

Peer Counselling 11

District Name:	Mission
District Number:	75
Developed by:	Deborah LaFontaine
School Name:	Heritage Park Secondary
Principal's Name:	Kevin Kaardal
Board/Authority Approval Date:	November 16, 2004
Board/Authority Signature:	
Course Name:	Peer Counselling
Grade Level of Course:	11
Number of Course Credits:	4
Number of Hours of Instruction:	120

Prerequisite(s): Successful referral and interview process

Special Training, Facilities and Equipment Required:

- The teacher must be an experienced high school counsellor.
- A VCR, TV, and a computer equipped with email access for retrieval of students electronically sent weekly journals.

Course Synopsis:

This course is designed to introduce students to the basic skills necessary to establish and maintain successful helping relationship with peers. Skills learnt will also promote and support successful relationships with family members and other members of society. Students will develop skills in the areas of interpersonal communication, empathic listening, questioning techniques, ethics, referrals, decision-making and problem solving, peer mediation, mentoring, suicide prevention awareness, assertiveness training, anger management, lesson plan development and self-assessment.

During the assigned Peer Counselling block students are linked to a junior class and act as mentors and classroom helpers. The peer counsellors are responsible for creating a new, educational-issues bulletin board monthly. Aside from these activities peer counsellors are also available to all students in the school for listening and/or mediation. Peer counsellors also meet every Wednesday after school for an hour and 18 minutes to have a lesson on specific content areas.

Through the course of the year, students will have the opportunity to learn, practice and evaluate their skills. There will also be ongoing opportunity to debrief experiences. Closure to the course involves a series of self-evaluation and reflective activities completed by the students.

Rationale:

Currently in the education system, the use of peer counselling programs has become very commonplace at the elementary, middle, secondary, college and university level. Rapid and substantial growth in the number of such programs offered has occurred during the last few decades (Lewis and Lewis, 1996) and (Bowman, 1983). Carr (1987) has estimated that over the ten-year period from 1978 to 1987 the number of peer counselling programs in Canada increased from approximately twelve to over two thousand. Current estimates suggest that over 95% of schools in North America have a peer counselling/helping program in place.

This rapid growth is no accident. Several studies support the implementation of peer helping programs based on student needs. A number of these studies have explained the value of peer counselling programs based on three areas: high school students prefer to discuss personal matters with a peer rather than with a school counsellor or

administrator, both peer counsellors and clients benefit developmentally from the process, and this is an effective way of having students use their abilities to help each other (Morey et al, 1993). As long as administration, parents, students and teachers are clear about the training and limitations of the peer counsellors, little misunderstanding should occur about the role of the peer counsellor/helper (Downe et al, 1986).

Peer mentoring is being used by schools that have recognized the importance of helping new students adjust to and feel comfortable in the school. On an annual basis, one third of the students in the Canadian educational system change schools due to a move, and many also change schools as they leave the elementary/middle level to enter the secondary level. Many of the students entering secondary schools or senior high schools have questions, worries, fears and expectations of the new school (Carr, 1988). Peer mentors act as big brothers or sisters, or simply a buddy to help the new student feel at home.

Other beneficial outcomes of a peer counselling program, include the positive effect on peer counsellors themselves; learning life-long leadership skills, being part of a highly visible program, personal growth, having the opportunity to act as role models for other students (Myrick et al, 1995) and promoting student development, including: feelings of self-worth and confidence, ability to help others, appreciation for helping others, problem-solving, decision making and communication skills (Scarborough, 1997).

Organizational Structure:

Unit	Title	Time
Unit 1	Orientation to the Peer Counselling program and the 30 hour skills training program	5 hours
Unit 2	Interpersonal Communication	8 hours
Unit 3	Listening	12 hours
Unit 4	Feedback	4 hours
Unit 5	The Role of Questioning in the Helping Relationship	3 hours
Unit 6	Decision Making and Problem Solving	3 hours
Unit 7	Ethics and Referral	3 hours
Unit 8	Practicum Placement	@ 80 hours
Unit 9	Suicide Prevention	5 hours
Unit 10	Conflict Resolution	8 hours
Unit 11	Mentoring	2 hours
Unit 12	Assertiveness Training	2 hours
Unit 13	Anger Management	4 hours
Unit 14	Social and Health Issues Affecting Youth	3 hours
Unit 15	Lesson Plan Development	2 hours
Unit 16	Self Assessment	5 hours

The activities and learning opportunities that occur throughout the course are not limited to the unit in which they are found. As this is a skills-based course these learning outcomes are repeated and reinforced over the duration of the course, allowing for deepened skill development and understanding. Furthermore, content from different units may overlap due to the interconnected nature of human behaviour and human psychology. Unit 8, the practicum, begins after the completion of the first seven units, and is concurrent with subsequent units, as it is a year-long placement.

