

# EDCP 310: Peer Counseling Theory and Skills (Section 0601)

## Fall, 2017

Instructor: Stephanie Yee  
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Meeting Times: Tuesdays and Thursdays 1pm-2:15pm  
Location: LeFrak Hall (LEF) 1222

Office: CHSE Suite (3<sup>rd</sup> floor across from CHSE department main office)

Office Hours: Office hours by appointment

### Required Text:

Hill, C. E. (2014). *Helping Skills: Facilitating exploration, insight, and action*. (4<sup>th</sup> ed.) Washington, DC: American Psychological Association. ISBN: 978-1-4338-1678-9

### 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 that allows you to transfer recordings to portable devices (such as USB, CD, cassette, etc.) is acceptable. Alternatively, you may use your laptop or cell phone to record, as long as the quality of the sound is adequate. If sessions are recorded on your laptop, 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 for Students

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:

- Come to class on time, and be ready to participate.
  - If you are absent from class, you are responsible for obtaining the information you missed.
- Complete assigned readings **BEFORE** each class.
- Turn in all assignments electronically by the beginning of class on the specified due date.
  - Late assignments will be graded down by 5% per calendar day.
- 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 24-48 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.*

No electronic devices are permitted during class, except when instructed. 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 DSS accommodations). 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. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

### Course Structure: Requirements, Assignments, and Tests

#### ***Summary of Required “Products” for Each Student***

1. Introduction Assignment (5% of final grade)
2. Topic presentation/research paper/social experiment (20% of final grade).
3. Class participation (including role plays) (20% of final grade).
4. Lab Reports of two helping sessions. (Due date in Class Schedule; 20% of final grade).
5. Response to the three quizzes on basic counseling theories (10% of final grade).
6. Response to final examination questions (25% of final grade)

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

**1) *Introduction Assignment*** (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 Tuesday 9/5.

**2) *Topic Assignment*** (20% of final grade): ***Student Presentation OR Research Paper OR Social Experiment Exercise***. You will be expected to choose a pre-approved topic (on 8/31) 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. 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 30-minute presentation and 20-min class discussion on the topics and readings for that day. You may sign up in groups of up to three people to present on a topic and your group will lead the class discussion for your assigned day. 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.15-20 minutes). After the presentation, the presenter(s) will be responsible for presenting the class with two thoughtful questions to spur discussion, and will lead the class in discussion. Discussants should

include minimally one outside reading/relevant reference/experience in the writing of their discussion questions. 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.

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.

\*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. 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 5-10 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, it must be completed and turned in by 11/21.

**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 individually 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** 10/31, must be completed and turned in by 11/21.

**3) Class Participation (Including Class Role Plays) (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 role-plays will typically occur during Thursday class meetings, after presentations and discussions. 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. To receive full credit, you are expected to be engaged in each class (assessed by active participation, active listening, etc.). See ELMS page for rubric.

**4) Two Lab Helping Sessions and Two Lab Reports (20% of final grade)** In order to have realistic helping sessions in which you can integrate and practice peer helping skills, all students are expected to participate in the 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). You will complete a “Session Process and Outcome Measure” (SPOM) for each session in which you participate a helper and as a client. **You will scan the SPOM forms after each session and upload them to ELMS by the date the lab report is due to receive a grade for the lab report. KEEP these forms, as you will turn them in when you turn in your lab reports.** Free scanning is available at UMD libraries.

The whole lab helping session process will last 40-45 minutes in the format specified in the table below, and will be followed by a reflection paper and large-group class discussion of the experiences. You will record these with audio recorders that you provide.

Group Size	Helping session format
Dyads (Person A and Person B) Total: 40min	<ol style="list-style-type: none"> <li>1. Helper: A, Helpee: B (15min), followed by processing, feedback, and discussion (5min); Helper A completes SPOM “Helper” form, Helpee B completes SPOM “Client” form (Helper A takes both forms home at end of day)</li> <li>2. Helper: B, Helpee: A (15min), followed by processing, feedback, and discussion (5min); Helper B completes SPOM “Helper” form, Helpee A completes SPOM “Client” form (Helper B takes both forms home at end of day)</li> </ol>
Triads (Person A, Person B, and Person C) Total: 45min	<ol style="list-style-type: none"> <li>1. Helper: A, Helpee: B, Observer: C (10min), followed by processing, feedback, and discussion (5min); Helper A completes SPOM “Helper” form, Helpee B completes SPOM “Client” form (Helper A takes both forms home at end of day)</li> <li>2. Helper: B, Helpee: C, Observer: A (10min), followed by processing, feedback, and discussion (5min); Helper B completes SPOM “Helper” form, Helpee C completes SPOM “Client” form (Helper B takes both forms home at end of day)</li> <li>3. Helper: C, Helpee: A, Observer: B (10min), followed by processing, feedback, and discussion (5min); Helper C completes SPOM “Helper” form, Helpee A completes SPOM “Client” form (Helper C takes both forms home at end of day)</li> </ol>

