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| **Peer Counseling I** | |
| **Course #** | 14003000 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| The purpose of this course is to provide students with an understanding of the elements of communications and group processes. The content should include, but not be limited to, listening skills; questioning skills; feedback and paraphrasing skills; nonverbal communication skills; nonjudgmental response skills; and group cohesiveness. | |

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| **Peer Counseling II** | |
| **Course #** | 14003100 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| The purpose of this course is to provide an understanding of the components of personal development and to facilitate personal and group growth and fulfillment through individual and group processes. The content should include, but not be limited to, knowledge of self and others; decision making; problem-solving techniques; family relationships; peer pressure; individual responsibility; goal setting (long and short range; and development of a positive attitude toward self, school, and community. | |

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| **Peer Counseling III** | |
| **Course #** | 14003200 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| The purpose of this course is to provide instruction in the development and implementation of small and large-group presentations on the concerns of youth. The content should include, but not be limited to, techniques of conducting needs assessment; research skills; program planning; identifying target populations; identifying school and community resources; coordinating program delivery with school personnel and community agencies; and evaluating program effectiveness. | |

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| **Peer Counseling IV** | |
| **Course #** | 14003300 |
| **Grade Level** | 9-12 |
| **Length** | 1 semester |
| **Prerequisite** | None |
| **Credit** | 1/2 |
| The purpose of this course is to provide students with varied experiences in program continuity and development. The content should include, but not be limited to, refining understanding acquired in previous peer courses; various intervention strategies; and facilitative strategies. | |