EDCP 310: PEER COUNSELING THEORY AND SKILLS

SECTION 0601, SPRING 2018

Instructor: Jill Briody
Contact: jбриody@umd.edu
Meeting Times: Monday/Wednesday, 2:00pm-3:15pm
Location: Jimenez Hall (JMZ), Room 1117
Office Hours: Office hours available by appointment.

LOGISTICAL INFORMATION

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 primary 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 a personal computer or portable devices (such as USB, CD, cassette, etc.) is acceptable. Alternatively, you may use your laptop to record, as long as the quality of the sound is adequate. If sessions are recorded on your laptop, you must password protect all recording files. You will be listening back to your recording in order to complete written assignments, so please test your recorder before your sessions to ensure that voices are audible and play back at normal speed. If the recording is inaudible and you cannot listen to the session, 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.

COURSE DESCRIPTION AND OBJECTIVES

This course introduces students to the core helping skills used in peer counseling settings and explores the basic tenets of the three predominant theoretical frameworks used in the counseling field. Students will work toward the following learning outcomes:
• Identify and define the specific skills of the three-stage helping model (Hill, 2014), and apply these skills to practical peer counseling settings.
• Describe the humanistic/person-centered, psychodynamic, and cognitive-behavioral theoretical frameworks of counseling.
• Evaluate the strengths and limitations of each counseling theory as applied to practical counseling settings.
• 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.
• Reflect on your unique identity as a helper (including recognizing your biases, beliefs, opinions, and preferences).
• Integrate the practice of helping skills into your professional field of study.
• Further develop your ability to communicate effectively through oral presentation and class discussion.

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

In this course, you will 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. Specifically, you are expected to:
• Come to class regularly, on time, and be ready to participate.
• Complete assigned readings BEFORE each class.
• Turn in all assignments by the beginning of class on the specified due date.
• Raise questions, offer comments, and respond with openness, respect, and intellectual curiosity.
• Pose all questions, concerns, and comments about the course to the instructor directly, either during office hours, scheduled appointments, or through written communication. I will generally respond to emails within 24-48 hours, depending on the urgency level of the email.

Ultimately, come to class with an open mind and a willingness to take risks. This course is designed as a beginning level course in peer counseling. You are not expected to have prior counseling experience. Hopefully you will push yourself to overcome fears and become an active and involved participant.

Please note that I may not respond to emails containing questions sent within 24 hours before an assignment is due.

COURSE STRUCTURE: ASSIGNMENTS AND GRADES

Note: While this syllabus is relatively comprehensive and detailed in outlining the course assignments/schedule, the instructor reserves the right to make changes throughout the semester, depending on the flow of the course. Students will be notified ahead of time if such changes are made.
GENERAL REQUIREMENTS REGARDING COURSE ASSIGNMENTS

- Unless otherwise specified, assignments are due on ELMS by the beginning of class on the day they are due.
- Late assignments will be graded down by 5% per calendar day.
- When a student is absent, they are responsible for the information missed in class.

This course will be structured and student grades will be given with regard to the following:

1. INTRODUCTION SHORT ANSWERS (5% OF FINAL GRADE)

At the beginning of the semester, you will answer several brief, short answer questions reflecting on your initial expectations for EDCP 310. These questions will include: your thoughts and feelings about psychotherapy, what you think your strengths or 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, etc. Each answer should be at least 5-8 sentences, double-spaced, with New Times Roman 12-point font. Please use the template provided on ELMS and the rubric for what good answers will look like.

2. STUDENT PRESENTATION AND DISCUSSION-LEAD (20% OF FINAL GRADE)

In groups of 2-3, students will deliver a topic presentation and lead the class discussion one time over the course of the semester (SEE CLASS SCHEDULE BELOW). This will include giving a 35-minute presentation and interactive activity on the topics and readings for your day, along with the group’s thoughts about them (e.g., critical comments, further elaboration, related interesting topics, etc.), and leading a related 15-minute class discussion incorporating an outside source. Each member of the group will be responsible for coming up with at least one thoughtful discussion question, and the whole group will lead the class to discuss these questions. In addition to the PowerPoint/Prezi “lecture”, groups should include at least one interactive method of presentation, including but not limited to: role-play, poll, game, worksheet, videos, or activities. Use of role-plays, videos, activities, etc. should not take up more than half (15 total minutes) of the allotted presentation time (35 min). For specific details of what is expected for this assignment, refer to this assignment’s grading rubric. The presentation and discussion questions/activity and peer evaluation form should be uploaded via ELMS at least 24 hours prior to the start of class for the day you present. This will count as 20% of your final grade. All members of group will receive the same grade, with the exception of a possible individual deduction based on “effort/contribution”, as determined by fellow group members. Group members will complete peer evaluations (found on ELMS) grading their own, and other members’, contributions to the project/presentation and will have the opportunity to comment. These evaluations will be used, at the discretion of the instructor, to adjust individual grades on the group project accordingly.