Curriculum Outcomes: General Skills and Processes

Curriculum outcomes, common to all units, focusing on general skills and process include the expectation that students will:

- acquire skills and knowledge appropriate to the area of study
- communicate effectively in written and spoken language as appropriate to peer counselling
- demonstrate the ability to think critically, including the ability to define an issue or problem as it relates to the peer counselling situation
- develop hypotheses and supporting arguments
- gather relevant information from appropriate sources
- assess the reliability, currency and objectivity of evidence
- develop and express appropriate responses to issues or problems
- reassess responses to issues on the basis of opinion
- assess the influence of the mass media on public opinion with respect to health, social and psychological issues
- demonstrate the ability to collaborate and consult with others
- respect and promote respect for the contributions of other group members
- interact confidentially
- compile task-specific information from a wide variety of print, audio, visual and electronic sources
- recognize connections between events and the causes, consequences and implications
- demonstrate awareness of the value of peer counselling skills education in daily life

Learning Outcomes:

Unit 1: Orientation to the peer counselling program and the 30 hours training program

Time: 5 hours

Curriculum Organizer: Introduction to training program

It is expected that students will:

- understand the goals and expectations of the training program
- participate in finalizing the meeting schedule for the training program
- list the content areas covered in the training process

Curriculum Organizer: Self and Society: group dynamics

It is expected that students will:

- identify the individual's role and responsibility in promoting successful group dynamics
- participate in get-acquainted activities
- develop positive group relations by providing a supportive environment in which risks can be taken and feelings disclosed
- exhibit trust of others by being willing to take risks and disclose feelings
- participate productively in the group by contributing ideas and information and supporting participation by all group members
- review of Covey's 7 Habits of Highly effective Teens
- explore personal awareness and practice of Covey's 7 habits of Highly Effective Teens

Curriculum Organizer: Role of the Peer Counsellor

It is expected that students will:

- develop a list of qualities and traits necessary in the role of peer counsellor
- be able to explain the expectations and limitations of the peer counselling role
- discuss the rationale for incorporating peer counselling/helping programs in the high school setting
- differentiate between the role of high school counsellor and peer counsellor/helper

Unit 2: Interpersonal Communication

Time: 8 hours

Curriculum Organizer: Verbal and non-verbal communication

It is expected that students will:

- differentiate between verbal and non-verbal communication
- demonstrate behaviours characteristic of verbal and non-verbal communication
- list examples of verbal and non-verbal behaviour
- assess the impact of verbal and non-verbal communication on the helping relationship

Curriculum Organizer: Attending Skills

It is expected that students will:

- identify the five key non-verbal attending behaviours
- demonstrate and explain the effect of these attending behaviours on another person in the helping relationship
- define the term proxemics and explain the role of proxemics in attending
- practice positive non-verbal attending skills in role-playing scenarios

Curriculum Organizer: Effective and ineffective verbal communication styles

It is expected that students will:

- generate a list of examples of ineffective verbal communication
- identify and evaluate own use of ineffective verbal communication
- observe and record examples and impact of ineffective communication used by others
- analyze the impact of assumptions in generating negative non-verbal communication
- increase awareness and sensitivity to negative verbal communication styles at an experiential level via role-playing

Unit 3: Listening

Time: 12 hours

Curriculum Organizer: Active versus non-active listening

It is expected that students will:

- compare and contrast active and non-active listening at the experiential level
- explain the importance of active listening in a helping relationship
- experience the emotional impact of active and non-active listening

Curriculum Organizer: Empathic Listening

It is expected that students will:

- explain the two components of empathic listening
- identify feelings and content in another person's written or spoken statements
- respond to feelings and content in another person's written or spoken statement
- demonstrate empathy in a role-playing scenario
- demonstrate effective use of the empathic listening formula response
- modify the formula response to suit personal style
- adopt a set of empathic conversation leads
- identify situations when not to use empathic listening
- assess situations to determine if empathic listening is appropriate

Curriculum Organizer: Feelings and emotions

It is expected that students will:

- expand personal lexicon of feelings
- differentiate between a first and second feeling

- identify first feelings when addressing a problem or conflict
- practice identifying personal first feelings in everyday events

