

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

<u>Instructor:</u>	Tae Hyuk (Brian) Keum tbkeum@umd.edu
<u>Meeting Times and Location:</u>	Mondays and Wednesdays, 11:00am-12:15pm Tawes Hall (TWS), 0205
<u>Office:</u>	Benjamin Building (EDU), CHSE Suite 3214
<u>Office Hours:</u>	By appointment

Required Text:

Hill, C. E. (2014). *Helping Skills: Facilitating exploration, insight, and action*. (4th ed.) Washington, DC: American Psychological Association.
ISBN-13: 978-1433816789

Other Required Readings:

A small number of articles are also assigned to help students better understand theories in this class (see class schedule below). These readings will be 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 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 and transcribing what you and your classmate discuss during the sessions, 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 transcribe 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 in peer counseling settings as organized in the three-stage model (Hill, 2014), and 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 helping skills of the three-stage helping model (Hill, 2014), and demonstrate competence to execute these skills appropriate for beginning helpers.

- Summarize major tenets of the humanistic/person-centered, psychodynamic, and cognitive-behavioral theoretical frameworks of counseling, and how they inform the three-stage helping model.
- Analyze one's use of helping skills using scientific method and self-reflection, and evaluate the effectiveness of these skills in peer counseling settings.
- Identify and analyze factors influencing the implementation of helping skills including past experiences, biases, values, beliefs, and theoretical orientations.

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. In this class, you are expected to:

- Come to class regularly, on time, and ready to participate.
- Complete assigned readings BEFORE 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 through scheduled appointments or through written communication. The instructor will generally respond to emails within 24 hours. *Please note the instructor will not respond to emails containing questions sent within 24 hours before an assignment is due.*

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 challenge your fears and push yourself to become an active and involved participant.

****A note on the use of electronic devices in class:*** In order to meet its objectives, this class requires face-to-face communication among the students and instructor. Technology use (e.g., laptops, cellphones) should generally be avoided in class because it can create barriers to our engagement with one another. Staring at a screen signals disengagement and is distracting to others. Where possible, note-taking should be done by hand. If laptops and related devices must be used, they should be used sparingly – and avoided altogether during group presentations, video demonstrations, class discussions, and practice sessions. Cell phones are not needed and I ask that they be turned off and stowed during class. Appropriate versus inappropriate use of technology will be a part of your participation grade in the class.

Course Requirements and Assignments

Class Participation Activities (20% of final grade)

Active Engagement: You are expected to engage actively in class discussions and to refrain from unnecessary use of electronic devices.

Role Plays: Along with reading and discussion, students are also expected to practice the specific helping skills in role-plays during class. The role-plays typically occur after presentation and discussion of the reading materials. The intent of such exercise is to help students have some hands-on experiences of using the specific helping skill(s) under discussion. Students do such role-plays in dyads (or triads), and each member should rotate to be both the helper and helpee (in the case of triads, the third one assumes observer). This activity is not graded in itself, but will be considered as class participation. It's important that you actively engage in these role-plays since they are crucial in building up your peer helping skills.

Helping Skills Sessions: In order to have realistic helping sessions in which students can integrate and practice peer helping skills they have learned, all students are expected to participate in the helping skills practice sessions. Students sign up in dyads (or triads) to practice the analogue helping sessions (the dyads or triads will be fixed throughout the semester), and they rotate to be the helper and helpee (in the case of triads, there is an observer). The whole process lasts 40-45 minutes in the format specified in the table below, and is followed by a large-group class discussion of the experiences.

Group Size	Helping session arrangement
Dyads (A and B) Total: 40min	(1) A: helper; B: helpee (15min) & Processing, feedback, and discussion (5min) (2) B: helper; A: helpee (15min) & Processing, feedback, and discussion (5min)
Triads (A, B, and C) Total: 45min	(1) A: helper; B: helpee; C: observer (10min) & Processing, feedback, and discussion (5min) (2) B: helper; C: helpee; A: observer (10min) & Processing, feedback, and discussion (5min) (3) C: helper; A: helpee; B: observer (10min) & Processing, feedback, and discussion (5min)

Students will be asked to talk about a minor personal issue of their choice, such as (a) an interpersonal issue (examples include roommate problems, romantic relationship troubles, etc.), or (b) about their career goals and aspirations in life. Students should be prepared to disclose personal information that they feel comfortable sharing, but will never be required to disclose any personal information if they are not comfortable doing so, nor will they be evaluated on this dimension. In other words, students may choose to make up an issue. However, students often do choose to disclose personal concerns during participation in the practice of peer counseling skills.

