

# Guidelines for Youth Implementers

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CAPP AND PREP LEARNING COMMUNITY MEETING

APRIL 12, 2019

# Participation

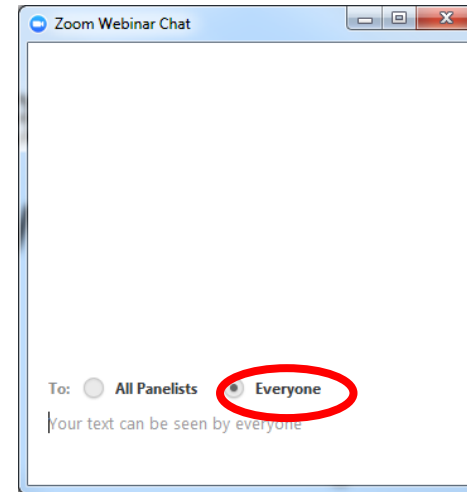
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## Audio control

You can mute/unmute yourself.

If you are using a desk top, you need to call in via phone.



## Chat

When using the chat function, make sure to post to Everyone.

# Objectives

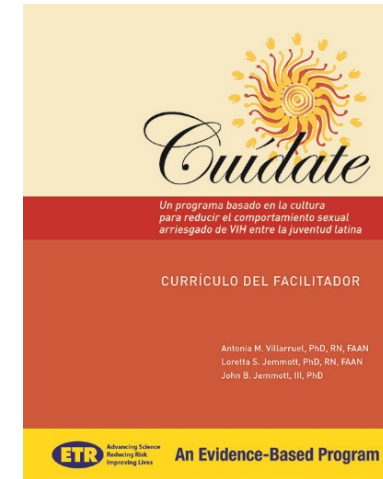
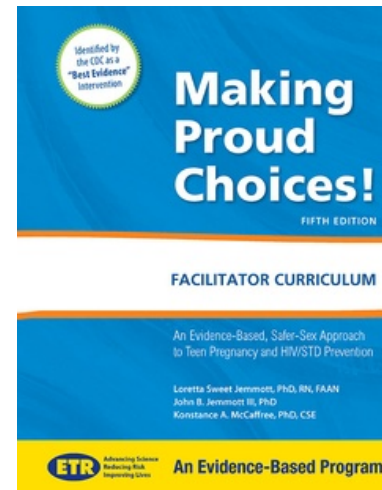
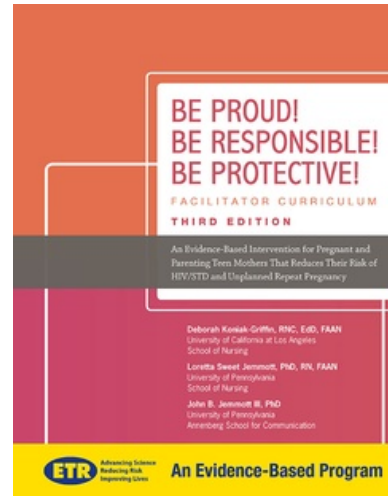
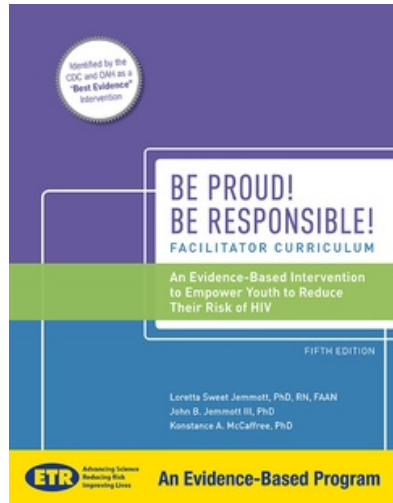
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- Why guidelines for youth peer educators?
- Review recommendations for recruitment, selection and training process
- Co-facilitation
- Resources
- Questions

# Previous Discussion

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- Youth peer educators are involved in outreach and component 2 activities
- Some are involved in co-facilitating evidence based programs



## YOUTH PEER EDUCATORS INVOLVED IN EBP IMPLEMENTATION

Why Guidelines?



# Youth Peer Educators

Ages 15 – 25

High school students

College students

Young adults

(not agency employees)



# CAPP & PREP EBPs

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## ALLOW PEER EDUCATORS

Be Proud! Be Responsible!

Making Proud Choices

Cuidate!

Be Proud Be Responsible Be Protective

## DO NOT ALLOW PEER EDUCATORS

Teen Outreach Program

Project AIM

Reducing the Risk

SHARP



# Recruitment Questions

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Who would make a good peer educator?

How many do you need?

Do they represent your priority population?



