

PEER EDUCATOR CODE OF ETHICS*

▶ ABOUT THIS ACTIVITY

- 🕒 **Time:** 30 minutes
- ➔ **Objectives:** By the end of this session, participants will be able to:
 - Discuss and identify ethical principles and practices as they relate to their role as a peer educator/advocate.
- ★ **Training Methods:** Brainstorm, Role Play, Large Group Discussion
- ✓ **In This Activity You Will...**
 - Lead a discussion about ethics and peer educators, using a handout (20 minutes).
 - Present two skits demonstrating ethical and unethical conduct (10 minutes).
- ✂ **Materials:**
 - Flipchart & Markers
 - Handout - Peer Educator Code of Ethics
- 🔪 **Preparation:**
 - Write on flipchart:
 1. Peer Educator Code of Ethics
 2. Ethics - "A set of morals or principles or what a person defines as right and wrong."

Instructions

1. Introduce the activity by saying: We are going to be talking about ethics, a very important part of being a good peer educator.
2. Ask: What do you think about when I say "ethics"? (Allow 1-2 minutes for responses. You can write them up on the flipchart)
3. Tell the group that ethics is "A set of morals or principles or what a person defines as right and wrong."
4. Each profession has its own code of ethics, and that goes for peer advocates, too. Ex. doctors have a code which says "First do no harm".
5. Think about what kinds of "rules or morals" a peer educator should follow when she is working with her clients. List on flipchart.

Responses might include:

 - Respect individual differences, including choices people make that may not be our own
 - Maintain confidentiality
 - Be committed to ongoing learning
 - Act as a role model, making healthy choices and being true to myself
 - Honor diversity in all its forms
6. Refer participants to the handout "Peer Educator Code of Ethics" after they have given their list. (This is a list that was developed for the Lotus Project peers.)
7. Facilitators do two short role plays, one depicting an ethical code of conduct and one depicting an unethical.

* This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

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Examples of ethical code of conduct- Peer advocate talking with her client who is pregnant, very religious and not taking her HIV medications because she believes God will protect her baby from getting infected. Peer advocate shows consideration and support for the client's beliefs but provides her with some information and refers her to speak with her doctor about the risk and statistics.

Example of unethical code of conduct- Two co-workers who work at X organization are talking about a client that one of them has. This client is related to one of the peer advocates who works at this same organization.

8. Lead a brief discussion after each role play and ask participants if what they saw was ethical or unethical? Ask, what went well?
9. Ask what could have been done differently by the peer advocate in that situation?

Summary

Wrap up by pointing out how much responsibility rests on their shoulders, but remind them that none of them carries the responsibility alone—they should continue to work together, to take challenging situations to one another for guidance, and to ask for help when needed.

* This module is part of the online toolkit Building Blocks to Peer Success. For more information, visit http://www.hdwg.org/peer_center/training_toolkit. This module comes from the Lotus Women's Peer Education Training Manual, Center for Health Training and Women Organized to Respond to Life Threatening Diseases (WORLD), 2008.

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SESSION HANDOUT

PEER EDUCATOR CODE OF ETHICS

I value my role as a peer educator and in order to best fulfill that role, I will:

1. Respect individual differences, including choices people make that may not be my own.
2. Act as a role model, making healthy choices and being true to myself.
3. Honor diversity in all its forms.
4. Maintain confidentiality.
5. Learn as much as possible about the issues that affect my peers.
6. Only offer information that I am qualified to offer and with the greatest accuracy possible.
7. Follow through on my word and promises.
8. Meet clients where they are at in their journey towards healing and positive change.
9. Accept supervision and support from others.
10. Not allow my peer educator duties to put my emotional or physical well-being at risk.

I value and know who I am...

I am an individual, a caring helper, an educator, a role model.

I am a Peer Educator.