Mission: To provide support, encouragement, and orientation to new DPCP epidemiologists and evaluators.

Purpose: This program has been designed to help new DPCP epidemiologists and evaluators understand the complexities of diabetes epidemiology and DPCP evaluation, link them to experienced epidemiologists and evaluators associated with the Diabetes Council, and foster consultation and collaboration between state/territory epidemiology and evaluation staff. This program complements and does not replace orientation and technical assistance provided by the CDC Division of Diabetes Translation, as well as orientation and support provided by the new epidemiologist’s or evaluator’s employing agency.

This program is open to epidemiologists and evaluators, regardless of how these core functions are configured within a state/territory DPCP.

Program Objectives:

Learner
1. Obtain new information about diabetes epidemiology and DPCP evaluation (including program initiatives)
2. Enhance learner competency in the areas of epidemiology and evaluation
3. Link with NACDD and the Diabetes Council and their resources, including scholarships for professional development
4. Improve understanding of the CDC Division of Diabetes Translation, especially their Epidemiology and Surveillance Branch and the Program Development Branch’s Evaluation Team, and the support they provide to DPCPs
Guide

1. Enhance epidemiology/evaluation competencies
2. Enhance analytic skills
3. Increase guidance and counseling skills

Target Audience:

- **Learner:** DPCP epidemiologist/evaluators with 2 or less years of experience in diabetes epidemiology and/or DPCP evaluation
- **Guide:** Epidemiologists/evaluators with 3 or more years of experience working with diabetes epidemiology and/or DPCP evaluation

Program Format:

- Telementoring, which allows a Guide and Learner to build a relationship via e-mail or telephone contact.
- Face-to-face mentoring, which allows a Guide and Learner to meet at conferences/meetings where they are both attending (e.g., Division of Diabetes Translation Annual Conference and the DPCP Program Directors’ Meeting). These meetings will occur as possible, as the program does not have funding to support the face-to-face meetings.
- Typically, the relationship between a Learner and Guide will be one-on-one, with one Learner paired with one Guide. It is possible to have a group format, where one Guide is paired with a small group of Learners. The latter will be considered if there are not a sufficient number of Guides to support Learners or if there are other reasons where this seems like a reasonable approach.

Peer-to-Peer Epidemiology and Evaluation Program
Overview and Process

**Overview:**

<table>
<thead>
<tr>
<th>Learner</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benefits</strong></td>
<td><strong>Benefits</strong></td>
</tr>
<tr>
<td>Increased access to information about day-to-day diabetes epidemiology and DPCP evaluation</td>
<td>Enhanced epidemiology/evaluation competencies</td>
</tr>
<tr>
<td>Enhanced epidemiology competencies (based on CSTE Applied Epidemiology Competencies)</td>
<td>Enhanced leadership skills</td>
</tr>
<tr>
<td>Enhance evaluation competence (based on the American Evaluation Association Guiding Principles for Evaluators)</td>
<td>Increased guidance and counseling skills</td>
</tr>
<tr>
<td>Linked with NACDD and the Diabetes Council and their resources, including scholarships for professional development</td>
<td></td>
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<tr>
<td>Improved understanding of CDC-Division of Diabetes Translation and the support they provide to DPCPs</td>
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</tbody>
</table>

**Qualifications**

<table>
<thead>
<tr>
<th>Learner</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently functioning as an epidemiologist and/or evaluator associated with a DPCP for two years or less</td>
<td>Three years experience as an epidemiologist and/or evaluator associated with a DPCP</td>
</tr>
</tbody>
</table>
Attributes

- Willingness to learn
- Comfortable with asking questions and requesting support
- Effective communicator:
  - Good listener
  - Communicates honestly and openly
  - Willing to share
  - Open minded
  - Respectful of time commitment of Guide

- Willingness to share
- Effective communicator:
  - Good listener
  - Communicates honestly and openly
  - Willing to share time and knowledge
  - Open minded
- Critical/strategic thinker
- Patient
- Responsible and accountable
- Commitment: passion for diabetes epidemiology and evaluation
- Kind, positive approach
- Flexible
- Proficient in practice
- Commitment to expectations of the DDT/DPCP Cooperative Agreement
- Understand DPCP/CDC-DDT from a broad perspective
- Strong verbal communication skills
- Enthusiasm
- Culturally sensitive role model
- Time and commitment
- Established relationships with other epidemiologists/evaluators