# Selection & Retention

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- Establish a fair and transparent selection process
- Develop an application form & process
- Clear expectations
- Enter into a written agreement with peer educator
- Supervision/regular meetings
- Stipend policy

## Annex 2. Code of Conduct

*Here is a list of items you might include in your code of conduct for peer educators.*

	<b>For Peer Educators and Staff</b>	<b>Implementation Tips</b>
<b>Assure and protect confidentiality</b>	<p>Hold information about peers and their concerns in confidence.</p> <p>Confidentiality is assured, except in cases where the young person is a danger to himself or herself or others, or is involved in illegal activity.</p>	<p>Train and supervise peer educators on how and when to protect confidentiality outside of the peer education session.</p>
<b>Respect values</b>	<p>Pledge to respect peers' values regardless of whether they differ from one's own. Peer educators should promote self-examination of values but not impose their own values on others.</p>	<p>Provide peer educators with the skills to examine their own values and to respect the values of other people.</p>

<https://www.fhi360.org/resource/evidence-based-guidelines-youth-peer-education>

# Training

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- Develop a structured training program

What topics should be covered?

- Required: Participate in EBP as a learner

Online implementation training course

Several practice sessions with adult educator who will co-facilitate

Practice co-facilitation

# Adult Educator/Co-Facilitator Training

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Recommended:

- Positive Youth Development 101 (training or online courses)

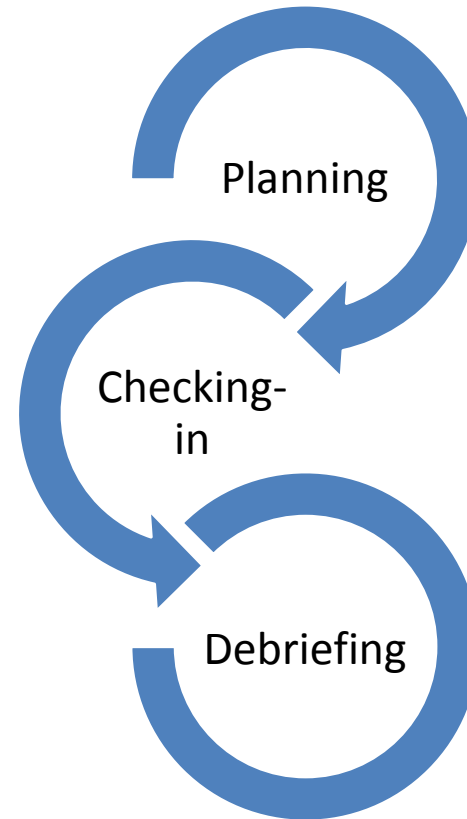
  - Youth Voice and Engagement

- Active involvement in peer education training

# Co-Facilitation

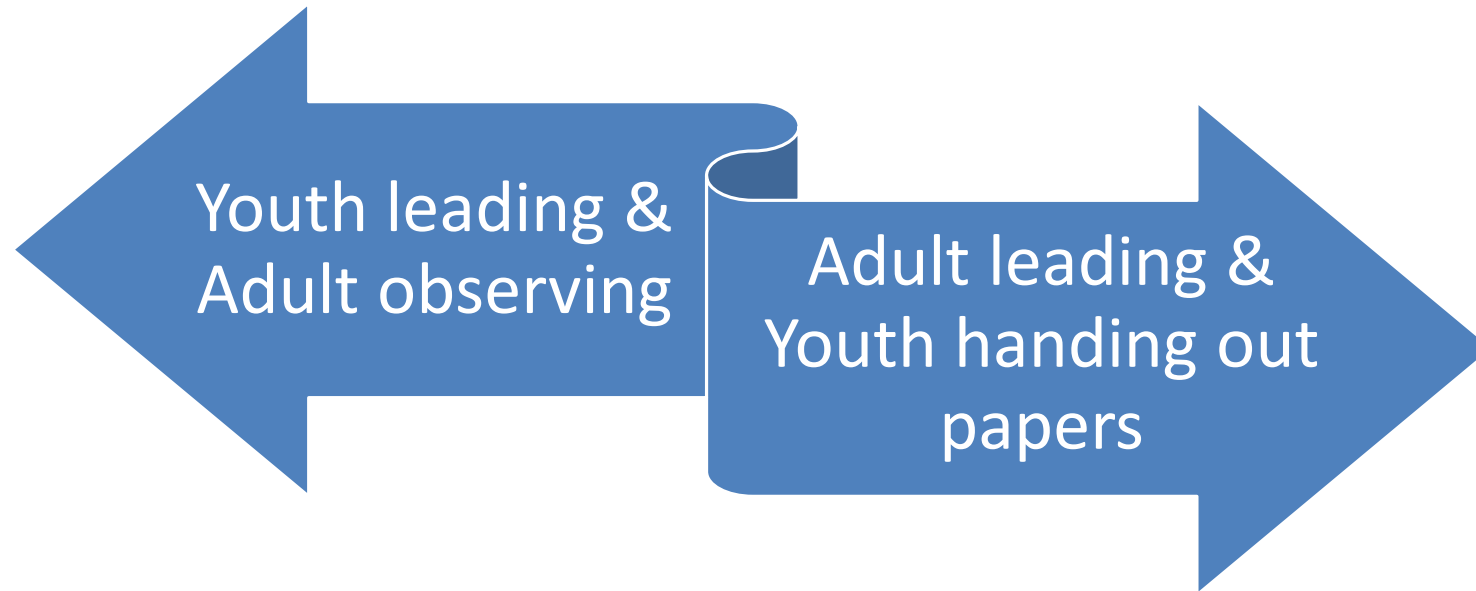
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Relationship among co-facilitators will demonstrate mutual responsibility and respect