All students not presenting are still expected to contribute to the conversation with thoughtful questions or comments during the class discussion. You are strongly encouraged to prepare notes and questions to discuss while doing the class readings.

3. CLASS PARTICIPATION: ATTENDANCE, ENGAGEMENT, DISCUSSION, IN-CLASS ROLE PLAY/PRACTICE OF HELPING SKILLS (15% OF FINAL GRADE)

Along with reading and discussion, you are expected to practice the specific helping skills in role-plays during class. The intent of such exercises is to help you have some hands-on experiences of using the specific helping skill(s) under discussion. Students will need to attend at least 96% of all class sessions to receive full
**attendance credit.** This allows you a free pass to miss one class without having to provide an excuse (not applicable to Helping Session or your Group Presentation day). This does not apply to excused absences (those don’t count against you) as long as you have provided documentation and they meet the university’s criteria. I’m happy to upload all PowerPoint slides to ELMS, on the condition that overall attendance stays high. Please see the “Participation Rubric” for additional information on graded aspects of participation (attendance, technology use, engagement, etc.).

4. **THREE 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 you have learned, you are expected to participate in lab helping sessions. You are assigned to pairs or trios to practice (these will be fixed throughout the semester), and you will rotate to be the helper and helpee (in the case of trios, there is an observer). The whole process lasts 40-45 minutes in the format specified in the table below. These sessions will be recorded with audio recorders.

<table>
<thead>
<tr>
<th>Group Size</th>
<th>Helping session arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duos (A and B)</td>
<td>(1) A: helper; B: helpee (15min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td>Total: 40min</td>
<td>(2) B: helper; A: helpee (15min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td>Trios (A, B, and C)</td>
<td>(1) A: helper; B: helpee; C: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td>Total: 45min</td>
<td>(2) B: helper; C: helpee; A: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td></td>
<td>(3) C: helper; A: helpee; B: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
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</tbody>
</table>

As a helpee, you will be asked to talk about a minor personal issue of your choice, such as (a) an interpersonal issue (examples include roommate problems, romantic relationship troubles, etc.), or (b) about your career goals and aspirations in life. You should be prepared to disclose personal information that you feel comfortable sharing, but will never be required to disclose any personal information if you are not comfortable doing so, nor will you be evaluated on this dimension. In other words, you may choose to make up an issue.

**Note:** You will fill out helper and client “Session Process and Outcome Measure” (SPOM) rating forms at the end of each lab session. You will scan the SPOM forms after each helping session and upload them to ELMS by the date the lab report is due in order to receive a grade for the lab report. Free scanning is available at the UMD library or a free app like Genius Scan can be used.

**To meet the course requirement, you need to attend all THREE helping sessions, complete SPOM forms for each session, and complete two lab reports/reflection papers. The lab reports will be turned in after the first and third session; they should be 5-7 double-spaced typed pages with 12-pt font and 1-inch margins on each side.** 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 me to coordinate a make-up as well as a due date for the lab report. A guided rubric for the lab report is posted on ELMS.
5. **QUZZES (15% OF FINAL GRADE)**

Throughout the course, you will take three quizzes on the main 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. These quizzes will be time-limited, in-class, and administered on the following topics (FOR DATES SEE CLASS SCHEDULE):

1. Quiz #1: Person-centered Theory (5%)
2. Quiz #2: Psychoanalytic Theory (5%)
3. Quiz #3: Cognitive Behavioral Theory (5%)

You may use a 8.5 x 11 inch sheet of paper, front and back for notes during the quiz. The sheet will be turned in with the quiz.

6. **FINAL EXAMINATION (25% OF FINAL GRADE)**

The final examination will comprise of multiple-choice, true/false, and/or short answer questions. It will be timed (75 minutes) and completed during class. It will test your knowledge about the helping skills you have learned in this semester.