Self Reflection Assignments: Self-reflection on one's beliefs about oneself as a counselor can be a positive experience and tool for improvement. Students will be asked to reflect on their experience as a student counselor during various classes throughout the semester. Course credit will be given for thoughtful responses to the prompts provided – specific answers will not be graded since the exercise is meant to be reflective. Self-reflection assignments will be administered in class and will be unannounced. Credit for a missed assignment will not be given

unless documentation of a university-approved absence is provided. This will count toward your participation grade.

Group Presentation (15% of final grade)

There will be six classes throughout the course in which students are expected to deliver a presentation on assigned helping skills/chapter from the book (see Class Schedule, below). Each student will be assigned into a group of 4 or 5 that will provide a 20-minute presentation followed by a class discussion. Make sure you time your presentations. There are three components to the presentation:

- 1) You will first provide a concise, brief PowerPoint presentation on the skills. A successful presentation outlines the theoretical roots of the skills, defines the specific skills, and discusses how and why they would be used. It also discusses cultural considerations and incorporates group insight and reactions to the use of the skills.
- 2) The second part of the presentation will involve demonstration of the skills. For this task, you will provide a short scenario and suggest how the skills you presented can be applied to the situation/conflict. For example, the scenario might portray a conflict or a communication issue that may benefit from applying the skills. Another example might be a scenario related to your future career or academic setting. Be creative! The presentation of source material (i.e., scenario) can be a specific clip from popular media (e.g., TV shows, movies), a case vignette, a skit/play (performed in class or filmed in advance), or any other format that can convey a situation in which the skills can be applied. After presenting the scenario/situation, you will critique the case and suggest how the skills can be applied to improve the situation/understanding/conflict etc. I highly recommend that you try to be creative with this part of the presentation. Have fun with it!
- 3) The last part of the presentation is to conduct a class discussion by providing questions that can stimulate students' thoughts and opinions about the skills and any relevant material you presented.

PowerPoint slides (including discussion questions) should be sent to the instructor via email or ELMS at least 24 hours prior to the start of the class.

All students not leading the discussion on these days will be assessed for participation and are expected to contribute to the conversation by **being present in class and taking an active role in the discussion/peer evaluation.** This assignment (i.e., giving a presentation AND contributing to classmates' presentations) will count as 15% of the final grade.

Group Topics:

- Group 1: Chapter 7 (Skills for Attending, Listening, and Observing)
- Group 2: Pick Chapter 8 (Skills for Exploring Thoughts and Narratives) or Chapter 9 (Skills for Exploring Feelings)
- Group 3: Pick Chapter 12 (Skills for Challenging Clients and Fostering Awareness) or Chapter 13 (Skills for Facilitating Insight)
- Group 4: Chapter 14 (Immediacy)
- Group 5: Present on one of the four action tasks in Chapter 17

- Group 5: Present on one of the four action tasks in Chapter 17

The presentations will be evaluated by **the instructor (50% of grade) and your peers (50% of grade)** using the following scale.

0	1	2	3	4	5
Absent	Insufficient	Adequate	Good	Very good	Excellent

Criteria for Instructor Evaluation

A. Presentation of the skills

- a. Theoretical background/History _____/5
- b. Description of the skills-general definition _____/5
- c. Discussion of how the skills are used _____/5
- d. Discussion of why the skills are used _____/5
- e. Cultural implications/reflections _____/5

B. Demonstration of the skills

- a. Presentation of a logical scenario/situation _____/5
- b. Effective critique of scenario/situation _____/5
- c. Application of skills _____/5
- d. Creativity _____/5

C. Class Discussion

- a. Presentation of stimulating/interesting questions _____/5
- b. Demonstration of the group’s critical thoughts and elaboration about the readings _____/5
- c. Responsiveness to audience comments/questions _____/5

TOTAL _____/60

Criteria for Peer Evaluation

Your name: _____

Group: _____

	Absent	Insufficient	Good	Very Good	Excellent
Clear and effective presentation of skills	1	2	3	4	5
Logical and critical application of skills	1	2	3	4	5
Creativeness	1	2	3	4	5
Audience engagement/interest	1	2	3	4	5

Total score _____/20

Comments for the presenters?

Quizzes (15% of final grade; 5% for each of three quizzes)

Throughout the course, you will take three quizzes on the three main counseling theories and the stages of the Helping Skills model. These quizzes will cover material presented in class and the

textbook. It will assess general knowledge of the theory/stages as well as your ability to apply them and think critically about it. These quizzes will be time-limited, online, and administered on the following topics:

Quiz #1: Person-centered Theory/Exploration Stage – **Due 3/2**

Quiz #2: Psychoanalytic Theory/Insight Stage – **Due 3/28**

Quiz #3: Cognitive Behavioral Theory/Insight and Action Stage – **Due 4/27**

Audio-Taped Session #1 and #2: Transcript and Tables (25% of final grade; 10% and 15%)

You will complete three sessions: one as the counselor, one as the client, and one as the observer. You will act in each role for 15-20 minutes. You only need record the session when you are **acting as counselor**.

