

## **Key Considerations for Effective Peer Education Practice**

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### **Consideration #1: Focus of Services**

- How are you defining the term 'peer education program'?
- What is the focus of the peer education program?
- What services will the peer education program offer?
- 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? Is this commitment documented in the individual's job description?
- How many hours will the peer education program operate? How many peer educators will be needed to operate the program, and what will be their time commitment?
- Where will the peer education program be located? Who will provide the furniture, supplies, and other operating resources for the office? How will the phone and e-mail systems work?
- How much funding and other resources will the peer education program need to operate? What are the funding sources for the peer education program, and how stable are they from year to year?

### **Consideration #3: Training and Supervision**

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

### **Consideration #4: Recruitment & Retention**

- How will students be recruited for the peer education program?
- What qualifications will be sought?
- How will the application process be conducted?
- How will peer educators be motivated and rewarded once they become a part of the program? How will the success of peer educator retention efforts be assessed?

### **Consideration #5: Marketing the Program**

- How will the peer education program be marketed?
- Who will fund the peer education program's marketing efforts?
- Can the peer education program partner with other campus groups, offices, or community agencies to help advertise its programs and services? Who are these partners?
- How can student members serve as ambassadors for the peer education program?
- How can the peer education program work with its campus and community media offices to advertise its services?

### **Consideration #6: Liability Issues**

- Does the peer education program have clear protocols addressing how to respond to situations that are urgent or life-threatening, such as alcohol/drug overdose, sexual assault/violence, and suicide or homicide risk?
- Does the peer education 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?
- Do referral networks with community agencies exist for times during which the peer education program is not open, and are these advertised?
- Does the college or university have a document/contract specifying who accepts the liability for the peer education program?
- If needed based on the type of work the peer education program offers, is there a malpractice or other insurance policy in place for the peer education program, and where is it housed?

### **Consideration #7: Evaluating Effectiveness**

- What mechanisms are in place to track and monitor the course of contacts to the peer education program? How are these records kept secure and confidential?
- What mechanisms are in place to track the performance of undergraduate peer educators?
- Do templates exist to produce annual reports for the peer education program, highlighting data on effectiveness?
- Does a “brag document” or organizational resume exist to let others know of peer education program accomplishments and successes?