7. **EXTRA CREDIT (UP TO 5 POINTS ON QUIZZES)**

You will have three opportunities for extra credit in this class. You may complete as many extra credit opportunities as desired, but earned extra credit cannot exceed a 5 point increase on quiz scores. Please note the extra credit opportunities will be graded and the point amount ascribed to each opportunity represents the maximum point amount that can be earned.

1. **3-Chapter Textbook Outline (5 point maximum; 2.5 point maximum for every 3 chapters)**

This extra credit choice requires you to create outlines of the chapters in the Hill (2014) textbook. For each group of three chapters, you will receive a maximum of 2.5 points added onto your quiz grade. These can be used as helpful study aids for your final exam. Be sure to check ELMS for the due dates for each set of chapters. 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 don’t need to write an essay)
   - Each outline must cover the whole chapter (i.e. Don’t write a very detailed outline about the first three pages of the 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 and “extra credit” category. Submit outlines on the “assignment” that corresponds to the book chapters outlined.

2. **Attend a Relevant Talk and Write a Reflection (2.5 point maximum for each talk/reflection)**
This extra credit choice requires you to attend a talk that is related to the content of this course (Have the talk approved by me in advance) and write a 2 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 (i.e. were the points made by the speaker clear and convincing? What was most surprising? Was anything different from what was learned in class? etc.)
- Questions that the talk raised in your mind

Note: It will be helpful to take notes during the talk, but DO NOT simply turn in notes. A schedule for possible talks you may attend is available at http://faculty.philosophy.umd.edu/pcarruthers/cog-sci-S18.htm.

3. **Complete a Kognito module (2.5 point maximum for each module)**

   This extra credit choice requires you to complete one of the peer-to-peer training modules. These modules will assist you to better identify, support, and refer stressed friends to support services on campus. There are three different choices. You only need to complete one to earn the 2.5 points. Please upload your completed certificate to ELMS along with a reflective paragraph about your experience completing the training. Please visit this link for the modules.
   
   http://health.umd.edu/prevention/kognitoUMD/students

### SUMMARY OF REQUIRED “PRODUCTS” FOR EACH STUDENT

1. Introduction short answers (5%)
2. Topic presentation and discussion-leading (in groups; 20% of final grade).
3. Participation: attendance, in-class engagement, discussion, role-play of helping skills (15% of final grade).
4. Participation in all helping sessions and corresponding lab reports (20% of final grade).
5. Three quizzes on basic counseling theories (15% of final grade).
6. Final examination (25% of final grade).

### GRADING SCALE (PERCENTAGE POINTS)

- A + 100 – 98
- A  97 – 93
- A -  92 – 90
- B +  89 – 87
- B  86 – 83
- B -  82 – 80
- C +  79 – 77
- C  76 – 73
- C -  72 – 70
- D  70 – 60
- F   < 60

### GENERAL COURSE POLICIES

**University Policies and Resources**

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.

USE OF TECHNOLOGY

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered arguments for permitting laptop and tablet computers 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 do in fact 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.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. While I will be assessing appropriate technology use, it is your responsibility to self-monitor and ensure that this policy is being followed appropriately. For more information about the science behind the policy watch: http://youtu.be/WwPaw3Fx5Hk

CONFIDENTIALITY AND 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 your 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 me immediately.

For the sake of your safety, there are two circumstances in which students should inform me about peers’ personal disclosures and under which I 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. If you are experiencing personal distress, you may consult with me 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.

