they selected the 14 programs for the Conference. Lisa Currie and the Wesleyan University Award Selection Committee also had a tough job of selecting from multiple award entries. Jill Hogue from the University of Hartford, The Network Peer Educators was selected as Outstanding Peer Educator. The Outstanding Program was awarded to the Roger Williams University, P.E.E.R. Program for their “Are You Aware” Sexual Assault Awareness Week. The Outstanding Advisor award went to Kimberley Timpf of Boston College.

There were 120 participants for the Area 10 Conference, representing 17 affiliates and 16 campuses. In addition, 24 students completed the Certified Peer Education Program on Saturday, April 5. The Boston College PEN did an amazing job seeing that everything was in place and that all students and advisors benefited from the experience.

Area 4 Conference Welcomes New Leadership

There were 69 students and advisors in attendance at the “Be A Star” Area 4 spring conference held at Eastern Illinois University, April 11-12. After a welcome session of introductions and ice-breakers, Illinois State Co-Coordinator Eric Davidson delivered an opening keynote presentation on “How to Be A Star Peer Educator.” Following the keynote address, conference attendees enjoyed an evening of board games, swimming and snacks.

Saturday’s events began with a terrific keynote presentation delivered by Campuspeak’s Mark Sterner, who shared his personal experiences concerning DUI. Throughout the remainder of the day attendees had the opportunity to participate in the Certified Peer Education Training delivered by Area 4 Consultant, Terry Tumbarello, and Illinois State Co-Coordinator, Melissa Sage-Bollenbach. Also offered were workshops delivered by both student peer educators and peer education advisors. Workshop topics included safer sex, diversity, nutrition, alcohol, program planning, goal setting, and stress management. Janet Cox, Associate Executive Director/Director of Program Services for BACCHUS and GAMMA delivered a session for all advisors in the afternoon.

The conference concluded with the annual Area 4 banquet. During this time, Jessica Galloway of Eastern Illinois University; and Gabriella Sierra of Bradley University were awarded as Outstanding Students. Also, Tammy Wood of Bradley University was awarded as Outstanding Advisor and Eastern Illinois University’s “Condom Club” and Bradley University’s “How Low Can You Blow” were awarded as Outstanding Programs. Terry Tumbarello delivered a “State of the Area Address” highlighting area achievement during his term as Area 4 Consultant, and ended by announcing Eric Davidson as his successor. The conference concluded with the distribution of raffle prizes.

The BACCHUS and GAMMA Peer Education Network is an international association of college and university based peer education programs focusing on alcohol abuse prevention and other related student health and safety issues. It is the mission of the association to actively promote peer education as a useful element of campus health education and wellness efforts. To guide these efforts, we operate with the philosophy that students play a uniquely effective role, unmatched by professional educators, in encouraging their peers to consider, talk honestly about, and develop responsible habits, attitudes and lifestyles regarding alcohol and related issues. The BACCHUS and GAMMA Peer Education Network is a nonprofit organization with a national office in Denver, Colorado, and satellite office in Minneapolis, Minnesota. *The Peer Educator*™ is the monthly publication sent to all of our affiliates and friends of the Network.

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