EDCP 310: Peer Counseling Theory and Skills (Section 0201)
Spring, 2018

Instructor: Ana-Sophia M. Ross
E-Mail: amross@umd.edu
Meeting Times: Mondays and Wednesdays 1pm-2:15pm
Location: Benjamin (EDU) 3236

Office: CHSE Suite (3rd floor across from CHSE department main office)
Office Hours: Office hours by appointment

Required Text:

Other Required Readings:
A small number of articles will also be assigned to help students better understand theories in this class (see class schedule below). These readings will be made available electronically via ELMS.

Required Equipment:
One of the main objectives of this course is to give students hands-on practice in developing helping skills. You will be responsible for obtaining a functional audio recorder to record helping sessions with a classmate; any type of digital or other audio recorder (such as USB, CD, cassette, phone, etc.) that allows you to transfer quality recordings to portable devices is acceptable. If sessions are recorded on your laptop or phone, you must upload it onto a box account and then delete the original file.

You will be listening back to your recording and completing assignments on what you and your classmate discuss during the sessions, so please test your recorder before your sessions to ensure that voices are audible and playback at normal speed. If the recording is inaudible and you cannot properly use the audio file, the session recording will have to be repeated outside of the designated session day. Keep recordings in a secure location to safeguard confidentiality! Audio files saved on your computers must be stored in a password-protected folder. As soon as possible, upload audio files to BOX and delete the original file.

Course Description and Objectives:
This course introduces students to the core helping skills in peer counseling settings as described in the three-stage model (Hill, 2014). Additionally, this course explores the basic tenets of the three predominant theoretical frameworks used in the counseling field. Students will receive basic level training on theories and skills for use in peer counseling settings. Students will work toward the following learning outcomes:

● Identify and define the specific skills of the three-stage helping model (Hill, 2014), and demonstrate beginner level competence to execute these skills appropriate for beginner helpers.
● Describe the major tenets of the humanistic/person-centered, psychodynamic, and cognitive-behavioral theoretical frameworks.
● Identify and analyze factors influencing the implementation of helping skills, reflecting on both your own and others’ social identities, past experiences, biases, values, beliefs, and theoretical orientations.
● Evaluate the strengths and limitations of each counseling theory as applied to practical counseling settings with diverse clients.
● Learn to be a scientist-practitioner: collect and analyze data in your helping session, and use the results to inform your practice and self-reflection.
● Further develop your ability to communicate effectively through oral presentations, class discussions, and/or written paper assignments.

Please note that, while counseling theories and strategies will be reviewed in this course, completion of this course does not qualify students to practice as counselors or therapists without additional training and supervision from a qualified professional.

Expectations:
This course is designed as an introductory course in peer counseling, and you are not expected to have prior counseling experience. You will, however, be expected to actively engage, collaborate and participate in both small and large-group discussions, interactive exercises, lectures, in-class videos, case examples, and clinical vignettes. In this class, you are expected to:
● Complete assigned readings BEFORE each class.
● Come to class on time and be ready to engage and participate.
● Raise questions, offer comments, and respond with openness, respect, and intellectual curiosity.
● For accessibility and accommodations questions, see university policy http://www.ugst.umd.edu/courserelatedpolicies.html

Ultimately, it is an expectation that you come to class with an open mind and a willingness to take risks in practicing your clinical skills and sharing ideas in class. Active involvement in class discussions, activities, and assignments is essential for maximizing learning and is therefore given appropriate consideration in the grading of this course. Hopefully you will challenge your fears and push yourself to become an active and involved participant.

Pose all questions or concerns about the course to the instructor directly, either during scheduled appointments, or through written communication. The instructor will generally respond to emails within 48-72 hours, depending on the urgency level of the email. Please note the instructor may not respond to emails containing questions sent within 24 hours before an assignment is due/test is administered.

