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

Instructor: Carly Hunt Rietschel
carly@umd.edu

Meeting Times and Location: Mondays and Wednesdays, 11:00am - 12:15pm
Tawes Fine Arts Building, 1106

Office: CHSE Suite: 3214 Benjamin Building

Office Hours: By appointment

Required Text:

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 skills of peer helping relationships, 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 skills of the Clara Hill three-stage helping model, and apply these skills to diverse client populations and settings.
- Understand the humanistic/person-centered, psychodynamic, and cognitive-behavioral theoretical frameworks of counseling.
• Evaluate the strengths and limitations of each counseling theory as applied to diverse client populations and settings.
• Reflect on your unique identity as a helper (including your biases, beliefs, opinions, and preferences).
• Further develop your ability to communicate effectively through oral presentation, class discussion and writing.

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.

Course Structure and Student Responsibilities

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 after 6pm the day 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.

Course Expectations and Policies

Attendance Policy
Students are expected to be present in each class. In the event that a student does not attend class, s/he is responsible for all missed material. Please note, class participation counts towards 15 percent of the final course grade.

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 assessments). 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. 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 2014
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.

Class Participatory Activities

Participation in role plays: In order to have realistic helping sessions in which students can practice peer helping skills, all students are expected to participate as helpers, clients, and/or observers. Each Wednesday, students will engage in skill practice sessions in groups of two or three. After completing the skill practice sessions, students will complete self-reflection assessments. Self-reflection assessments are meant to help students reflect on their progress as helpers. Further, completion of all self-reflection assessments will count towards 10% of the final course grade.

Students will be asked to speak about (a) an interpersonal issue of their choice (examples include roommate problems, romantic relationship troubles, etc.), OR (b) about their future goals and aspirations in life. Students should be prepared to disclose personal information that they feel comfortable sharing. Students will never be required to disclose personal information if they are not comfortable doing so, nor will they be evaluated on this dimension. However, students often do choose to disclose personal concerns during participation in the practice of peer counseling skills.

Centering exercises: Evidence suggests that centering oneself (i.e., taking deep breaths, becoming aware of the present moment) is important for effective counseling. Therefore, you will be asked to engage in a 5-minute centering exercise on various helping skill practice days throughout the semester. There is no specific grade associated with participating in the centering exercises.
**Self Reflection Exercises:** Self-reflection on your beliefs about yourself as a counselor can be a positive experience and tool for improvement. You will be asked to fill out a self-evaluation and reflection on your experience as a student counselor during various classes throughout the semester. Students will receive credit (10% of the course grade) simply by thoughtfully completing the surveys – your specific responses will not be graded since the exercise is meant to be reflective.

**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:** If you have a documented disability and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to inform the instructor at the beginning of the semester that she/he has a documented disability. It is also the student’s responsibility to provide written documentation from DSS indicating appropriate accommodations. For more information about Disability Support Services, please visit: **http://www.counseling.umd.edu/DSS/**.

The instructor will consult with Disability Support Services (**x47682**), and arrangements will be made to determine and implement appropriate academic accommodations.
Course Assignments

**Participation** (10% of final grade)

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. Participation in skill practice sessions is of primary importance for learning helping skills. Therefore, completion of the self-reflection assessments following helping skill practice sessions (see Class Participatory Activities, above) will count as 10% of your final grade.

**Group Discussion Leadership** (5% of final grade)

There will be six (6) group discussion days throughout the course – see schedule of classes below. Each of these days will include 30 minutes of class discussion on the topics and readings for the day. Each student will sign up in a group of 4 or 5 to lead discussion for one of these six days. On the day of the group discussion, each member of the discussion group will be responsible for doing the required readings and coming up with 3-4 thoughtful questions (based on the readings) that can spur discussion in the class. Groups are responsible for leading the discussion for the full 30-minute period. Discussion questions should be typed and submitted to the instructor **via ELMS**, 24 hours prior to the start of class. Hand-written questions will **NOT** be accepted. This will count as 5% toward your final grade.

All students not leading the discussion on these days are still expected to contribute to the conversation with at least one thoughtful question or comment during the class discussion. Students are strongly encouraged to prepare questions ahead of time while doing the class readings.

**Quizzes** (30% of final grade; 10% for each of three quizzes)
Throughout the course, you will take three quizzes on the three main counseling theories that relate to the Helping Skills model. These quizzes will assess general knowledge of each theory, as well as your ability to apply the theory and think critically about it. Quizzes will be administered online through the ELMS course website. These quizzes are closed book and will be due on the following dates (SEE CLASS SCHEDULE):

- Quiz #1: Person-centered Theory – 10/8
- Quiz #2: Psychoanalytic Theory – 10/29
- Quiz #3: Cognitive Behavioral Theory – 11/24

**Audio-Taped Session #1 and #2: Transcript and Tables** (30% of final grade; 15% each)
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 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.

Session #2

For this session, you will analyze all speaking turns from the 15-minute session.

