A Guide for Supervisors

An Introduction to Student-Centered Peer-Educator Training

While we recommend training peer educators prior to their work with students, we also recognize that this is not always possible. For peer educators who are still early in their development, this training can be used to introduce foundational skills and concepts. For peer educators who already have peer-work experience, this training can serve as an opportunity to refresh their thinking about the role or to develop shared language amongst a team or staff.

The online training module we provide is not meant to be comprehensive. We hope you'll use it as a starting point for a training you're developing or as a supplement to a training you already have.

Below, you'll find a few ideas to help you integrate this training module into your broader training program, including information on how to initiate this training, debrief with peer educators who have completed it (pages 1-2), and a short list of additional topics you may use to supplement this online component (page 3).

Before Training

As you launch the training for peer educators, it is helpful to provide some information on logistics: how long the training will take, when it needs to be completed by, and any expectations you have for completing the reflection sheets or debriefing the content.

We also find it impactful to provide some context for their position prior to starting the training. Because there are many different formats of peer education, we recommend describing the role they'll be serving in, the format of peer education (e.g. tutoring, coaching, one-on-one, group), and some of your expectations for their work prior to assigning the training module. This may also be a good time to highlight the value of training and professional development within your unit or organization (see the section on "Additional Training Topics" for more ideas).

Confirming Completion

At this time, there is no way for the training platform to create a certificate or confirmation of a completed training. If you would like to verify that a peer educator has completed the training, we would recommend that the peer educator fill out the reflection sheets (#1, #2, #3) as they study the content and provide those documents to you. It would also be possible to have students take a screenshot of the menu on the right side of the screen to demonstrate completion of all sections (indicated as blue checkmarks) though this only indicates someone has scrolled through the information and does not demonstrate engagement with the information.

Follow-Up & Debrief Activities

This training will be most effective if accompanied or followed by additional discussion and activities. Additional interaction provides a chance to build off the material within the context of your specific

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peer education program and gives peer educators a chance to reflect and share their thinking. Consider gathering a group of peer educators who have taken the training, or meeting individually with peer educators to discuss key takeaways, practice some of the skills, and address any areas of confusion. Peer educators with limited experience in their role could share previous experiences that relate, while experienced peer educators could share examples from their current peer-to-peer work. Here are some sample exercises and prompts:

- Talk through responses to the questions on the reflection sheet, sharing examples and hearing a variety of responses to each.
- Practice listening, asking questions, paraphrasing, and validation with another peer educator as they speak on a prompt (e.g. "What are your current goals?" "Where are you needing to focus effort this week?")
- Brainstorm learning activities that work well in the context of your program and peer educator positions.
- Discuss what it feels like to be stuck, frustrated, or stressed, and how peer educators can support students in those situations.
- Provide case studies of common situations and discuss possible responses.
- Ask peer educators to share how they like to learn and what their preferences for learning are. Ask them to consider how their preferences might affect their work with students or how they might adapt their approach to someone who works and learns differently than they do.

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Additional Training Topics

The "Introduction to a Student-Centered Peer Educator Training" module is likely one component of a more robust training specific to the program or role you are overseeing. Below you'll find other areas to consider when developing initial training/orientation, as well as on-going professional development opportunities for peer educators in your program.

Program-Specific

- Goals/desired outcomes for working with students
- Drop-in vs. scheduled, individual vs. group
- Session length and frequency
- Populations of students you serve
- Organizational structure for your department and unit

Logistics of the Position

- Unit values and philosophies
- Requirements for work eligibility (student positions)
- Timesheets and recordkeeping
- Absence, late arrivals, and illness
- Setting schedules and arranging changes
- Policies for holidays and inclement weather

Expectations & Professional Development

- Professionalism in this role, including meeting locations, dress, and boundaries/self-disclosure
- Routine communication and crisis/concerns, including contact information and availability for anyone supporting their role
- Regular meetings and additional trainings they will be expected to attend – timing, content, and expectations for their engagement
- Learning about their goals, expectations, and needs in this position

University, College or Departmental Policies

- FERPA and confidentiality
- Mandatory reporting
- Policies for responding to bias, reporting on discrimination
- Responding to student crisis and distress
- And others as determined by your institution or unit

Content expertise from other units on campus.

At OSU that include, but is not limited to:
- Academic Departments or other tutoring units
- The Academic Success Center
- Counseling & Psychological Services
- Equal Opportunity & Access
- Disability Access Services
- Office of Institutional Diversity
- Office of International Services

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