University Policies:
As a student, you have the responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below. You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: http://ugst.umd.edu/courserelatedpolicies.html. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.
Course Policies:

**Technology use.** Refrain from technology use that is not directly relevant to course material. While the instructor will be assessing appropriate technology use, it is the student’s responsibility to self-monitor and ensure that this policy is being followed appropriately. If a computer is needed to accomplish a class objective for the day, I will provide it or give you advanced notice to bring one with you. If you have critical communication to attend to, please excuse yourself and return when you are ready.

I have considered arguments for permitting electronics in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). For more information about the science behind the policy watch: [http://youtu.be/WwPaw3Fx5Hk](http://youtu.be/WwPaw3Fx5Hk)

**Assignment submission.** Turn in all assignments electronically by the beginning of class on the specified due date. Double check submitted assignments to ensure the correct document is submitted. In the unlikely event of an incorrect submission, you may choose to have the incorrect submission graded without penalty, or you may upload an alternative submission that will be graded and subject to the late assignment policy. Late assignments will be graded down by 5% per calendar day.

**Attendance, absences, and class announcements regarding graded work.** Attendance is of crucial importance for this course and will directly count towards your participation grade. Since this class involves highly interactive exercises, it’s strongly advised you attend every session. To minimize disruption to the class, please arrive on time. You are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments.

In the event that a class must be missed, the university policy for excused absences applies ([http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)). Unless provided with appropriate (see UMD policy) and timely documentation (must be received one week upon return from absence), all absences beyond the first will be recorded as unexcused.

I allow one “no questions asked” absence, as long as it does not occur on the day of a major in-class assignment. In other words, I will automatically record one missed class as excused, regardless of whether you submit documentation or notify me of your absence. This absence may be used for any purpose (e.g. interview, family travel for celebration, etc.) and you are responsible for all material and announcements presented in class. This policy is an extension of the university policy, which permits one self-signed note for illness. Therefore, if a student misses two classes and turns in a self-signed illness note for one, the other would not count as the “no questions asked” excused absence.

**Confidentiality, respect, and disclosure of sensitive information.** You are expected to respect your classmates at all times, particularly when practicing peer counseling skills. Acting professionally includes keeping everything you hear confidential, treating others with respect, and paying attention to classmates. Confidentiality with regard to peer disclosures heard in class is an absolute requirement. Disregard of this confidentiality will result in failure of this course.
Differences in opinion, values, and attitudes are to be expected, and the expression of these differences is encouraged. Any student who experiences difficulty in participating for any reason is encouraged to speak with the instructor immediately.

For the sake of yours and your classmates’ safety, there are two circumstances in which you should inform the instructor about peers’ personal disclosures and under which the instructor must break student confidentiality:

- Student report of intent to harm self or other(s)
- Student report of having been abused as a child, or abuse of children, the elderly, or the disabled (past or present)

Handling of personal concerns. Practice sessions in this course should not be used as a substitute for therapy. The purpose of self-disclosure is to offer learning opportunities to your peers. Students who are experiencing personal distress may consult with the instructor and/or contact the University of Maryland Counseling Center at 301-314-7651 (x47651). Another resource is the Health Center at UMD, which can be reached at 301-314-8180 (x48180) or health@umd.edu.

Course Structure: Grading, Requirements, and Tests

**Grading Scale: Points Earned (Percentage Points)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>975 – 1000</td>
<td>(97.5 – 100%)</td>
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<tr>
<td>A</td>
<td>925 – 974</td>
<td>(92.5 – 97.4%)</td>
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<tr>
<td>A-</td>
<td>895 – 924</td>
<td>(89.5 – 92.4%)</td>
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<tr>
<td>B+</td>
<td>875 – 894</td>
<td>(87.5 – 89.4%)</td>
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<tr>
<td>B</td>
<td>825 – 874</td>
<td>(82.5 – 87.4%)</td>
</tr>
<tr>
<td>B-</td>
<td>795 – 824</td>
<td>(79.5 – 82.4%)</td>
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<tr>
<td>C+</td>
<td>775 – 794</td>
<td>(77.5 – 79.4%)</td>
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<tr>
<td>C</td>
<td>725 – 774</td>
<td>(72.5 – 77.4%)</td>
</tr>
<tr>
<td>C-</td>
<td>695 – 724</td>
<td>(69.5 – 72.4%)</td>
</tr>
<tr>
<td>D</td>
<td>595 – 694</td>
<td>(59.5 – 69.4%)</td>
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<tr>
<td>F</td>
<td>&lt; 595</td>
<td>(&lt;59.5%)</td>
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*Note: Although points will generally be earned in full point increments, if a student finishes with a partial point, the partial point will be rounded to the nearest full point, using the hundredths place. For example, if a student finishes the semester with 894.9 points, it would be rounded to 895 and the student would earn an A-. If a student finished with 894.24 points, however, it would round to 894 points, and the student would earn a B+.*

