

DC Health Peer Education Standards

The purpose of the DC Sexual Health Peer Education Standards (DCSHPES) is to provide a set of agreed-upon concepts and learning goals for peer educators to ensure their success in delivering sexual health programs, education, and outreach in DC. The DCSHPES are meant to set the baseline or minimum knowledge a young person needs to be a peer educator in a DC Health/HAHSTA-funded program. They are aligned with both the DC Health Education Standards and the National Health Education Standards.

The DCSHPES apply to both technical knowledge and educational skills that youth learn as a part of their peer educator training. Peer education programs can use these standards to guide the development of their curriculum and assessments.

Technical knowledge	After their training, peer educators should be able to:
Anatomy and Physiology	<ol style="list-style-type: none"> 1. Describe and use the proper names for sexual and reproductive body parts 2. Describe the function of the male and female reproductive organs
HIV/STI	<ol style="list-style-type: none"> 1. Describe modes of transmission for STIs and HIV 2. Describe and provide STIs and HIV protection methods 3. Describe STIs and HIV testing methods 4. Describe STIs and HIV treatment 5. Identify behaviors that increase and decrease risk for HIV/STI 6. Describe how stigma increases risk for HIV and STI in some groups
Pregnancy and Contraception	<ol style="list-style-type: none"> 1. Identify and describe the 4 types of contraception 2. Identify and describe the 4 pregnancy options 3. Describe the process of conception 4. Identify and describe short-term and long-acting reversible contraception
Condoms	<ol style="list-style-type: none"> 1. Demonstrate the steps to using a male/insertive and female/receptive condom correctly 2. Obtain Wrap MC certification 3. Describe how to obtain condoms in DC
Sexual Partners	<ol style="list-style-type: none"> 1. Describe the benefits of abstinence 2. Describe the benefits of limiting the sexual partners

Accessing Care	<ol style="list-style-type: none"> 1. Identify programs, support services, and other resources for all students (e.g., LGBTQ, disabled, and immigrant populations) 2. Describe how to select a health care professional based on type of services needed and population served
Communication	<ol style="list-style-type: none"> 1. Describe the characteristics of giving and receiving active consent 2. Demonstrate negotiation skills 3. Demonstrate methods for engaging adults in conversations about sexual health
Gender Identity	<ol style="list-style-type: none"> 1. Describe gender identity and how sex and gender differ 2. Demonstrate a knowledge of the range of gender identity 3. Compare gender identity, gender expression, and sexual orientation
Sexual Orientation	<ol style="list-style-type: none"> 1. Describe the sexual orientation spectrum 2. Describe how sexual orientation differs from gender expression and gender identity
Laws and Policies	<ol style="list-style-type: none"> 1. Describe the DC Condom Availability Policy 2. Describe the Minor Health Consent law

Educational Skills	After their training, peer educators should be able to:
Communication	<ol style="list-style-type: none"> 1. Demonstrate comfort in talking with peers 1-on-1 about a range of sexual health topics
Presentation skills	<ol style="list-style-type: none"> 2. Present a 5-minute session on at least 2 topics for an audience of peers. Advance level peer educators should be able to present on multiple topics as well as to adults.
Accessing and sharing health information	<ol style="list-style-type: none"> 1. Use internet searches to gain medically accurate, timely and reliable information 2. Show competence in contacting resources by phone or email to gather information needed to refer or share with peers 3. Demonstrate familiarity with sexual health resources for youth in DC
Condom demonstration	<ol style="list-style-type: none"> 1. Demonstrate how to use both insertive and external condoms
Advocacy	<ol style="list-style-type: none"> 1. Demonstrate the ability to advocate verbally and/or in

	<p>writing to decisions makers on a topic that affects youth.</p> <ol style="list-style-type: none">2. Describe an advocacy-related issue they are working on in clear and concise terms
Social Marketing	<ol style="list-style-type: none">1. Demonstrate the ability to use social media, outreach events, educational opportunities to relay health messaging2. Show familiarity with youth sexual health campaigns in DC