

## **La Cañada High School**

### ***Proposed Course Outline – Peer Support 1***

- I. Course Title – Peer Support 1**
- II. Grade Level(s) – Grade 9-12**
- III. Length/Credit – 1 Year - 10.0 units Satisfies One Year of Elective for Graduation Credit**
- IV. Preparation/Prerequisite – Acceptance via application and interview with course instructors**
- V. Course Description**

Peer Support 1 is the foundation of the peer support program designed to provide training experiences and supervision for students interested in counseling-related careers and/or wishing to become peer support providers on campus. In an effort to increase student engagement and promote student wellness, members of the peer support team will be trained to provide one-on-one peer support to affect positive change in the LCHS environment. The curriculum includes skills-based training in self-awareness, effective listening and communication, and decision-making. Students will also learn proper techniques for referring students to appropriate adult resources.

#### **VI. Standards/ESLRs Addressed**

##### **Introduction:**

The Peer Support Program addresses standards of the California Career Technical Education (CTE) Health Science and Medical Technology pathway, the California English Language Arts Standards, and the American School Counseling Association (ASCA) National Standards for Students. The Peer support program focuses on skill development that can lead students to explore careers in a wide range of mental health sectors.

##### **CTE Mental and Behavioral Health Pathway Standards**

- F1.0 Recognize and interpret principles of community engagement.
- F2.0 Demonstrate the ability to build relationships by communicating empathy.
- F3.0 Develop and employ collaboration skills that engage others and build trust.
- F4.0 Recognize and differentiate between the stages of mental health recovery.
- F5.0 Communicate and practice leadership and accountability behaviors.
- F6.0 Analyze and interpret elements of positive psychology (e.g., hope, resilience, strengths, creativity, community building, and supportive spirituality)
- F9.0 Design a practice model of a personal support network by utilizing prior knowledge of recovery concepts and using natural supports within communities.

F11.0 Recognize and respect the various cultures of a community and other factors that indicate its diversity in all aspects of communicating, designing, and implementing patient care.

F13.0 Identify and apply leadership styles in personal growth and development.

## **English Language Arts Standards**

### **Writing**

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **Speaking and Listening**

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### **Language**

L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **American School Counseling Association - National Student Standards**

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help

PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.10 Learn techniques for managing stress and conflict

## **VII. Brief Course Outline**

### **Unit 1: Developing Self Awareness and Group Cohesiveness**

- Key Elements
  - Team building
  - Developing class rules and norms
  - Expanding self-perception
  - Exploring and identifying personal values

- Learning how values differ from interests
- Experiencing group values
- Learning how values affect decisions

## **Unit 2: Understanding Ethical Foundations and Wellness Models**

### **Key Elements**

- Understanding ‘first do no harm’
- Respecting dignity and promoting self-efficacy of those being helped
- Defining confidentiality (what is it not, and when should it be broken)
- Importance of cultural difference awareness
- Defining a wellness approach
- Introducing Positive Psychology
- Understanding self-care, assessing wellness in ourselves and peers

## **Unit 3: Understanding and Using Active Listening**

### **● Key Elements**

- Listening skills
- Communication skills
- Nonverbal communication messages
- Sending congruent verbal and nonverbal messages

## **Unit 4: Understanding and Using Effective Verbal Communication**

### **● Key Elements**

- Verbal encouragers
- Reflecting feelings
- Paraphrasing
- Maintaining awareness of our own feelings
- Effective questioning
- Using “I” Messages

## **Unit 5: The Relationship and Role of a Peer Support Provider**

### **● Key Elements**

- Learning behaviors that are effective for peer support
- Identifying the responsibilities of a peer support provider
- Learning to give positive feedback
- Learning the difference between acceptance and agreement
- How to assist someone without giving advice

## **Unit 6: Understanding and Using Effective Decision Making Models**

### **● Key Elements**

- Learning decision making models
- Brainstorming alternatives and predicting outcomes

- Learning how to help others make decisions
- Recognizing different conflict styles

### **Unit 7: Starting and Ending a Peer Support Relationship**

- Key Elements
  - Learning to make initial contact
  - Learning to explain the peer support role
  - Learning to handle special issues of confidentiality, follow up, referral, and termination
  - Learning proper documentation of contacts with students
  - Identifying school and community resources
  - Understanding and identifying the difference between an emergency, crisis, and problem
  - Developing skills in evaluating a situation and seeking help appropriately

### **Unit 8: Topics/Challenges LCHS Students May be Facing**

- Key Elements
  - Learning and researching validated information on topics affecting teens (i.e. depression, anxiety, grief, eating disorders, substance abuse, academic pressure etc.)
  - Practicing peer support skills through role-playing different topic scenarios
  - Learning from community partners and guest speaker presentations

### **Unit 9: Project Planning**

- Learning collaboration and leadership skills
- Understanding how to organize, manage and implement projects
- Planning projects to aide LCHS students in the challenges they may be facing (based on student selection, projects may include topics such as mental health awareness campaigns, teaching/promoting mindfulness techniques i.e. Calm Classroom, resource blog or website creation, etc.)

## **VIII. Methods of Assessment**

- Projects
- Various class assignments
- Demonstration of skills in role play exercises
- Logs and data files
- Potential quizzes/tests
- Teacher observation of student interaction

### **Grades and Class Participation:**

All work will be assessed and the students will receive points. Overall grades in the class will be by total percentage: A=90+ B=80-89 C=70-79 D=60-69

Grades will be based on class assignments, homework (limited), projects, quizzes and tests. Class participation is essential to the learning process; therefore, daily student attendance is essential for course success.

**Attendance Policy:** Attendance in this course will be treated the same way as it would be treated at a place of employment. If a student is absent, it is the student's responsibility to see the instructor to get "make-up" or "missed" information.

**Academic Honesty:**

Students are expected to demonstrate honesty and integrity at all times. Each student is responsible for his or her own work, which includes test taking, homework, class assignments, individual contributions to group products, and the original creation of digital art, web pages, essays, compositions, and research papers. All work submitted by a student should be a true reflection of that student's knowledge, experience, effort and ability. It is unacceptable academic behavior to submit work that is not one's own. Refer to "Academic Honesty & Integrity" policy. The consequences laid out in this policy will be strictly adhered to in all incidents of cheating or plagiarism.

**IX. Materials/Textbook(s)**

**Board-adopted text** – None

**Supplementary instructional materials** – The following supplementary materials will be used as well as other curriculum materials, supplemental reading, vignettes and skill demonstration videos:

"High School Peer Resource Program Basic Skills Curriculum." Broward Prevention, 2014 Web. 2 June 2018.

Varenhorst, Barbara. *An Asset Builder's Guide to Training Peer Helpers : Fifteen Sessions on Communication, Assertiveness, and Decision-Making Skills*. Search Institute, 2003. Print.

"School Tools Conflict Resolution Education Lesson Plans | Conflict Resolution Resources." N.p., n.d. Web. 2 June 2018.

Lieber, Carol Miller. *Conflict Resolution in the High School*. Educators for Social Responsibility, 1998.

**X. Seeking "A-G" Approval** – Yes/No – Yes, this course will be submitted to the University of California for approval for the 2019-20 academic year in the subject domain "G" for college-preparatory elective credit.

**XI. Seeking AP Class Approval** – No– This course does NOT seek AP approval.

