



PEER EDUCATORS EMPLOYEE WELLNESS

SAQA US: 8555

NQF Level: 4

Duration: 2 Days

Course description

The Peer Educators Wellness Training course is designed to provide individuals with the knowledge, skills, and tools necessary to serve as effective peer educators in the realm of wellness. This course goes beyond physical health to encompass various dimensions of wellness, including mental, emotional, social, and environmental well-being. Peer educators trained in wellness can empower their peers to make positive lifestyle choices and cultivate a holistic sense of well-being.

Course outcome

By the end of the course, participants should be able to:

- Articulate a comprehensive understanding of wellness across multiple dimensions.
- Demonstrate effective communication and peer support skills.
- Promote healthy lifestyle choices, including nutrition and physical activity.
- Raise awareness about mental health and reduce stigma.
- Provide support for stress management and emotional well-being.
- Foster positive social connections and relationships.
- Design and implement wellness promotion activities.
- Recognize when to intervene in crisis situations and make appropriate referrals.
- Practice self-care to maintain personal well-being.

The Peer Educators Wellness course aims to empower individuals to positively impact the well-being of their peers, creating a supportive and health-promoting environment within their communities.

Course Content

MODULE 1: EMPLOYEE WELLNESS IN THE WORKPLACE

- 1.1 Employee Health & Wellness Programme
- 1.2 Definition of Employee Health & Wellness Programme (EHWP)
- 1.3 The Goal of Employee Health & Wellness Programme

MODULE 2: ROLES AND RESPONSIBILITIES OF A PEER EDUCATOR

- 2.1 Peer education.
- 2.2 Purpose of Peer Education at the workplace.
- 2.3 Characteristics of a good Peer Educator.
- 2.4 The role of Peer Educators.
- 2.5 Behaviour Change.
- 2.6 Peer education sessions.
 - 2.6.1 Planning Peer Education sessions.
 - 2.6.2 Preparing for sessions.

MODULE 3: PLAN A PEER EDUCATION INTERVENTION IN A GROUP SETTING

- 3.1 HIV / AIDS
 - 3.1.1 The impact of HIV/AIDS
 - 3.1.2 What is HIV?
 - 3.1.3 What is AIDS?
 - 3.1.4 The immune system and HIV
 - 3.1.5 Stages of the HIV life cycle
 - 3.1.6 HIV Symptoms
 - 3.1.7 Is there a cure for HIV and AIDS?
 - 3.1.8 When to get tested for HIV?
 - 3.1.9 How does HIV get transmitted?

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- 3.1.10 The main ways you can get HIV.
- 3.1.11 How can I avoid getting HIV from unprotected sex?
- 3.1.12 Parent to child transmission.
- 3.1.13 Blood to blood contact.
- 3.1.14 Sharing injecting equipment.
- 3.1.15 Contaminated blood transfusions and organ/tissue transplants
- 3.1.16 Myths about HIV and AIDS
- 3.1.17 Am I ready for sex?
- 3.1.18 Sexual consent
- 3.1.19 Safe sex
- 3.1.20 Sexual behaviour
- 3.1.21 Alcohol, drugs, sex & HIV
- 3.1.22 Condom Use.
- 3.2 Care and Support
 - 3.2.1 Being diagnosed with HIV.
 - 3.2.2 Antiretrovirals
 - 3.2.3 Gender and HIV
 - 3.2.4 Workers' Rights and HIV
 - 3.2.5 HIV/AIDS Workplace Policies
- 3.3 Sexually Transmitted Diseases
 - 3.3.1 Common Symptoms
 - 3.3.2 What is the difference between STDs and STIs?
 - 3.3.3 STIs and HIV
 - 3.3.4 STIs in the workplace
 - 3.3.5 Some common STIs
- 3.4 Substance Abuse
 - 3.4.1 Recognizing unhealthy drug use in family members
 - 3.4.2 Recognizing signs of drug use or intoxication
 - 3.4.3 When to see a doctor.
 - 3.4.4 When to seek emergency help.
 - 3.4.5 Staging an intervention.
 - 3.4.6 Drugs most used in South Africa
 - 3.4.7 Alcohol
 - 3.4.8 Over the counter medication
 - 3.4.9 Types of Over-the-Counter Drugs
- 3.5 Mental Wellness
 - 3.5.1 Mental Health
 - 3.5.2 Mental disorders
 - 3.5.3 Workplace stress
- 3.6 Healthy Living
 - 3.6.1 What is a Healthy Lifestyle?
 - 3.6.2 Healthy eating (diet)
 - 3.6.3 Exercise (Physical activity)
 - 3.6.4 Self-care

MODULE 4: SKILLS REQUIRED FOR IMPLEMENTATION OF A PEER EDUCATION INTERVENTION.

- 4.1 Peer education intervention methodologies and techniques.
- 4.2 Effective communication skills,
- 4.3 Management skills.
- 4.4 Teamwork and leadership skills.
- 4.5 Values and attitudes for the role of a peer educator.
- 4.6 The criteria to review a peer education intervention.

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- 4.7 Peer education intervention Self-assessment.
- 4.8 A review of peer group responses to the intervention.
- 4.9 The results of the review of a peer educator intervention.

THEORETICAL ASSESSMENTS

Formative Assessment (open book)
Summative Assessment (closed book)

PRACTICAL ASSESSMENT

Roleplay Assessment