

Glendale Unified School District

High School

May 17, 2022

Department: Career Technical Education

Course Title: Peer Counseling I

Course Code: 6142V/6143V

Grade Level(s): 10-12

School(s)
Course Offered: Crescenta Valley High School

UC/CSU Approved
(Y/N, Subject): Pending, "G" College-Preparatory Elective

Course Credits: 10

Recommended
Prerequisite: None

Recommended
Textbook: Peer Counseling: Skills, Ethics, and Perspectives, D'Andrea, Vincent J., and Peter Salovey, Science and Behavior, Second Edition/1996

Psychology, Minter, Katherine P., and William J. Elmhurst., Pearson, Second Edition/2016

Course Overview: This course will provide students with the essential information and skills necessary to peer counsel and work with students in need. In addition, this course will present students with different counseling theories, legal and ethical issues in counseling, communication skills, anger and conflict management skills, knowledge of when to make a referral to a professional, implicit bias and cross-cultural counseling, and the ability to deal with crisis and change. The overriding theme of the course is helping peer counselors empower others and themselves, with a strong focus on applying the lessons toward self-growth, inclusion, competence, and empathy. Peer Counseling I follows a CTE pathway towards Peer Counseling II- where there will be an opportunity to intern in the WellNest, in preparation for a possible career in the behavioral sciences.

First Semester-Course Content

Unit 1: General Counseling Guidelines and Procedures

(4 weeks)

Unit one covers the overview of what the Peer Counseling classes goals and requirements are. Students are given a Course of Study that summarizes each unit and they go over that with the instructor. Next, students are informed of the ethics, morality and law as they relate to counseling. A special emphasis is placed on confidentiality and reporting. Students are then introduced to school resources, the counseling department, school psychologists, school resource officer, Assistant Principals, Associate Principal and the Principal and made aware of when they would/should contact and use these resources. Following school resources, students are exposed to the School Crisis Plan and given an overview of Crisis Counseling and how to identify those in shock and what to do with them. Once students have shown an understanding of the above topics, they participate in a Needs Assessment to make sure that Peer Counseling will be addressing the needs of the campus for the entire school year.

Unit Assignment(s): Students are asked to graphically depict through a chart or map all of the school resources and each resource team member's role and scope of practice.

Students are asked to demonstrate on a short quiz what situations must include an adult resource team member and what can be handled exclusively by a student counselor.

Unit 2: Communication, Conflict and Caring

(4 weeks)

Unit two focuses on effective communication, resolving conflict in healthy ways and establishing a caring environment. First students learn about effective communication strategies with a focus on creating warmth, empathy and unconditional positive regard. They learn how we send and receive verbal and nonverbal clues and how to use that to aid in healthy communication. The students practice these strategies in a series of dyadic encounters and mock vignettes, critiquing each other to develop healthier communication practices. Next students are exposed to the difference between "I" and "You" statements and how to use those and present the "I Statement" strategy to others.

Unit Assignment(s): Students then pair off and use personal scenarios to practice using "I Statements". Students will help each other identify the effectiveness of "I Statements" over "You Statements" and the effect of each. Students will learn active listening and communication strategies.

Unit 3: Theory and Practice of Counseling

(10 weeks)

Didactic material on four theoretical orientations in counseling will be presented: Psychodynamic, Humanistic, Behavioral, and Post Modern. Each modality will be set in an historical context, presented in terms of its unique underlying principles. Varying counseling techniques from each modality will be presented and practiced. The role of the counselor in each modality will be discussed.

Unit Assignment(s): Students will demonstrate understanding of each modality through short quizzes and experiential learning. Through role play, vignettes will be presented and students will be asked to work within a theoretical model to facilitate effective problem solving.

Second Semester-Course Content

Unit 4: Psychopathology

(4 weeks)

Unit three includes didactic lessons on psychological disorders common in childhood and adolescence. Such common issues as attention disorders, anxiety, depression, eating disorders, and are presented didactically.

Unit Assignment(s): Students are asked to develop a “Specialty” from the covered topics and give a class presentation covering the antecedents, signs and symptoms, and effective counseling treatments for the chosen disorder.

Unit 5: Suicidality

(2 weeks)

Suicide. Students are exposed to the difference between having a case of the blues and people who are suffering with clinical depression. Next, students learn to identify students who are exhibiting signs of suicide and non-suicidal self-injury. Students learn to differentiate between common warning signs and risk factors. They practice directing the conversation to determine if students are exhibiting warning signs for suicide. They revisit confidentiality in the context of self-harm and review when to include school crisis team and other appropriate adults.

Unit Assignment(s): It is essential that students can identify warning signs of the subjects covered in this unit and be able to identify students who must be directed to the appropriate adult. Students are paired off and given scenarios where they must identify if the student's information should remain confidential, or if they need to ask probing questions, or if they need to direct that student to an adult. Students will learn the skills necessary to identify at risk students or students who are in danger.

Unit 6: Grief, Loss, Complicated and Uncomplicated Bereavement

(4 weeks)

Students learn about death, the stages of grief and working with people dealing with loss and how to help them onto the path of recovery. Divorce and its effect on the family, particularly children are the next topic. Divorce is followed by lessons on isolation and loneliness, stress and stress management. In addition, students learn about child abuse and identifying the signs of child abuse

Unit Assignment(s): Students are paired off and given scenarios where they must identify if the student's information should remain confidential, or if they need to ask probing questions, or if they need to direct that student to an adult. Students will learn the skills necessary to identify at risk students or students who are in danger.

Unit 7: Substance Use and Abuse

(4 weeks)

This unit covers the different classifications of substances such as stimulants and depressants. The unit includes legal issues of underaged use. Short term and long-term effects of alcohol, tobacco and drugs are covered. Models of addiction recovery are covered. Concepts such as dependence, co-dependence, enabling, relapse are defined. Referencing back to theoretical modalities taught in Unit 3, substance abuse is viewed through a psychodynamic, behavioral, humanistic, family systems and post-modern lens. The disease model is covered.

Unit Assignment(s): Students are asked to create a personal family genogram that traces compulsive and addictive behaviors in their family of origin or circle of friends.

Unit 8: Special Education

(3 weeks)

Students are taught the various eligibility criteria for inclusion in Special Education. Students are taught the various eligibility criteria for a Section 504 plan. Students are given common techniques for working with people with disabilities such as autism, learning disabilities, students who are deaf or hard of hearing, visual impairment, students with orthopedic disabilities and students with emotional disabilities.

Unit Assignment(s): Students are asked to observe and to work in one of the school's special education classrooms.

Unit 9: Program Review and Evaluation

(4 weeks)

As a group student discuss the semester that they have just completed in a seminar format. Discussions about activities, counseling, self-growth and relationships are encouraged, as well as an opportunity to say goodbye to the group. Students are encouraged to bring up areas of the course they feel were most helpful and memorable and the things that they would like to see changed in the future. Students discuss their growing edges and topics that would be challenging for them when they begin to work with students.

Unit Assignment(s): Students write a 3-5 page journal exploring what they have gotten out of the class and their counseling sessions throughout the year, and how they feel the experiences for future students can be improved.