You are encouraged to take advantage of the following excellent and free resources on campus:

- The Writing Center: 1205 Tawes Hall, 301-405-3785  
  http://www.english.umd.edu/academics/writingcenter
- Learning Assistance Service: 2202 Shoemaker Building, 301-314-7693  
  http://www.counseling.umd.edu/LAS/
- Accessibility and Disability Support Service: 0106 Shoemaker Building, 301-314-7682  
  http://www.counseling.umd.edu/DSS/
Summary of Required “Products” for Each Student (If you have any questions or issues regarding these assignments, please email the instructor AT LEAST 24 hours before the assignment is due. If you email within 24 hours of the due date, I may not respond in time.)

1. Introduction Assignment (50 points; 5% of final grade).
2. Topic presentation/research paper/social experiment (200 points; 20% of final grade).
3. Class participation (including role plays, attendance, and technology use) (200 points; 20% of final grade).
4. Lab Reports of two helping sessions. (200 points; 20% of final grade).
5. Response to the three quizzes on basic counseling theories (150 points; 15% of final grade).
6. Response to final examination questions (200 points; 20% of final grade)

This course will be structured and grades will be earned based on the following:

1) Introduction Assignment (50 points; 5% of final grade) At the beginning of the semester, you will briefly respond to a few prompts (4-8 sentences per prompt) so that the instructor can get to know you better and understand your goals and expectations for the semester. The prompts will address: your goals and expectations for the class, your thoughts and feelings about psychotherapy, what you think your strengths and growth areas as a helper will be, how you might incorporate helping skills into your own field, thoughts about how different social identities (i.e. race, religion, etc.) could influence the therapeutic process, and anything else you may want the instructor to know about you. Responses to each prompt should be 4-8 sentences in length, double spaced, and Times New Roman 12-point font. This assignment will be due on Wednesday 1/31.

2) Topic Assignment (200 points; 20% of final grade): Student Presentation OR Research Paper OR Social Experiment Exercise. You will be expected to choose a pre-approved topic (by class on 1/29) from the Helping Skills text to complete a topic assignment that will be worth 20% of your grade. For the topic assignment, you can choose one option from the following three choices: presentation, research paper, or social experiment exercise. Choose your topic assignment carefully—you will not be able to change your assignment once you submit your topic.

Student Presentation/Discussion Lead: You can choose to deliver a topic presentation individually or in a group of up to three people. There will be six classes in which students can present and lead the class discussion (see class schedule below). Each of these days will include a 20-25-minute presentation, 10-minute class discussion, and 10-15-minute activity on the topics and readings for that day. The PowerPoint presentation and discussion questions should be sent to the instructor via email or ELMS at least 24 hours prior to the start of the class. The instructor may be able to provide brief feedback on the presentation in advance of it being delivered. The chance of this is increased the earlier the presentation is submitted.

The presentation should be comprised of: 1) A brief overview of the day’s reading materials (approx. 10-15 minutes), and 2) Your thoughts about the topic (for example, critical analysis of the application of the skills, further elaboration, related interesting topics, etc; approx. 10-15 minutes). After the presentation, the presenter(s) will be responsible for leading the class in discussion using a minimum of two thoughtful questions that the presenter(s) wrote. Discussants should include minimally one outside reading/relevant reference/experience in the writing of at least one of the discussion questions. The activity may be
integrated into the presentation or may follow the presentation or the discussion. This is up to the presenters’ discretion.