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<thead>
<tr>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings and Assignments</th>
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| W1: 1/24 | ✷ Course Overview  
              ✷ Syllabus  
              ✷ Introductions  
              ✷ Introduction to Counseling | N/A                                               |
| W2: 1/29 | ✷ Introduction to 3-Stage Model  
              ✷ Group Assignments for Discussion Leading | Hill: Ch. 1, 2                                    |
| W2: 1/31 | ✷ Counselor Values and Ethics  
              ✷ Cultural Awareness & Reflection  
              ✷ Self-Awareness & Reflection | Hill: Ch. 3-5                                     |
| W3: 2/5  | ✷ Humanistic/Person-Centered Counseling  
              ✷ Videos: Carl Rogers | Rogers (1992)  
              Hill: Ch. 6                                     |
| W3: 2/7  | ✷ Exploration Stage: Overview and Theoretical Basis  
              ✷ Exploration Skills: Attending and Listening | Hill: Ch. 6, 7  
              *Intro Essay DUE!*                                |
| W4: 2/12 | ✷ Exploration Skills: Exploring Thoughts | Hill: Ch. 8  
              *Student Group #1 presents and leads discussion (Ch 8).* |
| W4: 2/14 | ✷ Exploration Skills: Exploring Feelings | Hill: Ch. 9  
              *Student Group #2 presents and leads discussion (Ch 9).* |
| W5: 2/19 | ✷ Exploration skills: integration  
              ✷ Video: Clara Hill, exploration  
              ✷ | Hill: Ch. 10                                      |
| W5: 2/21 | ✷ Helping Skills Practice: Exploration  
              ✷ Big Group Processing and Discussion | Practice                                          |
| W6: 2/26 | ✷ Helping Session #1  
              ✷ *Go to BPS 2150 at 2:00 for today's class. Bring audio* | Complete Helping Session #1.                  |
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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>W6: 2/28</strong>&lt;br&gt;遵守第一帮助会话&lt;br&gt;复习实验室报告作业</td>
<td><img src="%E9%81%B5%E5%AE%88%E7%AC%AC%E4%B8%80%E5%B8%AE%E5%8A%A9%E4%BC%9A%E8%AF%9D.png" alt="遵守第一帮助会话" /> 展示讨论&lt;br&gt;复习实验室报告作业&lt;br&gt;Quiz #1 IN CLASS</td>
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<td><strong>W7: 3/5</strong>&lt;br&gt;洞察阶段：概述和理论基础&lt;br&gt;精神动力学理论</td>
<td><img src="%E6%B4%9E%E5%AF%9F%E9%98%B6%E6%AE%B5%EF%BC%9A%E6%A6%82%E8%BF%B0%E5%92%8C%E7%90%86%E8%AE%BA%E5%9F%BA%E7%A1%80.png" alt="洞察阶段：概述和理论基础" /> 展示讨论&lt;br&gt;课程 11, Shelder (2010)</td>
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<td><strong>W7: 3/7</strong>&lt;br&gt;洞察技能：挑战和促进意识</td>
<td><img src="%E6%B4%9E%E5%AF%9F%E6%8A%80%E8%83%BD%EF%BC%9A%E6%8C%91%E6%88%98%E5%92%8C%E4%BF%83%E8%BF%9B%E6%84%8F%E8%AF%86.png" alt="洞察技能：挑战和促进意识" /> 展示讨论&lt;br&gt;课程 12, Student Group #3 presents and leads discussion [Ch 12]</td>
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<td><strong>W8: 3/12</strong>&lt;br&gt;技能促进洞察&lt;br&gt;开放问题&lt;br&gt;解释&lt;br&gt;揭露</td>
<td><img src="%E6%8A%80%E8%83%BD%E4%BF%83%E8%BF%9B%E6%B4%9E%E5%AF%9F.png" alt="技能促进洞察" /> 展示讨论&lt;br&gt;课程 13, Student Group #4 presents and leads discussion [Ch 13]</td>
</tr>
<tr>
<td><strong>W8: 3/14</strong>&lt;br&gt;洞察技能：即兴表演&lt;br&gt;洞察实践：即兴表演</td>
<td><img src="%E6%B4%9E%E5%AF%9F%E6%8A%80%E8%83%BD%EF%BC%9A%E5%8D%B3%E5%85%B4%E8%A1%A8%E6%BC%94.png" alt="洞察技能：即兴表演" /> 展示讨论&lt;br&gt;Lab Report and SPOM Sheet #1 Due</td>
</tr>
<tr>
<td><strong>W9: 3/19</strong>&lt;br&gt;春假! 没有课。</td>
<td>N/A</td>
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<tr>
<td><strong>W9: 3/21</strong>&lt;br&gt;春假! 没有课。</td>
<td>N/A</td>
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<tr>