The Session #1 Transcript and Tables will be due via ELMS at the start of class on 10/15. The Session #2 Transcript and Tables will be due via ELMS at the start of class on 12/8.

Final Exam (25% of final grade)
There will be a final exam covering all course material on the last day of class (12/10). A final take-home essay will also be due on 12/10 in conjunction with the final exam.

Requirements Regarding Course Assignments

- Assignments are due via ELMS at the beginning of class (11:00 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](http://www.english.umd.edu/academics/writingcenter)

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

  Disability Support Service: 0106 Shoemaker Building
  301-314-7682
  [http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/)
### Overall Grade Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Group Discussion Leadership</td>
<td>5%</td>
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<tr>
<td>Person-Centered Theory Quiz</td>
<td>10%</td>
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<tr>
<td>Psychodynamic Theory Quiz</td>
<td>10%</td>
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<tr>
<td>Audio Taped Session 1: Transcript &amp; Tables</td>
<td>15%</td>
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<tr>
<td>Audio Taped Session 2: Transcript &amp; Tables</td>
<td>15%</td>
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<tr>
<td>Cognitive Behavioral Theory Quiz</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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### 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

### Class Schedule*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>DUE</th>
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<tbody>
<tr>
<td>W 9/3</td>
<td>Course Overview</td>
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<td></td>
<td>Syllabus</td>
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<td></td>
<td>Introductions</td>
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<tr>
<td>M 9/8</td>
<td>Introduction to Counseling</td>
<td>Hill, Ch.1, 2</td>
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<td></td>
<td>3-Stage Model Introduction</td>
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<td>W 9/10</td>
<td>Counselor Values and Ethics</td>
<td>Hill, Ch. 3, 5</td>
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<td>Cultural Awareness &amp; Reflection</td>
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<td>Form Dyads/Triads for Helping Sessions</td>
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<td></td>
<td>Sign up for Discussion Leadership</td>
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<tr>
<td>M 9/15</td>
<td>Self-Awareness &amp; Reflection</td>
<td>Hill, Ch. 4</td>
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<td></td>
<td>Mindfulness</td>
<td>Germer (2004)</td>
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<tr>
<td>W 9/17</td>
<td>Helping Session 1</td>
<td>Complete Helping Session 1</td>
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<tr>
<td>M 9/22</td>
<td>Review Transcript and Tables Assignment</td>
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<tr>
<td>W 9/24</td>
<td>Humanistic/Person-Centered Counseling Overview of Exploration Stage</td>
<td>Hill, Ch. 6 Rogers (1992)</td>
<td>DISCUSSION: GROUP 1</td>
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<tr>
<td>M 9/29</td>
<td>Exploration Skills: Attending and Listening</td>
<td>Hill, Ch. 7, 8</td>
<td>DISCUSSION: GROUP 2</td>
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<tr>
<td>W 10/1</td>
<td>Analogue Helping Session</td>
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<td>Big Group Processing</td>
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<td>Self-Reflection Assessments</td>
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<tr>
<td>M 10/6</td>
<td>Exploration Skills: Exploring Thoughts and Feelings</td>
<td>Hill, Ch. 9,10</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
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| W 10/8 | Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments | Quiz 1 Due: Person-centered theory              |                                             |
| M 10/13| Psychodynamic Theory  
Insight Stage | Shelder (2010)  
Hill, Ch. 11 | DISCUSSION: GROUP 3                          |
| W 10/15| Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments | Audio #1 Transcript and Tables Due             |                                             |
| M 10/20| Insight Skills: Challenges and Interpretations | Hill, Ch. 12,13 |                                             |
| W 10/22| Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments | DISCUSSION: GROUP 4                           |                                             |
| M 10/27| Immediacy and Integration | Hill Ch. 14, 15 | DISCUSSION: GROUP 4                          |
| W 10/29| Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments | Quiz 2 Due: Psychodynamic theory                |                                             |
| M 11/3 | Cognitive Behavioral Therapy  
Video: Albert Ellis | Ellis (1991),  
| W 11/5 | Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments |                                             |                                             |
| M 11/10| Action Stage | Hill, Ch. 16 |                                             |
| W 11/12| Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments |                                             |                                             |
| M 11/17| Steps for Action | Hill, Ch. 17 | DISCUSSION: GROUP 6                          |
| W 11/19| Helping Session Day 2 | Complete Helping Session 2 |                                             |
| M 11/24| Action Integration | Hill, Ch. 18 | Quiz 3 Due: Cognitive-Behavioral Theory       |
| W 11/26| Virtual Class: Clara Hill, Action  
Reflection Assignment |                                             |                                             |
| M 12/1 | Integrating the Three Stage Model | Hill, Ch. 19 |                                             |
| W 12/3 | Analogue Helping Session  
Big Group Processing  
Self-Reflection Assessments |                                             |                                             |
| M 12/8 | Wrap-up  
Termination  
Take home essay assigned | Audio #2 Transcript and Tables Due             |                                             |
| W 12/10| Final Exam (in class) | Final Take Home Essay Due |                                             |

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