As a client, you will be asked to talk about a minor personal issue of your choice, such as an interpersonal issue (examples include roommate problems, romantic relationship troubles, etc.), sources of stress, or career goals and aspirations in life. You should be prepared to disclose personal information that you feel comfortable sharing, and will never be required to disclose any personal information you are not comfortable doing so, nor will you be evaluated on this dimension. Students usually choose to disclose personal concerns during participation in the practice of peer counseling skills, however you may also choose to make up an issue.

**Lab Reports/Reflection Papers:** To meet the course requirement, each student needs to attend TWO lab sessions throughout the semester, complete SPOM forms for each session, and complete a lab report/reflection paper (3-4 pages double-spaced, 12-pt font, and 1-inch margins) for the sessions. If, under extreme circumstances (i.e., illness, etc.), 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 both helping sessions will result in an "Incomplete" for the course. A guided rubric for these lab reports will be provided by the course instructor. Each lab report/reflection paper will be worth 10% of your final grade (20% total for both reports).

**5) Quizzes** (10% of final grade) 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, in-class, open-book, and 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** (25% of final grade) The 2-hour final examination will be comprised of quick answer questions 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. These will resemble the multiple-choice questions from quizzes. The short essay question(s) will be provided prior to the exam and you may come to the exam with the short answer question(s) already completed. Please note, this is not necessary and there will be sufficient time built in for you to write the short answer response(s) on exam day. Note this will NOT be an open-book exam. Exams will be administered in class electronically or on paper.

**7) EXTRA CREDIT** (see each opportunity's accompanying due date) You will have four 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 5% of your final grade.

**Session Transcription and Analysis (2.5% for each transcription; you may complete one session transcription/analysis for each helping session—totaling 5% maximum):**

**Due: Session 1, 10/12 and Session 2, 12/7**

- First, you will transcribe verbatim five sequential speaking turns from a session. You should choose from a session that you feel is rich in material.
- In the transcript, for each therapist speaking turn (each time the therapist speaks), you should segment the transcript into response units (grammatical sentences) by putting slash signs between them (see example below).
- Code the response modes of each response unit according to the Helping Skill System (the instructor will send out the document via ELMS).
- You will indicate what you (as a helper) were thinking and feeling at that time (see example).
- You will indicate what you think the client was thinking or feeling at that time, and back it up with any evidence (e.g. non-verbal observation) you have (see example).
- You will write down what you would have liked to have said (ideal response).
- Code the response modes for the ideal response.
- Finally, discuss strengths and areas for improvement in a brief discussion section (2 paragraphs).

Example:

CL: Blah, blah, blah.

HR: That must have been difficult./ How did you feel about it?/ How old were you when that happened?/

Helping skills codes	Helper helpfulness ratings	What were you thinking or feeling?	What do you think the client was thinking or feeling?	What would have been a better intervention? (Say exactly what you would say and code)
1, 3b, 2	5	I felt annoyed and thought that the client was having a hard time saying his feelings.	I think the client may have been a bit wary of me. He moved back in his chair.	How are you feeling right now? (3)

CL: Blah, blah, blah.

HR: You should consider going to the counseling center/ It's in Shoemaker Hall/

Helping skills codes	Helper helpfulness ratings	What were you thinking or feeling?	What do you think the client was thinking or feeling?	What would have been a better intervention? (Code)
11b, 10b	3	I felt this urge to tell the client what to do. I think maybe that was because I was in a similar situation when I was an undergraduate.	The client didn't even seem to hear me. He had a far off look in his eye. Maybe he's used to people telling him what to do and ignoring them.	You sound really upset right now./ (5)

2. **3-Chapter Textbook Outline (2.5% for every three chapters; 5% maximum). Due: Each chapter must be completed and submitted within one week prior to the class covering the chapter.**

This extra credit option requires you to create outlines of the chapters in the Hill (2014) textbook. For each group of three chapters, you will receive 2.5% added onto your final grade.