All members of the group will receive the same grade, with the exception of a possible 5% deduction based on “effort/contribution,” as determined by fellow group members. You will be asked to fill out a formal evaluation for fellow group members for the instructor to assess effort/contribution. If you choose this option for your topic assignment, the formal evaluation must be completed and turned in within 24 hours of the class in which you present. If an evaluation is not submitted, the instructor will assume that all group members contributed equivalently.

*All students not presenting or leading discussion are expected to contribute to the conversation with thoughtful questions or comments during the class discussion. All students are strongly encouraged to prepare questions ahead of time while doing the class readings.

Research Paper: You can choose to write a research paper on a pre-approved topic (e.g. multicultural considerations, therapy process and outcome, ethical issues in helping, therapeutic alliance) from the Helping Skills text. You may write the research paper alone or with a partner. This paper should be a review of current literature pertaining to the topic, and must include at least 6 peer-reviewed references. This paper should be 6-10 double-spaced typed pages with 12-pt font and 1-inch margins on each side (not including the cover page and reference page). If you choose this option for your topic assignment, your topic must be approved by 3/26, and the paper must be completed and turned in by 4/25.

Social Experiment Exercise: You can choose to conduct a social experiment/study outside of class that investigates a certain skill or technique covered in the textbook. You may sign up to conduct the social experiment and write the accompanying review alone or with a partner. You will create the study/experiment and have it approved by the instructor in advance. The study can be observational (e.g. look at how others knowingly, or unknowingly use helping skills in casual conversation) or experimental (e.g. try out helping skills in casual conversation and look at the effects of helping skill use). Note, these are just a few ideas. Try to be creative! Also please note, if the study requires participants, you must receive verbal consent to include the participant’s data in the study.

After conducting the study/experiment, you (and your partner, if you have one) will write up a paper (6-10 double-spaced typed pages with 12-pt Times New Roman font and 1-in margins on each side) in APA format and submit the “journal article” to the instructor. The “journal article” should have an introduction, methods, results, and discussion section. Please note, it is imperative that your participants are de-identified in the methods section. If you choose this option for your topic assignment, it must be pre-approved by 3/26, must be completed and turned in by 4/25.

3) Class Participation (Including Class Role Plays, Attendance, and Appropriate Technology Use) (200 points; 20%). Along with completing assigned readings and contributing to class discussions, you will be expected to practice the specific helping skills in role-plays during class. The intent of these exercises will be to give students hands-on experiences using specific helping skills. You will participate in the role-plays in dyads (or triads), and members should rotate, taking the role as helper and as well as client (in the case of triads, one member assumes observer role).Role plays, general class participation/engagement, and attendance will make up 20% of your grade. It is important that you attend class, participate, and actively engage in these role-plays as they are crucial in building your peer helping skills. See ELMS page for rubric. See the course policy section on attendance and technology for relevant information.
4) **Three Lab Helping Sessions and Two Lab Reports** (200 points; 20% of final grade). Each lab report/reflection paper will be worth 100 points (10% each). In order to have realistic helping sessions in which you can integrate and practice peer helping skills, all students are expected to participate in lab helping sessions. These sessions typically occur during class meetings. Students are assigned dyads (or triads) to practice the lab helping sessions (the dyads or triads will be fixed throughout the semester), and students will rotate through the helper and client roles (in the case of triads, there is an observer). To meet the course requirement, each student needs to attend all THREE lab sessions throughout the semester, complete SPOM forms for each session, and complete lab report/reflection paper for the FIRST and LAST session. If, under extreme circumstances (i.e., illness, family emergency, university approved absence), you have to miss one or more of the scheduled lab helping sessions, you are responsible for making it up with a classmate, and submitting a report. Please contact the instructor to coordinate a make-up as well as a due date for the lab report. *Failure to complete all helping sessions will result in an “incomplete” for the course.* Additionally, although you will not be penalized for a late SPOM form submission, you will not receive a grade for your lab report until your SPOM form is uploaded to ELMS. More information (detailed description, rubric, etc.) about the helping sessions and lab reports can be found on ELMS in the folder titled “Lab Helping Session Materials.”