Curriculum Organizer: The role of values in the helping relationship

It is expected that students will:

- experience the influence of values on the ability to listen empathically
- understand the necessity of not involving personal values when listening empathically to a peer
- refer on if personal values impede the ability to listen empathically

Unit 4: Feedback

Time: 4 hours

Curriculum Organizer: Feedback

It is expected that students will:

- explain the use of feedback in the helping relationship as well as in personal life
- explain how to positively give and receive feedback

Curriculum Organizer: Self-disclosure

It is expected that students will:

- differentiate between the impact of “You” messages and “I” messages
- compare and contrast the four different types of “I” messages
- analyze and practice the three parts of a full-bore “I” message
- demonstrate competency in using a full-bore “I” message
- describe the effect of another person’s behaviour on self
- describe another person’s behaviour without inferring an evaluation
- recognize the positive effect “I” messages have in problem solving
- use “I” messages in personal life when helpful

Unit 5: The Role of Questioning in the Helping Relationship

Time: 3 hours

Curriculum Organizer: Types of questions

It is expected that students will:

- discuss the effective use of questions in a helping session
- describe the different types of questions used in the helping relationship
- compare and contrast open and closed questions
- demonstrate appropriate use of open and closed questions
- explain the impact of open and closed questions in the helping relationship
- analyze the difference between what, where, when, who, how and why questions
- explain the impact of what, where, when, who, how and why questions
- commit to limiting the use of “why” questions in the helping relationship
- recognize the impact of asking detailed-focused questions
- reduce the number of questions asked by turning the question

Unit 6: Decision Making Process

Time: 3 hours

Curriculum Organizer: Problem solving and decision making

It is expected that students will:

- assess the role of values, ethics and beliefs in decision making
- explain the five step decision making and problem solving model
- implement the decision making model in addressing a personal decision or problem
- rationalize choices made in personal decision making experience
- incorporate the decision making /problem solving model into a peer counselling session when appropriate
- analyze and use appropriate problem solving strategies and critical thinking when resolving problems in a variety of contexts

Unit 7: Ethics and Referral Process

Time: 3 hours

Curriculum Organizer: Code of ethics and conduct

It is expected that students will:

- explain the rationale for a code of ethics
- explain the role of ethics in a helping relationship
- discuss and define a code of ethics and behaviour for a peer counsellor.
- recognize and practice the ethics in a high school peer helping context
- recognize the importance of confidentiality in the helping relationship
- practice confidentiality in all helping relationships.

Curriculum Organizer: Referral process

It is expected that students will:

- describe the referral process
- explain the rationale for referring on
- describe how to refer on with students exhibiting different levels of willingness to be referred
- recognize the limitations of the role of the peer counsellor in dealing with certain issues
- refer on when the issue is beyond his/her training or comfort level
- understand the requirement to refer on in the 3 specific situations
- practice informing peers that they need to refer on

Unit 8: Practicum Placement

Time: @ 80 hours

Curriculum Organizer: Junior classroom placement

It is expected that students will:

- liaise with a junior class during peer counselling block
- function in the class as a student mentor and helper
- provide assistance in the class when requested by the teacher

Curriculum Organizer: School service

It is expected that students will:

- provide peer counselling services to grade 8-12 students in the school
- assist students resolve disputes via problem-solving techniques or mediation
- help with counselling area tasks when appropriate
- help familiarize new students with the school
- role model positive school behaviour in the hallways and when relating to staff
- reach out to troubled or lonely students in the school setting
- create and implement a school improvement project

Curriculum Organizer: Education

It is expected that students will:

- prepare monthly bulletin boards on health/social/planning issues targeted at students of all grade levels

Unit 9: Suicide Prevention Awareness

Time: 5 hours

Curriculum Organizer: Suicide Prevention Awareness

It is expected that students will:

- attend a 3 hour training session with the Youth Suicide Prevention Counsellor from Mission Community Services
- explain the limitations of the peer counsellor in regard to suicide prevention
- explain the referral process in regard to suicide prevention
- present a coping skills learning opportunity for grade 7 students if requested and designed by the Mission Youth Suicide Prevention counsellor and administration from the Mission elementary schools.

