Key Considerations for Effective Peer Education Practice

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Consideration #1: Focus of Services

- What is meant by the term ‘Peer Education Program’?
- What is the focus of the peer education program?
- What services will the program include?
- What are some of the most important traits that a peer educator working within the program should possess?

Consideration #2: Staffing and Resources

- Who will serve as the peer education program director? What are the individual’s credentials? How much time will that individual devote to oversight of the program?
- How many hours will the program operate? How many students will be needed to operate the program, and what will be their time commitment?
- Where will the program be located? Who will supply the furniture, supplies, and other operating resources for the office? How will the phone and email systems work?
- How much funding and other resources will the program need to operate?

Consideration #3: Training and Supervision

- What will be the training focus of the peer education program?
- What training model shall be used? How will the training program be structured?
- What will be the training contract with students (volunteer basis, course credit, money)?
- What is the mechanism for ongoing supervision of students?
- How will mental health, behavioral, or other issues that might interfere with student performance be addressed within the training and supervisory model?
- How will student disciplinary issues be addressed, and how will disciplinary issues affect student membership in the program?

Consideration #4: Recruitment & Retention

- How will students be recruited for the peer education program?
• What qualifications should be sought?

• How should the application process be conducted?

• How can Peer Educator/Mentor undergraduate students be motivated and rewarded once they become a part of the program?

• How should issues of performance and discipline be addressed in the program?

**Consideration #5: Marketing the Program**

• How will the program be marketed?

• Who will fund the program’s marketing efforts?

• Can the program partner with other campus groups, offices, or community agencies to help advertise its programs?

• How can student members serve as ambassadors for the program?

• How can the program work with its campus and community media offices to advertise our services?

**Consideration #6: Liability Issues**

• What clear protocols are in place addressing how to respond to situations that are urgent or life-threatening, such as sexual assault, suicide or homicide risk?

• Does the program have a mental health backup system staffed by a licensed mental health professional or agency in place to respond to urgent and emergency situations?

• What referral networks with community agencies exist for times in which the program is not open, and are these advertised?

• Does the university have a document/contract specifying who accepts the liability for the program?

• Is there a malpractice or other insurance policy in place for the program, and where is it housed?

**Consideration #7: Evaluating Effectiveness**

• What mechanisms are in place to track and monitor the course of contacts to our peer education program? How are these records kept secure and confidential?

• What mechanisms are in place to track the performance of our undergraduate peer educators/mentors?

• Do templates exist to produce annual reports for our program, highlighting data on effectiveness?

• Does a “brag document” or organizational resume exist to let people know of program accomplishments and successes?