Process:

Process for the Guide/Learner Match

- The Mentoring Committee will identify experienced epidemiologists/evaluators who agree to serve as Guides. As such, these individuals will comprise the Guide pool. Each state DPCP will be asked to notify the NACDD Diabetes Council Consultant when a new DPCP epidemiologist/evaluator is hired.
- The NACDD Diabetes Council Consultant (or designee) contacts the Learner to explain the Peer-to-Peer Epidemiologist/Evaluator Program and determine his/her interest in participating in the Program.
- If the new epidemiologist/evaluator declines participation, the NACDD Diabetes Council Consultant will reconnect with the new epidemiologist/evaluator in March and September to determine if they are interested. Effort will be made every March and September, until the epidemiologist/evaluator reaches the 2-year experience level, as the best time to participate, as a Learner may be different for each person. For example, the new epidemiologist/evaluator may not feel it is timely to participate when they are very new to their position, but they may be interested after they have been in their position for one year.
- If the new epidemiologist/evaluator expresses interest in participating in the program, the NACDD Diabetes Council Consultant contacts a Guide to match with the new epidemiologist/evaluator. Effort will be made to match the Learner with a Guide based on points of commonality, such as similar programming, geographic location, funding level, target populations, etc.
- Consideration will be made for Learners that request a specific Guide.
- Once a Guide is selected, the Guide makes a welcome call to the new DPCP epidemiologist/evaluator.
- While it is preferable for one Guide to work with one Learner, it is possible that one Guide may work with more than one Learner at a time. The maximum number of Learners a Guide should work with at one time is two.
Process for the Guide/Learner Match

- The NACDD Diabetes Council Consultant will contact the Learner and Guide within a few months of the pairing to discuss how the pairing is working.
- Brief process and outcome evaluations will be sent to the Guides and Learners.
- The Peer-to-Peer Epidemiologist/Evaluator Coordinator will work with the NACDD Diabetes Council Consultant as needed during each step and complete any step as necessary to maintain a smooth Peer-to-Peer Epidemiologist/Evaluator program experience.

<table>
<thead>
<tr>
<th>Learner</th>
<th>Guide</th>
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</thead>
<tbody>
<tr>
<td><strong>Roles and Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>• Negotiate consistent contact with Guide</td>
<td>• Initiate contact with Learner</td>
</tr>
<tr>
<td>• Negotiate goals for the relationship</td>
<td>• Negotiate consistent contact with learner</td>
</tr>
<tr>
<td>• Participate in evaluation process</td>
<td>• Negotiate goals for the relationship</td>
</tr>
<tr>
<td>• Respect the confidentiality of the relationship</td>
<td>• Participate in evaluation process</td>
</tr>
<tr>
<td>• Takes action on information provided</td>
<td>• Respect the confidentiality of the relationship</td>
</tr>
<tr>
<td>• Communicate openly and honestly with Guide</td>
<td>• Refer appropriately to expert resources, including CDC/DDT Project Officer and Act on Data group</td>
</tr>
<tr>
<td>• Communicate concerns with NACDD Diabetes Council Consultant and/or Peer-to-Peer Epidemiologist/Evaluator Coordinator</td>
<td>• Communicate openly and honestly with Learner</td>
</tr>
<tr>
<td></td>
<td>• Communicate concerns with Diabetes Council Consultant and/or Peer-to-Peer Epidemiologist/Evaluator Coordinator</td>
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</table>

The Role of a Guide

What is a Guide?
A Guide is a partner who provides technical assistance, coaching, and support to a Learner in creating specific and appropriate learning goals; building trust, communicating, connecting people, and defining roles and responsibilities. This, in turn, will increase capacity for building and maintaining active partnerships, increase productivity, make people proactive about managing their career and increase diversity in skills and capacity.

