



Peer Helpers Course Syllabus

Course Information		Coordinator Information	
Credit Hour:	1 Elective Credit	Names:	
Class Location:		Phone:	
Peer Helpers Portal:	peerhelpersportal.com	E-Mail:	
		Conference Times:	

Empowering students to be academically, socially & emotionally successful

Course Description

Peer Helpers prepares students with counseling skills and referral techniques to provide a variety of support services for our student body. Throughout the course, you will learn and practice a set of core skills that empower you to assist fellow students with the emotional, social, behavioral, and educational challenges they face in day-to-day life. Peer Helpers gain life skills including communication basics, problem-coping techniques, stress management, decision-making strategies, public health issues, and basic concepts of human behavior as they relate to peer tutoring, mentoring, and conflict resolution.

Student Evaluation

Grades are often based on participation during interactive projects; please be aware of the course attendance policy. The assignments below are examples of potential graded activities/assignments within each grading category.

Classwork/Homework – Daily Assignments, Journals, Project Planning, Mentoring/Tutoring, Portal Reporting
Assessments - Prevention Campaigns, Skills Assessment, Role Play, Projects, Unit Tests, Service (mentoring, mediating, tutoring)

Semester Exam - Comprehensive midterm and final exam

Materials Needed

- Binder, loose-leaf paper, and writing utensil
- Computer Access





Peer Helpers Course Syllabus (cont.)

Attendance Policy

The content of this course is best learned through group interaction, role play, and cooperative learning. Your prompt, regular attendance is imperative to mastering the skills needed to effectively support the student body. Please use good judgment regarding absences. When your absence is excused, make up work must be submitted promptly. You are responsible for getting missed assignments. Do not rely on a classmate's instruction regarding make-up work, as your assignment may be different to adjust for the level of interaction. Know that excessive absences during training modules may affect your placement as a mentor/tutor and in service projects.

Classroom Expectations

Students may collaborate to create their group norms.

1. Bring a great attitude about learning! Respect yourself & others.
2. Be prompt and prepared for class each day.
3. Be actively engaged in all team-building activities, class discussion, and mock scenario practice.
4. Limit use of technology to working for class assignments only.
5. Value personal accountability and represent the group with pride and integrity.

Group Communication

Primary means of communication will be...

- Peer Helpers Portal
- Remind – text message alerts
- Email

Methodology/Course Content

A combination of lecture, class discussion, presentations, videos, mock scenarios, cooperative learning, problem-based situations, and service-learning will be used in this course. Grades will be determined by the satisfactory and timely completion of assignments. The grade of each assignment is based on the prerequisite given for each assignment. Below is an overview of units and topics in this course. Please note dates/timeframes are an estimate and are subject to change. After the first few weeks of training, students may begin regularly scheduled weekly or bi-weekly tutoring/mentoring assignments.

Peer Helpers Course Outline		
Lesson # Time Allotted	Lesson Topic	Location of Lesson
Required		
Lesson 1	Course Introduction: Syllabus, Course Outline	
Lesson 2	Personal Introduction: Slideshow Preparation	
Lesson 3	Personal Introduction: Slideshow Presentation	
Lesson 4	Peer Helpers Orientation	
Lesson 5	Core Skill #1: Connecting	Utilize Core Skills Training Lessons
Lesson 6	Core Skill #2: Listening	
Lesson 7	Core Skill #3: Understanding	
Lesson 8	Core Skill #4: Coping	
Lesson 9	Core Skill #5: Referral	
Lesson 10	Core Skill Enrichment: Listening	
Lesson 11	Core Skill Enrichment: Question Types	
Lesson 12	Core Skill Enrichment: Empathy & Role Play Scenarios	
Lesson 13	Test Review	
Lesson 14	Core Skills Test	
Lesson 15	Personality Profile	
Lesson 16	Team Building	
Lesson 17	Portal Launch: Portal Profile & Activity Logging	Utilize Core Skills Training
Lesson 18	Maslow's Hierarchy	
Lesson 19	Roles for Peer Helpers: Description of Pre-determined Support Services	
Lesson 20	PH Brainstorm for Potential Support Service Roles	

Special Considerations

Accommodations for students with Individualized Education Plans (IEP, ELL, 504) will be followed. Please see coordinator if you have concerns about this.





Peer Helpers Course Syllabus (cont.)

Press Release & Technology Consent

Peer Helpers complete many service learning projects, awareness campaigns, and support services which could receive publication in the newspaper and other media outlets. By signing the consent at the bottom of the page, the parent agrees to allow his/her child's picture shared through various media platforms.

Additionally, students will be using the online Peer Helpers Portal to log activity; this signature also gives parental consent to his/her child's use of the portal.

Advancement as Peer Helpers

To continue serving as a Peer Helper in the following year, you must complete this course with a minimum of a B average, have few absences, have favorable annual Peer & Faculty Review, and have coordinator approval. Your actions inside and outside class, grades in other courses, and personal motivation will be considered. Our goal is to have you as a long-term helper!

“Lose yourself in generous service and every day can be a most unusual day, triumphant day, an abundantly rewarding day!”
— William Arthur Ward

----- **Detach and return signed portion to coordinator.** -----



Consent

I understand my child _____'s role and responsibilities as a Peer Helpers and agree to the commitment outlined in the course syllabus. I understand that failure to comply with the Peer Helpers Code of Ethics can affect my child's course grade and his or her ability to continue in the program.

Parent or Legal Guardian Name (please print): _____

Date: _____ Parent Phone: _____

Parent Email: _____

Parent or Legal Guardian Signature: _____