Upon completing the sessions, you will listen to your session as counselor and transcribe the session verbatim. You will then be required to complete tables analyzing the skills you used as a counselor and identifying a different or better intervention.

Session #1

For this session, you will select **10 speaking turns** to analyze. It is your choice which 10 turns to select; however, it is best to select a segment that was particularly challenging or meaningful for you as a counselor. If your session had less than 10 turns, you will transcribe the entire session.

Session #2

For this session, you will analyze **15 speaking turns**.

The Session #1 Transcript and Tables will be due via ELMS at the start of class on 3/9. The Session #2 Transcript and Tables will be due via ELMS at the start of class on 5/9. The rubric will be posted on ELMS.

****Inquiries about the assignments within 24 hours of the due date will not be answered. If you have any questions, make sure you address them in advance****

Final Exam (25% of final grade)

There will be a final exam covering all course material on the last day of class (5/9).

Requirements Regarding Course Assignments

- Assignments are due **via ELMS** at the beginning of class (9:30 AM) on the dates they are due.
- Late assignments will be penalized by 5% per business day.
- When a student is absent, s/he is responsible for the information missed in class.
- Assignments will be evaluated using the grading rubrics on ELMS. Students are encouraged to communicate with the instructor regarding grading policy if they have any questions.
- 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>

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/>

Overall Grade Breakdown

Overall Grade Breakdown	
Participation (20%)	Audio Taped Session 1: Transcript & Tables (10%)
Group Discussion Leadership (15%)	Audio Taped Session 2: Transcript & Tables (15%)
Person-Centered Theory Quiz (5%)	Cognitive Behavioral Theory Quiz (5%)
Psychodynamic Theory Quiz (5%)	Final Exam (25%)

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

Attendance Policy

Attendance is of crucial importance for this course. Because this class involves highly interactive exercises, it's strongly advised that you try to attend every session with the best possible effort. To minimize disruption to the class, please arrive on time. Students are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments.

The instructor will strictly follow the university policies on excused versus unexcused absences regarding requests to makeup graded class assignments that were missed (e.g., self-reflection assignments). It is the policy

of the University to excuse student absences resulting from (a) illness of the student (or a dependent as defined by Board of Regents policy on family and medical leave); (b) religious observance (where the nature of the observance prevents the student from being present during the class period); (c) participation in university activities at the request of University authorities; and (d) compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary evidence that the absence resulted from one of these causes (exceptions noted below). Students are responsible for learning about any material or announcements missed and for initiating a process to make up missed work. Unless otherwise approved by the instructor, any work due on the missed day(s) must be submitted by the first class meeting after the absence.

Absences Due To Illness & Injury: University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a signed medical excuse form attesting to the date of the health problem and acknowledging that the information is true and correct (<http://www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf>). The letter must be submitted by the first class meeting after the absence, and only one such letter is allowed in the class during the semester. This policy does not apply when the absence occurs on a major graded event (i.e., exam, paper due date) or is for more than a single class. Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The signed and dated letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. The letter must be provided on the first class meeting after the multiple absences. Accommodations for such absences will be arranged on a case-by-case basis.

Scheduled Absences: When the absence is due to a scheduled event (e.g., religious observances, jury duty), the student must provide written notice of the absence by the second week of the semester (or as soon as possible thereafter if the student learns about the scheduled absence after the second week) in order to have the absence excused. If an exam is given during this planned absence, this written notice must include a request for a make-up exam.

For more information on university attendance policies, please visit:
<http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540>

Class Cancellations

Official delays and/or closures are announced on www.umd.edu and 301-405-SNOW. If a personal emergency forces the instructor to cancel class, the instructor will make every attempt to email students ahead of time and to post information on the classroom door.

CourseEvalUM for Spring 2016

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of the academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. CourseEvalUM will be open for you to complete your evaluations for fall semester courses towards the end of the semester. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Confidentiality & Respect

Students are expected to respect their 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 the instructor immediately.

For the sake of students' safety, there are two circumstances in which students 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**.

Accommodations for Students with Disabilities

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would love to work with you if you have a documented disability that is relevant to successfully completing your work in this course. If you need academic accommodation by virtue of a documented disability, please contact me as soon as possible to discuss your needs. For more information about Disability Support Services, please visit:

<http://www.counseling.umd.edu/DSS/>.