<td><strong>W10: 3/26</strong>&lt;br&gt;洞察技能：整合&lt;br&gt;视频：Clara Hill-Insight</td>
<td><img src="%E6%B4%9E%E5%AF%9F%E6%8A%80%E8%83%BD%EF%BC%9A%E6%95%B4%E5%90%88.png" alt="洞察技能：整合" /> 展示讨论&lt;br&gt;课程 15</td>
</tr>
<tr>
<td><strong>W10: 3/28</strong>&lt;br&gt;帮助技能实践：洞察&lt;br&gt;帮助小组讨论和讨论</td>
<td><img src="%E5%B8%AE%E5%8A%A9%E6%8A%80%E8%83%BD%E5%AE%9E%E8%B7%B5%EF%BC%9A%E6%B4%9E%E5%AF%9F.png" alt="帮助技能实践：洞察" /> 展示讨论&lt;br&gt;Quiz #2 IN CLASS</td>
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<tr>
<td><strong>W11: 4/2</strong>&lt;br&gt;特殊主题展示</td>
<td>TBA</td>
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<tr>
<td><strong>W11: 4/4</strong>&lt;br&gt;帮助会话 #2 (BPS 2150)</td>
<td>![帮助会话 #2 (BPS 2150)](帮助会话 #2 (BPS 2150).png) 展示讨论&lt;br&gt;Complete Helping Session #2</td>
</tr>
<tr>
<td><strong>W12: 4/9</strong>&lt;br&gt;认知行为疗法&lt;br&gt;视频：Albert Ellis</td>
<td><img src="%E8%AE%A4%E7%9F%A5%E8%A1%8C%E4%B8%BA%E7%96%97%E6%B3%95.png" alt="认知行为疗法" /> 展示讨论&lt;br&gt;Gaudiano (2008) CBT Factsheet</td>
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<td><strong>W12: 4/11</strong>&lt;br&gt;行动阶段：概述&lt;br&gt;步骤为行动 I</td>
<td><img src="%E8%A1%8C%E5%8A%A8%E9%98%B6%E6%AE%B5%EF%BC%9A%E6%A6%82%E8%BF%B0.png" alt="行动阶段：概述" /> 展示讨论&lt;br&gt;课程 16, 17, Student Group #5 presents and leads discussion [Ch17, 2 Tasks- The first 2]</td>
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<tr>
<td><strong>W13: 4/16</strong>&lt;br&gt;步骤为行动 II</td>
<td>![步骤为行动 II](步骤为行动 II.png) 展示讨论&lt;br&gt;Student Group #6 presents and leads discussion [Ch17, 2 Tasks- The last 2]</td>
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<td><strong>W13: 4/18</strong>&lt;br&gt;帮助技能实践：整合技能&lt;br&gt;帮助小组讨论和讨论</td>
<td><img src="%E5%B8%AE%E5%8A%A9%E6%8A%80%E8%83%BD%E5%AE%9E%E8%B7%B5%EF%BC%9A%E6%95%B4%E5%90%88%E6%8A%80%E8%83%BD.png" alt="帮助技能实践：整合技能" /> 展示讨论&lt;br&gt;Quiz #3 IN CLASS</td>
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<tr>
<td>Date</td>
<td>Activities</td>
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<tr>
<td>W14: 4/23</td>
<td>✷ Helping Session #3 (BPS 2150)</td>
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<td>W14: 4/25</td>
<td>✷ Integrating Skills of the Action Stage</td>
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<td>✷ Video: Clara Hill</td>
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<td>W15: 4/30</td>
<td>✷ Integrating the Three Stage Model</td>
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<td>W15: 5/2</td>
<td>✷ Termination</td>
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<td>✷ Wrap-up</td>
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<td>✷ Review Activities</td>
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<tr>
<td>W16: 5/7</td>
<td>✷ Final Exam will be completed in class today!</td>
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<tr>
<td>W16: 5/9</td>
<td>✷ TBA</td>
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<tr>
<td></td>
<td>✷ Final lab report must be completed on ELMS by 11:59pm TODAY!!!!!</td>
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</table>

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

## STUDENT RESOURCES

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

- **The Writing Center**
  1205 Tawes Hall, 301-405-3785
  [http://www.english.umd.edu/academics/writingcenter](http://www.english.umd.edu/academics/writingcenter)

- **Learning Assistance Services**
  2202 Shoemaker Building, 301-314-7693
  [http://www.counseling.umd.edu/LAS/](http://www.counseling.umd.edu/LAS/)

- **Disability Support Services**
  0106 Shoemaker Building, 301-314-7682
  [http://www.counseling.umd.edu/edu/DSS](http://www.counseling.umd.edu/edu/DSS)

## COURSE REFERENCE LIST


