NATIONAL ASSOCIATION OF PEER PROGRAM PROFESSIONALS,
CERTIFIED PEER CURRICULUM (CPC) 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.
II. Ethics: Does the curriculum prepare students to act as ethical helpers?

   ____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


____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
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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

   ____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
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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

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