Unit 10: Conflict Resolution

Time: 8 hours

Curriculum Organizer: The nature of conflict

It is expected that students will:

- identify the four types of conflict
- discuss the origins and elements of conflict
- explain Maslow's Hierarchy of Needs in relation to conflict
- give examples triggers of conflict
- describe the role of perception in conflict
- describe the role of non-parties in conflict
- identify and explain the six styles of managing conflict

Curriculum Organizer: Self-awareness and conflict

It is expected that students will:

- identify personal conflict style
- practice skills to approach conflict positively
- adopt skills leading to a collaborative style of conflict resolution

Curriculum Organizer: Mediation

It is expected that students will:

- compare and contrast negotiation, mediation and arbitration
- practice negotiation skills designed to pre-empt conflict
- describe mediation process

Curriculum Organizer: Peer mediation

It is expected that students will:

- explain the purpose and benefits of a peer mediation program
- describe strengths required by peer mediators
- identify three ground rules necessary for peer mediation to proceed
- describe the six phase peer mediation model
- practice the peer mediation model

Unit 11: Mentoring

Time: 2 hours

Curriculum Organizer: Mentoring junior students

It is expected that students will:

- describe what is a mentor
- explain the role of a peer counsellor as a mentor
- identify techniques to be used with students when mentoring
- explain mentoring techniques specific to academic and social situations

Unit 12: Assertiveness Training

Time: 3 hours

Curriculum Organizer: Peer Pressure

It is expected that students will:

- define peer pressure
- explain the impact of peer pressure on decision making
- discuss techniques to manage negative peer pressure
- teach peer pressure managing techniques in a peer counselling session when appropriate

Curriculum Organizer: Assertiveness

It is expected that students will:

- compare and contrast passive, aggressive and assertive behaviour
- identify personal style of passive, aggressive and assertive behaviour
- discuss confidence building techniques
- discuss assertiveness skills
- practice assertiveness skills in role-playing scenarios and real-life situations as appropriate

- teach assertiveness techniques in a peer counselling session when appropriate

Unit 13: Anger Management

Time: 4 hours

Curriculum Organizer: Anger Theories

It is expected that students will:

- discuss different theories explaining anger
- compare and contrast anger theories
- critique anger theories

Curriculum Organizer: Anger Management Models

It is expected that students will:

- discuss different anger management models
- discuss the role of first feelings in understanding and diffusing anger
- describe a circular model to anger management
- identify personal anger management style
- practice anger management techniques in group setting
- practice anger management techniques in personal life situations
- teach anger management techniques in a peer counselling session when appropriate

Unit 14: Social and Health Issues Affecting Youth

Time: 3-5 hours

Curriculum Organizer: Social and Health Issues

It is expected that students will:

- participate in selection of social and health issues to discussed in class
- discuss a variety of social and health issues facing youth in today' world
- share knowledge about social and health issues in a peer counselling situation as appropriate
- share knowledge about social and health issues via peer counselling bulletin board

Unit 15: Lesson Plan Development

Time: 2 hours

Curriculum Organizer: Lesson Planning

It is expected that students will:

- discuss a six step lesson plan format
- develop a lesson plan on a social/ health issue geared to a grade 8 or 9 target audience
- meet one-on-one with peer counselling teacher to refine lesson plan

Unit 16: Self Assessment

Time: 5 hours

Curriculum Organizer: Personality inventories

It is expected that students will:

- view a variety of personality inventories
- critique personality inventories
- discuss appropriate application of personality inventories
- complete three personality inventories

Curriculum Organizer: Personal reflection

It is expected that students will:

- review previously completed activity on Covey's 7 Habits of Highly Effective Teens
- analyze and reflect on growth and development in peer counselling from September to June
- explain growth and development in peer counselling from September to June

Instructional Components:

- Direct Instruction
- Indirect instruction

- Brainstorming
- Role-playing
- Guided Group Discussion
- Case-studies
- Interviews
- Individual Research
- Re-teaching activities
- Skill Demonstrations
- Skills Practice Sessions
- Videotapes

Assessment Components:

- Weekly Journal
- Bulletin Board Presentations
- Assignments related to content classes
- Video-tapings of peer counselling skills based on performance standards
- Unit tests where applicable
- Self-Evaluation
- Project for School Improvement
- Participation in class discussions, junior classes and peer counselling block
- Anecdotal feedback from junior classroom placement teacher re performance in class (Not reflected in student mark, merely for learning purposes)

Learning Resources:

- Peer Counselling Starter Kit: A Peer Training Program Manual, Rey Carr and Greg Saunders, 1997
- Peer Counsellor Workbook, Gail Roberts, 1988
- Peer counselling skills training videos
- Article Collection
- • Anger Management: Facilitator Guide and Student Workbook, CAF Associates