5) **Quizzes** (150 points; 15% of final grade; 50 points; 5% of final grade for each quiz). Throughout the course, students will take three quizzes on the three main stages and counseling theories that relate to the Helping Skills model. These quizzes will assess general knowledge of each theory, as well as students’ ability to apply the theory and think critically about it. The instructor will provide more specific guidelines for these three quizzes beforehand. These quizzes will be time-limited (35 minutes), in-class, and closed-book/note. You will be permitted to use an 8.5” X 11” cheat sheet on the quiz. Students are not permitted to share cheat sheets and cheat sheets must be turned in with the quiz. The quizzes will be administered on the following topics (for dates, see class schedule):
   1. Quiz #1: Exploration Stage/Person-Centered Theory/Ethics/Cultural Competence
   2. Quiz #2: Insight Stage/Psychoanalytic Theory
   3. Quiz #3: Action Stage/Cognitive Behavioral Theory

   These quizzes will mostly be in multiple-choice format, with some possible open questions, and will be graded on a 0-100 percent scale.

6) **Final Examination** (200 points; 20% of final grade) The 75-minute final examination will be comprised of quick answer questions (e.g. short answer, multiple choice/select, matching, fill in the blank) and 1-2 short essays. The quick answer questions will mainly assess your knowledge of the helping skills we have learned this semester, but the instructor reserves the right to ask other questions that are relevant to class discussions or other class material. Questions on the final will resemble quiz questions. You will be permitted to use an 8.5” X 11” cheat sheet on the exam. Students are not permitted to share cheat sheets and cheat sheets must be turned in with the exam.

7) **EXTRA CREDIT (see each opportunity’s accompanying due date)** You will have five opportunities for extra credit in this class. You may complete as many extra credit opportunities as you desire but your earned extra credit will not exceed 25 points, which will be added on to an individual quiz, or split between quizzes (not to exceed 50 points; 100% on any quiz). Please note that these extra credit opportunities will be graded, so it is possible you will not earn the maximum percent. For additional details, descriptions, and due dates regarding the extra credit opportunities, see the Extra Credit document in the folder titled, “Assignment Rubrics and Guidelines.”

