

La Cañada High School

Peer Support 2 P

- I. **Course Title** – Peer Support 2
- II. **Grade Level(s)** – 10th, 11th, and 12th
- III. **Length/Credit** – Full Year / 10
- IV. **Preparations** – Must Complete Peer Support 1
- V. **Course Description**

This course will provide students who have completed Peer Support 1 with on-going skill development and supervision for delivering individual or group peer support. Students will gain experience in leadership and outreach activities in an effort to develop empathy, wellbeing, adaptive help-seeking and coping skills among students. Throughout Peer Support 2, students will also continue to acquire behavioral science knowledge and current career information related to counseling and mental health fields. This course focuses on students using and promoting skills in: self-awareness, effective communication and decision-making, peer support ethical standards and boundaries, self-care planning, and appropriate help resources. It is the practicum component of Peer Support 1 which uses research-based core competencies of social-emotional learning (SEL), and wellness models help to guide instructional content and student activities.

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: 9-12 Student Service Protocols and Skills Review

Key concepts:

- Collaboration with other student groups and staff
- Developing student outreach protocols
- Annual student activity and resource planning
- Establishing a debriefing and accountability process
- Understanding crisis prevention and intervention concepts

Unit 2: Psychoeducation and Group Leadership Skills

Key concepts:

- Mentoring Peer Support 1
- Selecting and implementing monthly schoolwide wellness themes
- Ongoing responsive support and outreach services to students

Unit 3: Using Data & Research to Determine Needs, Priorities, and Program Adjustments

Key concepts:

Mentoring Peer Support 1

Ongoing responsive support and outreach services to students

Gaining new knowledge and career information from mental health/wellness guest presenters.

Unit 4: Program Evaluation, Proposing Improvements, Updating Resources

Key concepts:

Recognizing and interpreting student engagement

Applying program evaluation and improvement plans

VIII. Methods of Assessment

Throughout the Peer Support 2 course, students are assessed through participation in classroom discussions, planning projects, weekly reflection journals/debriefing, and observed skill demonstration. In addition, the following assessments may be used as needed.

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

IX. Materials/Textbook(s): None

X. Seeking “a-f” Approval – Yes / College-Preparatory Elective (G) / Interdisciplinary

XI. Seeking AP Class Approval – No.