There are 6 groups of three chapters. These can be used as helpful study aids for the student's final exam. Here are the guidelines:

- Each outline must be at least 300 words per chapter and typed.
  - Each outline must be bullet pointed (I care that you cover important definitions, concepts, and examples. You shouldn't write an essay)
  - Each outline must cover the whole chapter
  - Outlines must be submitted in groups of three chapters (Thus, a total of at least 900 words).
  - You must complete outlines for an entire block of chapters (e.g. chapter blocks 1-3, 4-6, 7-9, 10-12, 13-15, or 16-18). You cannot choose 3 random chapters to do.
  - Once you have completed your outlines, you must submit them on ELMS. On the ELMS "assignments" tab, you will find an "extra credit" category. Submit outlines on the "assignment" that corresponds to the book chapters outlined.
3. **Participating as a volunteer client (5% maximum—1% for each session attended)** You may volunteer as a client for a doctoral student who is beginning their training as a counselor. If you choose to volunteer and attend all five sessions, you will earn 5% of extra credit towards your final grade. More details will come as the program begins to operate (around October 1st). **Note: If you have a very busy and/or unreliable schedule, do NOT rely on this option for extra credit. It requires consistent attendance.** Your sessions will remain confidential but I will receive information on how many sessions you attended. This does not have a due date.
4. **Attend a Relevant Talk and Write a Reflection (2.5% for each talk/reflection; 5% maximum) Due: You may attend a talk at any point during the semester and turn in your notes up until 12/5.** This extra credit choice requires you to attend a talk that is related to the content of this course (Have the talk approved by the instructor in advance) and write a 3 page, double-spaced reflection summarizing and reflecting on the content of the talk. The reflection should include the following:
- Date, time, place, speaker, title
  - Summary of the talk
  - Your own comments on the talk (for example, were the points made by the speaker clear and convincing? What was most surprising? Was anything different from what was learned in class?)
  - Questions that the talk raised in your mind
- It will be helpful to take notes during the talk, but DO NOT simply turn in notes.

**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 be able to respond in time.**

### **Grading Scale (Percentage Points)**

A+	100 – 97.5
A	97.4 – 93
A-	92.4 – 89.5
B+	89.4 – 87.5
B	87.4 – 82.5
B-	82.4 – 79.5
C+	79.4 – 77.5
C	77.4 – 72.5
C-	72.4 – 69.5
D	69.4 – 59.5
F	< 59.5

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/>
- Disability Support Service: 0106 Shoemaker Building, 301-314-7682  
<http://www.counseling.umd.edu/DSS/>

### **General Course Policies**

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses which include topics like:

- Academic integrity
- Copyright and intellectual property
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have any questions.

### ***Attendance, Absences, and Class Announcements Regarding Graded Work***

Attendance is of crucial importance for this course and will indirectly count towards your participation grade. Since this class involves highly interactive exercises, it's strongly advised that you try to 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 policy in this course is listed at <http://www.ugst.umd.edu/courserelatedpolicies.html>.

### ***Confidentiality & Respect***

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 Schedule\***

<b>DATE</b>	<b>TOPICS &amp; ACTIVITIES</b>	<b>READING/ASSIGNMENTS DUE</b>
W1: 8/29	<ul style="list-style-type: none"> <li>● Course overview</li> <li>● Syllabus</li> <li>● Introductions</li> </ul>	NA
W1: 8/31	<ul style="list-style-type: none"> <li>● Introduction to counseling and peer helping</li> <li>● Introduction to the three-stage model</li> <li>● Student sign up for topic assignment</li> </ul>	Hill: Ch.1 & 2 <b><u>Be prepared to sign up for topic assignment</u></b>
W2: 9/5	<ul style="list-style-type: none"> <li>● Counselor values and ethics</li> <li>● Helper self-awareness</li> <li>● Cultural Awareness</li> </ul>	Hill: Ch. 3-5 <b><u>Introduction Assignment Due</u></b>
W2: 9/7	<ul style="list-style-type: none"> <li>● Exploration stage &amp; humanistic/person-centered theories</li> <li>● Videos: Carl Rogers</li> </ul>	Rogers (1992)