**Course Schedule**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; ACTIVITIES</th>
<th>READING/ASSIGMENTS DUE</th>
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</thead>
</table>
| W1: 1/24 | - Course & Syllabus overview  
- Introductions                                                                 | NA                                                                                     |
| W2: 1/29 | - Introduction to counseling and peer helping  
- Introduction to the three-stage model  
- Student sign up for topic assignment                                                  | Hill: Ch.1 & 2  
**Topic assignment sign-up (ELMS)**                                                   |
| W2: 1/31 | - Counselor values and ethics  
- Helper self-awareness  
- Cultural Awareness                                                                      | Hill: Ch. 3-5  
**Introduction Assignment**                                                             |
| W3: 2/5 | - Cultural awareness contd.  
- Exploration stage: overview & theoretical basis                                        | Hill: Ch. 6                                                                             |
| W3: 2/7 | - Exploration stage: overview & theoretical basis cont.  
- Exploration skill: general attending                                                   | Hill: Ch. 6 & 7  
**Student Group #1 (Ch. 7)**                                                           |
| W4: 2/12 | - **No in-person class**  
- Humanistic theories: Carl Rogers video  
- Gloria film: Exploration                                                               | Rogers (1992)  
Submit electronic assignment                                                            |
| W4: 2/14 | - **No in-person class**  
- Exploration skills: feelings  
- Check ELMS for dyad/triad assignment                                                   | Submit electronic assignment  
Hill: Ch. 9                                                                             |
| W5: 2/19 | - Exploration skills: thoughts  
- Discussion about conducting helping session  
- Answer questions about upcoming quiz                                                  | Hill: Ch. 8  
**Student Group #2 (Ch. 8 )**                                                           |
| W5: 2/21 | - Assignment #1 Helping Sessions (BPS 2150)  
- Date subject to change                                                                   | **Helping Session #1 IN BPS 2150**                                                    |
| W6: 2/26 | - Big-group discussion and processing  
- Review for lab report                                                                   | **Quiz #1 (in class)**                                                                  |
| W6: 2/28 | - Exploration skills: integration  
- Analogue helping session: exploration                                                   | Hill: Ch. 10                                                                            |
| W7: 3/5 | - Psychodynamic theory  
- Insight stage: overview and theoretical basis                                             | **Lab Report #1 & SPOM form**  
Hill: Ch. 11  
Shedler (2010)                                                                         |
| W7: 3/7 | - Insight skills: challenge  
- Group work on insight skills                                                            | Hill: Ch. 12 & 13  
**Student Group #3 (Ch. 12)**                                                           |
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<tr>
<th>Date</th>
<th>Activities</th>
<th>Reference</th>
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<tbody>
<tr>
<td>W8: 3/12</td>
<td>● Insight skills presentations</td>
<td>Hill: Ch. 13 Practice</td>
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<tr>
<td></td>
<td>● Helping session: insight</td>
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<tr>
<td>W8: 3/14</td>
<td>● Insight skills: immediacy</td>
<td>Hill: Ch. 14</td>
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<tr>
<td>W10: 3/26</td>
<td>● Insight skills activity</td>
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<td></td>
<td>● Big-group discussion and processing</td>
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<td></td>
<td>● Insight skills: Integration</td>
<td>Hill: Ch. 14 &amp; 15</td>
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<td>*If doing social experiment/research paper, have study/topic pre-approved</td>
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<tr>
<td>W10: 3/28</td>
<td>● Video: Clara Hill, insight</td>
<td>Quiz #2 (in class)</td>
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<tr>
<td>W11: 4/2</td>
<td>● Assignment #3 Helping Sessions (BPS 2150)</td>
<td>Helping Session #2 IN BPS 2150</td>
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<td></td>
<td>● Date subject to change</td>
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<tr>
<td>W11: 4/4</td>
<td>● Big-group discussion and processing</td>
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<td></td>
<td>● Action stage: overview</td>
<td>Hill: Ch. 16</td>
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<td></td>
<td>● Group work on action skills</td>
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<td>W12: 4/9</td>
<td>● Action stage skills presentation</td>
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<td></td>
<td>● Action stage: steps</td>
<td>Hill: Ch 16 &amp;17</td>
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<td>*Student Group #4 (Ch. 17)</td>
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<td>W12: 4/11</td>
<td>● Cognitive Behavioral Therapy</td>
<td>Gaudiano (2008); CBT Fact Sheet</td>
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<td>● CBT video: Albert Ellis</td>
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<td>W13: 4/16</td>
<td>● Integrating the three-stage model</td>
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<td>*Student Group #6 (Ch. 18)</td>
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<td>W13: 4/18</td>
<td>● Analogue helping session: action</td>
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<td></td>
<td>● Big-group discussion and processing</td>
<td>Practice</td>
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<td>W14: 4/23</td>
<td>● Assignment #3 Helping Sessions (BPS 2150)*</td>
<td>Helping Session #3 IN BPS 2150</td>
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<td>W14: 4/25</td>
<td>● Big-group discussion and processing</td>
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<td>● Gloria films: action</td>
<td>Quiz 3</td>
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<td>*Research Paper/Social Experiment</td>
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<td>W15: 4/30</td>
<td>● Integrating the three-stage model</td>
<td>Hill: Ch. 19</td>
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<td>● Practice: integration, approaching termination</td>
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<tr>
<td>W15: 5/2</td>
<td>● Crisis Intervention Training</td>
<td>Lab Report #3 &amp; SPOM Form</td>
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<tr>
<td>W16: 5/7</td>
<td>● Review quizzes</td>
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<td>● Termination and review of course</td>
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<td>● Student evaluation and feedback</td>
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<tr>
<td>W16: 5/9</td>
<td>● Final in-class examination. 1:00PM-2:15PM</td>
<td>Final exam</td>
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*Note: Instructor reserves the right to make changes to the syllabus as needed*
*Helping session dates subject to change*