Characteristics of a Guide:
The Guide’s track record could include:
• Work related accumulated experience
• Organizational experience
• Success in his or her field
• Contact with a variety of people
• Reputation of competence
• Reputation of helping others
**Skills of a Guide:**
- Ask the right questions
- Listen more than talk
- Let the Learner create the agenda
- Avoid providing all the answers by guiding the Learner to answer their own questions
- Avoid creating a student-teacher environment
- Cultivate people's capabilities for their current job.
- Endorse experimentation, applaud new approaches, and permit mistakes
- Keep commitments
- Coach the Learner to improve performance

**What is expected of the Guide?**
- Provide opportunities for guiding services on a regular basis for at least 6-months; time frames to be negotiated and agreed upon by the Guide and Learner
- Monitor the progress of the Learner on a regular basis
- Provide reports to the Diabetes Council at 3 and 6 months
- Orientation provided in diverse/mixed forms: one-on-one, conference call, brainstorming sections, e-mail communication, group sessions (1 Guide with more than 1 Learner) and other forms as needed
- Be ingenious and creative and keep the commitment up to the end of the process
- Believe in and embrace diversity
Self-Assessment Tool for Guides

Instructions:
The ideal Guide is someone concerned with his or her own professional growth, the professional growth of others, as well as the future of the Diabetes Council and the Diabetes Prevention and Control Programs. The Guide should be someone with broad or accumulated experience about the Diabetes Council, DPCPs and the public health field (acquired at different organizational levels), epidemiology/evaluation, and his or her insight should come from having done the job. It should be also a person with sensitivity to diversity. Please complete this self-assessment tool to help you determine if you want to be part of the Diabetes Council’s Guide Pool to support the organization’s mission to help improve the development and support the orientation of Diabetes Prevention and Control epidemiology/evaluation work force.

1. I possess the knowledge, skills, experience, and expertise needed to be an effective Guide.
   - [ ] YES
   - [ ] NO

2. I listen in order to understand others’ points of view.
   - [ ] YES
   - [ ] NO

3. I encourage people to achieve their goals.
   - [ ] YES
   - [ ] NO

4. I have the latest information available on the organization.
   - [ ] YES
   - [ ] NO

5. I have coaching skills.
   - [ ] YES
   - [ ] NO

6. I am willing to invest time to guide people.
   - [ ] YES
   - [ ] NO

7. I am willing to provide regular contact as agreed upon between the Learner and the Guide.
   - [ ] YES
   - [ ] NO
Peer-to-Peer Program: Tips for Guides

- **Maintain regular contact**
  Consistent contact models dependability and builds trust.

- **Always be honest and courteous**
  Trust and respect are the foundations of this program.

- **Avoid being judgmental of your match’s life situation**
  Acceptance without conditions communicates that your concern comes without strings attached.

- **Encourage independence**
  Do not do for a learner what they can do for themselves; your gift is to help a person discover their own solutions.

- **Don’t expect to have all the answers**
  Sometimes just listening attentively is all people need.

- **Help your match assess resources and expand support networks**
  Discuss the importance of maintaining positive relationships.

- **Be clear about your expectations and your boundaries**
  Set up ground rules and communicate them.

- **Avoid being overwhelmed by your match’s problems**
  Remain calm and objective to help solve problems.

- **Respect confidentiality**
  Colleagues and friends do.

- **If the relationship seems to stall, hang in there**
  Contact a guiding committee member if problems or concerns arise.

- **Have fun**
  Realize this can be stress-producing process for both the learner and guide. Provide opportunities where the communication environment is conducive to talking and relaxing.

- **Give notice**
  Try to give as much advance notice as possible if plans need to be changed.

- **Make suggestions**
  Based on conversations with your learner and what they hope to achieve, suggest as many goals as you can whether it is to be academic, job skills or life skills.

- **Write them down**
  Keep an “achievement journal” together. Writing the achievement down is a concrete way to draw attention to them, and show your learner you recognize their effort.

**Sources:**
- Guiding Myths and Tips, Nancy Henry, Northwest Regional Educational Laboratory
- Botsford General Hospital, Guiding Handbook
Peer-to-Peer Program

References


Professional Partnership Program. Botsford General Hospital (Available from: Donna Rice, Botsford General Hospital Center for Health Improvement, 39750 Grand River Ave. Novi, MI 48375.).