Course Schedule

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

DATE	TOPIC	READING	DUE
M 1/25	Course Overview Syllabus Introductions		
W 1/27	Introduction to Counseling Introduction to 3-Stage Model Group Assignments for Presentation	Hill, Ch.1, 2	
M 2/1	Counselor Values and Ethics Cultural Awareness & Reflection Self-Awareness & Reflection	Hill, Ch. 3-5 Video on vulnerability	
W 2/3	Humanistic/Person-Centered Counseling Video: Carl Rogers	Rogers (1992)	
M 2/8	Helping Session Day 1 Biopsychology Building 2150		Complete Helping Session 1 BPS2150
W 2/10	Discuss First Helping Session Experience Overview of Transcript and Tables Assignment		
M 2/15	Exploration Stage: Overview and Theoretical Basis Exploration Skills: Attending and Listening	Hill, Ch. 6,7	PRESENTATION: GROUP 1 (Ch7)
W 2/17	Helping Skills Practice Big Group Processing and Discussion		
M 2/22	Exploration Skills: Exploring Thoughts and Feelings	Hill, Ch. 8,9	PRESENTATION: GROUP 2 (Ch8 or 9)
W 2/24	Helping Skills Practice Big Group Processing and Discussion		
M 2/29	Integration of the Exploration Stage Video: Clara Hill	Hill, Ch. 10	
W 3/2	Psychodynamic Theory Insight Stage: Overview and Theoretical Basis	Shelder (2010) Hill, Ch. 11	Quiz 1 Due
M 3/7	Insight Skills: Challenges and Interpretations	Hill, Ch. 12,13	PRESENTATION: GROUP 3 (Ch12 or 13)
W 3/9	Helping Skills Practice Big Group Processing and Discussion		Assignment #1 Transcript and Tables Due
M 3/14	SPRING BREAK		
W 3/16	SPRING BREAK		
M 3/21	Insight Skills: Immediacy	Hill, Ch. 14	PRESENTATION: GROUP 4 (Ch14)
W 3/23	Helping Skills Practice Big Group Processing and Discussion		
M 3/28	Integration of the Insight Stage Video: Clara Hill	Hill, Ch. 15	Quiz 2 Due
W 3/30	Action Stage: Overview Steps for Action I	Hill, Ch. 16, 17	PRESENTATION: GROUP 5 (Ch17, 1 of the 4 tasks)
M 4/4	Helping Skills Practice Big Group Processing and Discussion		
W 4/6	Helping Session Day 2 Biopsychology Building 2150		Complete Helping Session 2 BPS2150
M 4/11	Discuss second helping session Cognitive Behavioral Therapy Video: Albert Ellis	Gaudiano (2008), CBT Factsheet	
W 4/13	Steps for Action II	Hill, Ch. 17	PRESENTATION: GROUP 6 (Ch17, 1 of the 4 tasks)

M 4/18	Helping Skills Practice Big Group Processing and Discussion		
W 4/20	Integrating Skills of the Action Stage Video: Clara Hill	Hill, Ch. 18	
M 4/25	Helping Skills Practice Big Group Processing and Discussion		
W 4/27	Integrating the Three Stage Model	Hill, Ch. 19	Quiz 3 Due
M 5/2	Termination		
W 5/4	Wrap-up Review Activities		
M 5/9	Final Exam (In-class)		Assignment #2 Transcript and Tables Due

Course Reference List

American Psychological Association (Producer). (2009). *Helping skills in practice: A three-stage model* [DVD]. Available from <http://www.apa.org/pubs/videos/4310868.aspx>

Brown, B. (2011) The Power of Vulnerability [Video]. Available from <https://www.youtube.com/watch?v=iCvmsMzIF7o>

Ellis, A. (1991). Rational-emotive treatment of simple phobias. *Psychotherapy*, 28, 452-456.

Fact sheet: Cognitive behavioral therapy. (2012, September 20). Retrieved January 24, 2015, from <http://www.ncbi.nlm.nih.gov/pubmedhealth/PMH0016271/>

Hill, C. E. (2009). *Helping Skills: Facilitating exploration, insight, and action*. (3rd ed.) Washington, DC: American Psychological Association.

Gaudiano, B. A. (2008). Cognitive-behavioural therapies: achievements and challenges. *Evidence Based Mental Health*, 11(1), 5-7.

Microtraining Associates (Producer). (2004). *Psychodynamic counseling and psychotherapy* [Video]. Available from www.alexanderstreet.com

Nystul, M. S. (2011). *Introduction to counseling: An art and science*. (4th ed.). Boston: Pearson.

Psychological Films (Producer). (1965). Three approaches to psychotherapy – Albert Ellis [Video]. Available from <http://www.youtube.com/watch?v=2cOLJBQZRA>

Psychological Films (Producer). (1965). Three approaches to psychotherapy – Carl Rogers [Video]. Available from <http://www.youtube.com/watch?v=24d-FEptYj8>

Rogers, C. R. (1992). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting and Clinical Psychology*, 60, 827-832. (Original article published 1957).

Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65, 98-109.

Simmons, M. (Producer). (2007). *C.B.T. skills in practice* [Video]. Newport, Wales: Newport University of Wales. Available from www.alexanderstreet.com