W3: 9/12	<ul style="list-style-type: none"> <li>● Exploration stage: overview and theoretical basis</li> <li>● Exploration skill: general attending</li> </ul>	Hill: Ch. 6 & 7 <b><u>Student Group #1 presents and leads discussion (Ch. 7)</u></b>
W3: 9/14	<ul style="list-style-type: none"> <li>● Helping Skills Practice: Exploration</li> <li>● Big group processing and discussion</li> </ul>	Practice
W4: 9/19	<ul style="list-style-type: none"> <li>● Exploration skills: thoughts and feelings</li> <li>● Form dyads/triads for analogue helping sessions</li> <li>● Discussion about conducting helping session</li> </ul>	Hill: Ch. 8 & 9 <b><u>Student Group #2 presents and leads discussion (Ch. 8 )</u></b>
W4: 9/21	<ul style="list-style-type: none"> <li>● Exploration skills: exploring thoughts and feelings</li> <li>● Overview of Study</li> <li>● Introduction to mindfulness practice</li> </ul>	Practice <b><u>Quiz #1 (in class)</u></b>
W5: 9/26	<ul style="list-style-type: none"> <li>● Assignment #1 Helping Sessions (BPS 2150)</li> <li>● Date subject to change</li> </ul>	<b><u>Complete Helping Session #1 IN BPS 2150</u></b>
W5: 9/28	<ul style="list-style-type: none"> <li>● Exploration skills: integration</li> <li>● Video: Clara Hill, exploration</li> </ul>	Hill: Ch. 10
W6: 10/3	<ul style="list-style-type: none"> <li>● Psychodynamic theory</li> <li>● Insight stage: overview and theoretical basis</li> </ul>	Hill: Ch. 11 Shelder (2010)
W6: 10/5	<ul style="list-style-type: none"> <li>● Analogue helping session: exploration</li> <li>● Big-group discussion and processing</li> </ul>	Practice <b><u>Lab Report #1 &amp; SPOM form due</u></b>
W7: 10/10	<ul style="list-style-type: none"> <li>● Insight skills: challenge and interpretation</li> </ul>	Hill: Ch. 12 & 13 <b><u>Student Group #3 presents and leads discussion (Ch. 12)</u></b>
W7: 10/12	<ul style="list-style-type: none"> <li>● Analogue helping session: insight</li> <li>● Big-group discussion and processing</li> </ul>	Practice
W8: 10/17	<ul style="list-style-type: none"> <li>● Insight skills: immediacy</li> </ul>	Hill: Ch. 14 <b><u>Quiz #2 (in class)</u></b> <b><u>Student Group #4 presents and leads discussion (Ch. 14)</u></b>
W8: 10/19	<ul style="list-style-type: none"> <li>● Analogue helping session: insight</li> <li>● Big-group discussion and processing</li> </ul>	Practice
W9: 10/24	<ul style="list-style-type: none"> <li>● Insight skills: Integration</li> <li>● Video: Clara Hill, insight</li> </ul>	Hill: Ch. 15

W9: 10/26	<ul style="list-style-type: none"> <li>● Analogue helping session: insight</li> <li>● Big-group discussion and processing</li> </ul>	Practice
W10: 10/31	<ul style="list-style-type: none"> <li>● Action stage: overview</li> <li>● Action stage: steps</li> </ul>	Hill: Ch. 16 & 17 <u><b>Student Group #4 presents and leads discussion (Ch. 17)</b></u>  <u><b>If doing social experiment, have study pre-approved</b></u>
W10: 11/2	<ul style="list-style-type: none"> <li>● Special topic day: Mindfulness</li> </ul>	TBD
W11: 11/7	<ul style="list-style-type: none"> <li>● Cognitive Behavioral Therapy</li> <li>● CBT video: Albert Ellis</li> </ul>	Gaudiano (2008); CBT Fact Sheet
W11: 11/9	<ul style="list-style-type: none"> <li>● Analogue helping session: action</li> <li>● Big-group discussion and processing</li> </ul>	Practice
W12: 11/14	<ul style="list-style-type: none"> <li>● Integrating the three-stage model</li> </ul>	Hill: Ch. 18 <u><b>Quiz #3 (in class)</b></u> <u><b>Student Group #6 presents and leads discussion (Ch. 18)</b></u>
W12: 11/16	<ul style="list-style-type: none"> <li>● Assignment #2 Helping Sessions (BPS 2150)</li> <li>● Date subject to change</li> </ul>	<u><b>Complete Helping Session #2 IN BPS 2150</b></u>
W13: 11/21	<ul style="list-style-type: none"> <li>● No class but possible electronic assignment</li> </ul>	<u><b>Research Paper OR Social Experiment Paper Due</b></u>  <u><b>Possible electronic assignment</b></u>
W13: 11/28	<ul style="list-style-type: none"> <li>● Integrating the three stage model</li> </ul>	Hill Ch. 19
W14: 11/30	<ul style="list-style-type: none"> <li>● Analogue helping session: integration, approaching termination</li> <li>● Big-group discussion and processing</li> <li>● Termination of the counseling session</li> </ul>	Reading about professional development, TBD <u><b>Lab Report #1 &amp; SPOM form due</b></u>
W15: 12/5	<ul style="list-style-type: none"> <li>● Overall review of the course</li> <li>● Termination of the course</li> <li>● Student evaluation and feedback</li> <li>● Analogue helping session: action</li> <li>● Big-group discussion and processing</li> <li>● Final exam short essay questions provided</li> </ul>	Review for final
W15: 12/7	<ul style="list-style-type: none"> <li>● Final in-class examination. 2:00pm – 3:15pm</li> </ul>	<u><b>Final exam</b></u>

\*Note: Instructor reserves the right to make changes to the syllabus as needed