

EDCP 310: PEER COUNSELING THEORY AND SKILLS
WINTER 2004

Instructor

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Meeting Time

MTuWThr 8:30am-12:00pm

Required Readings

Egan, G. (2002). *The Skilled Helper: A Problem-Management and Opportunity Development Approach to Helping* (7th ed.) Pacific Grove, CA: Brooks/Cole.

Egan, G. (2002). *Exercises in Helping Skills* (7th ed.) Pacific Grove, CA: Brooks/Cole.

Course Description

Peer counseling will be defined for the purposes of this class, as a variety of interpersonal helping behaviors assumed by **nonprofessionals** who have undertaken a helping role with another person. This is an introductory undergraduate course that will introduce the concepts of peer helping along with basic communication and counseling skills. This course is not designed or intended to train students to become professional counselors or as substitutions for formal training required for specific employment in the mental health field.

Course Objectives

As a result of participating in this course, the student will be able to:

- A. Demonstrate basic counseling skills such as attending behavior, open and closed questioning techniques, client observation skills, encouraging, paraphrasing, reflection of feeling, and summarization.
- B. Develop communication skills needed in interpersonal relationships.
- C. Develop a sense of personal ethics as they relate to helping relationships.
- D. Develop a personal self-awareness compatible with the beginning helper.

- E. Develop an awareness of multicultural (e.g., racial/ethnic, gender, disability) issues in counseling
- F. Articulate the principles of Gerard Egan's three stage Skilled Helper Model.

COURSE EXPECTATIONS AND POLICIES

Civility

All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants therefore will:

- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
- Contribute to the learning of one another in the course by being prepared for class and engaging in and contributing to the learning in the course.

Academic Integrity

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Accommodations

If you have a documented disability and wish to discuss academic accommodations, please see the course instructor as soon as possible.

Class Participation

Class participation is crucial to this course. Each student will be expected to discuss topics in class and participate in role-plays. Each student is expected to complete the required reading assignment on time and be willing to discuss the content of these readings in class. Openness is a key element of this class. Without self-awareness and discussion of one's behavior, an individual cannot achieve the highest degree of effective helping.

Attendance

To get the most from this class, it is important that each member attend every class session. Your presence and personal perspective are crucial to the success of this course and it will become disruptive to class dynamics if one or more students attend on an irregular basis, are late, or must leave early.

Assignments

All assignments must be typed and are due at the beginning of the class period on the date listed on the syllabus unless otherwise indicated by the instructor. No late assignments will be accepted past the deadline without prior approval from the instructor.

Workbooks

Workbooks will be collected and reviewed on the four dates indicated on the course schedule. It is to your benefit to stay up to date with the workbook exercises, as they will prepare you for in-class exercises and exams. Workbooks will not be collected after the due date.

Audiotape Sessions

Students will audiotape two 30-minute sessions. Students will be randomly assigned a partner. This person will be your client and you will be their client. You will be expected to make arrangements outside of class to do the taping. Appropriate topics for discussion will be discussed in class. These tapes will give you the opportunity to practice the skills you have read and learned about in a safe, non-threatening environment. A written critique, following the format provided in class, must accompany each tape.

Midterm and Final examinations may consist of a variety of question formats: multiple choice questions, essay, short answer, etc., as well as a case study. Make-up examinations will only be given on the basis of excused absences for legitimate reasons as stated in the undergraduate catalog.

Two extra credit assignments, each worth ten points maximum, of the student's choice will be permitted. These assignments must be turned in prior to the midterm examination. The instructors must approve assignments *in* advance. Examples of approved assignments include:

- Interviewing helping professionals
- Participating in research

A short summary, minimum of two full pages, will be required for each experience. In this paper, you are to address the reasons you chose that particular assignment and discuss what you learned through this experience about yourself as a client, the helper as a professional, and/or type of services available in the community. If you are interviewing someone for one or more of these assignments, you must attach the signed form that will be provided in class.

Maximum Point Total

Class Participation
Tape #1 and Critique
Tape #2 and Critique
Tape #3 and Critique
Tape #4 and Critique
6 Reflection Papers
Final

CRITERION GRADING

A grade of "A" is equivalent to completing all the required assignments on time and satisfactorily.

A grade of "B" is equivalent to completing all the tape critiques and three reflection papers on time and satisfactorily.

A grade of "C" is equivalent to completing three tape critiques, three reflection papers and the Final.

A grade of "D" is equivalent to completing two tape critiques, two reflection papers and the Final, OR three tape critiques and three reflection papers.

Anything less than completion of the requirements as described above will result in an "F" in this class.

There are no assignment substitutions for the grade requirements

COURSE SCHEDULE

Date	Topics/Activities	Assignments
January 6 th	Course Overview Introduction to Helping	Chapter I
January 7 th	Overview of the Helping Model	Chapter II
January 8 th	Values and Ethics and Cultural Awareness	Chapter III&IV
January 12 th	Attending and Listening	Chapters V
January 13 th	Mid-Evaluation/ Helping as Reality Testers: Confrontation	Chapter X
January 14 th	Empathic Highlights, Probing And summarizing	Chapter V & VI
January 15 th	Helping others to Tell their Stories	Chapter VII
January 20 th	Helping others Determine Outcomes Thinking about Change	Chapter XV
January 21 st	Prioritizing and Setting Goals	Chapter XVI & XVII
January 22 nd	Final Examination	