

National Association of Peer Program Certified Peer Curriculum Application

Name of person submitting documentation

Name of peer program

Name of peer helping curriculum

Is the curriculum:

Trade Book

Commercially Produced

Agency or School Owned

Name of school or agency or publisher

Address

City State Zip

e-mail phone

Three references (persons with direct knowledge of peer helping and this curriculum):

1) Name

Address

City State Zip

e-mail phone

2) Name

Address

City State Zip

e-mail phone

3) Name

Address

City State Zip

e-mail phone

I Orientation: Does your curriculum provide participants with a thorough understanding of what it means to be a peer helper by including the following elements?

1. Orientation to Peer Helping: The curriculum clarifies what a peer helper is and is not.
___ Yes ___ No Describe how or list page references

2. Characteristics of the Effective Helpers: The curriculum helps participants to identify the meaning of effective or healthy helping.
___ Yes ___ No Describe how or list page references

3. Positive Role-Modeling: The curriculum emphasizes the importance of peer helpers as role models for others.
___ Yes ___ No Describe how or list page references

4. Curriculum helps participants to identify what is needed to be an effective healthy helper.
___ Yes ___ No Describe how or list page references

II. Ethics: Does the curriculum prepare students to act as ethical helpers?

1. Code of Ethics: The curriculum includes exposure to and discussion of the NAPPP Code of Ethics.
___ Yes ___ No Describe how or list page references

2. Confidentiality: The curriculum teaches the meaning and importance of confidentiality.
___ Yes ___ No Describe how or list page references

3. Limits of Confidentiality: The curriculum identifies the three situations where peer helpers must not keep confidentiality.
___ Yes ___ No Describe how or list page references

4. Liability: The curriculum clarifies how peer helpers avoid liability.

Yes No Describe how or list page references

III. Skill Training: Does the curriculum cover all major communication skills needed to be an effective helper?

1. Communication Skills

Welcoming: The curriculum addresses the skills required to meet and welcome a new person both in a one-to-one and group situation.

Yes No Describe how or list page references

Facilitative Skills: The curriculum addresses the skills of questioning, clarifying, and summarizing in individual and group contexts.

Yes No Describe how or list page references

Listening: The curriculum lessons sufficiently address the complex skill of active listening.

Yes No Describe how or list page references

2. Nonverbal Communication: The curriculum addresses the role and importance of nonverbal communication.

Yes No Describe how or list page references

3. Problem-Solving Strategies

Decision-making: The curriculum teaches strategies for effective decision-making.

Yes No Describe how or list page references

Decision-making: The curriculum provides practice in using decision-making to help someone work through a problem.

Yes No Describe how or list page references

4. Conflict: The curriculum teaches effective strategies for managing conflict.

Yes No Describe how or list page references

5. The curriculum teaches the difference between advice-giving and helping.

Yes No Describe how or list page references

6. Limitations: The curriculum addresses the boundaries or limits of the peer helper role.

Yes No Describe how or list page references

7. Referrals: The curriculum addresses how and when to make a referral.

Yes No Describe how or list page references

IV. Understanding Behavior: Does the curriculum help youth to better understand other's behavior?

1. Dynamics: The curriculum helps participants understand how and why people act differently as individuals and as group members.

Yes No Describe how or list page references

2. The curriculum exposes participants to cultural differences and effective way of understanding and

responding to these differences.

Yes No Describe how or list page references

3. Self-Esteem: The curriculum addresses how self-esteem is created and hurt.

Yes No Describe how or list page references

4. Reinforcement: The curriculum addresses the role of motivational and reinforcement factors in behavior.

Yes No Describe how or list page references

V. Lesson Template: Are the training lessons constructed effectively?

1. Template: There is a consistent lesson "template" for every lesson.

Yes No Describe your template or list page references

2. Instructions: Instructions and teacher notes are clear and sufficient to guide the lesson.

Yes No Describe your notes or list page references

3. Outcomes: Each lesson has clear outcomes that ties back to the overall goal of the training.

Yes No Describe the outcomes or list page references

4. Evaluation: The curriculum possesses a system of evaluation.

Yes No Describe system or list page references

VI. Best Practices: Do the lessons exemplify methodological "best practices?" Adapted from Zemelman, Daniels, and Hyde (1998).

1. Student-Centered: Curriculum lessons focus on listening to students' perspectives, ideas, questions, interests, and concerns.

Yes No Describe how or list page references

2. Experiential: Curriculum lessons involve participants on hands-on trial or demonstration of skills wherever appropriate.

Yes No Describe how or list page references

3. Authentic: Curriculum lessons tie together what students are learning with their interests and lives outside of the group.

Yes No Describe how or list page references

4. Expressive: Curriculum lessons offer participants an opportunity to express themselves through multiple media such as speech, writing, drawing, dance, and drama.

Yes No Describe how or list page references

5. Reflective: Curriculum lessons offer participants an opportunity to reflect on their experiences as peer helpers for the purpose of organizing and clarifying what they are learning.

Yes No Describe how or list page references

6. Social: Curriculum lessons place a large emphasis on participant interaction to promote trust and learning.

___ Yes ___ No Describe how or list page references

7. Collaborative: The curriculum emphasizes participants learning cooperatively versus competitively with each other.

___ Yes ___ No Describe how or list page references

8. Democratic: Curriculum provides ample opportunities to make decisions within the group (e.g. about topics they investigate and activities they engage in).

___ Yes ___ No Describe how or list page references

9. Cognitive: Curriculum offers opportunities to use higher-order thinking skills to explore what they are learning.

___ Yes ___ No Describe how or list page references

10. Developmental: Curriculum is age-appropriate and respectful of participants' development.

___ Yes ___ No Describe how or list page references

11. Constructivist: Curriculum provides ample opportunities for participants to construct their own meaning of their experience.

___ Yes ___ No Describe how or list page references

12. Challenging: Curriculum lessons push and challenge students.

___ Yes ___ No Describe how or list page references

13. Family: Curriculum lessons include applications for family.

___ Yes ___ No Describe how or list page references

14. Has this curriculum been evaluated?

___ Yes ___ No List the evaluating agency.

15. Has your curriculum received "promising" or model" status?

___ Yes ___ No If yes, by what organization?

Please complete and sign the pledge below:

I pledge to adhere to NAPPP Programmatic Standards and Ethics:

Signature Date

Check One: ___ Purchase order ___ Check Enclosed ___ Visa Card ___ Master Card

Credit Card No. _____ - _____ - _____ Exp. _____

Signature/Date _____

(Signature of Cardholder) (Date)

Return Certified Peer Curriculum (CPC) application and fee to: NAPPP, PO Box 28564, Gladstone, MO 64188-0627, Phone/Fax: 888.691.1088.