# Co-Facilitation is not

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Given the prescriptive nature and timing of EBPs we suggest that you divide facilitation tasks as follows (*using Be Proud Be Responsible as an example*):

Peer educator:

- *takes the lead in establishing group agreements (Module 1, Activity B),*
- *introduces and gives directions for the activity (Module 1, Activity E),*
- *asks brainstorming questions (Module 3, Activity B)*
- *models role plays (Module 6, Activity D, Role Play A)*

Adult co-facilitator:

- *takes responsibility for debriefing activities (Module 3, Activity B)*
- *gives short lectures (Module 1, Activity D)*
- *answers questions (Module 2, Activity C)*

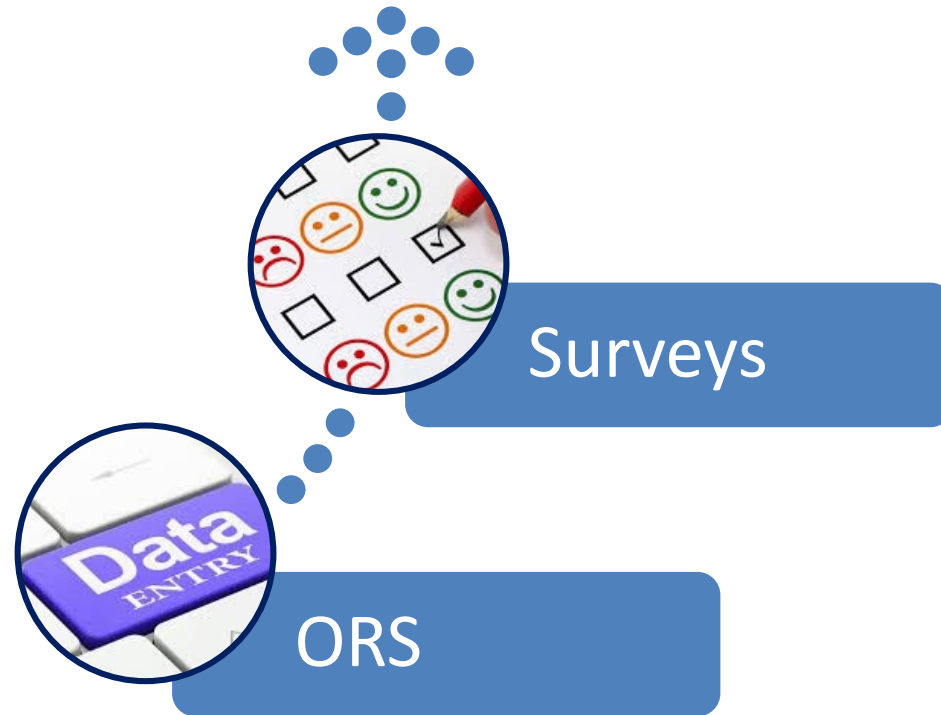
<http://www.actforyouth.net/resources/capp/tools/peer-ed-co-facilitation.pdf>




# Evaluation

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Responsibility of  
adult educator



## CAPP and PREP Shared Resources

 [Equipment Checklist - Example: MPC 2016 \(Word\)](#)

 [Equipment Checklist - Example: MPC 2016](#)

### Youth Peer Educators

For the purposes of CAPP and PREP, youth peer educators are high school or college students or young adults who voluntarily participate in providing program services.

 [Youth Peer Educators: Guidelines and Resources](#)

 [Co-facilitation with Youth Peer Educators](#)

 [Sample Application \(Word\)](#)

### Intentional Adaptations

Most EBPs need to be enhanced to better match the target population or update factual information. Below we link to tools for managing and standardizing adaptations, as well as resources that support curriculum content.

#### **Create a curriculum-specific master list of adaptations**

Based on the Fidelity Checklist, a master list identifies all of the adaptations you plan to make, including how and why a given activity will be modified. **Important reminder: Since your**

[http://www.actforyouth.net/sexual\\_health/community/capp/resources.cfm](http://www.actforyouth.net/sexual_health/community/capp/resources.cfm)

Questions?



# Resources

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ACT for Youth: Youth Peer Educators: Guidelines & Resources for CAPP & PREP

[http://www.actforyouth.net/sexual\\_health/community/capp/resources.cfm](http://www.actforyouth.net/sexual_health/community/capp/resources.cfm)

Fhi360: Evidence-based Guidelines for Youth Peer Education

<https://www.fhi360.org/resource/evidence-based-guidelines-youth-peer-education>

Thank you!

ACT TA Team

