EDCP 310: Peer Counseling Theory and Skills (Section 0101)  
Spring, 2014

Instructor:         Lee Penn  
Leetpenn@gmail.com

Meeting Times:     Tuesdays and Thursdays, 2:00pm – 3:15pm  
Location:         Francis Scott Key Hall (KEY), 0119

Office:          3214 Benjamin Building  
Office Hours:   Office hours by appointment

Required Text:  

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

Required Equipment:  
One of the main objectives of this course is to give students hands-on practice in developing helping skills. You will be responsible for obtaining a functional audio recorder to record helping sessions with a classmate; any type of digital or other audio recorder 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 skills of the three-stage helping model (Hill, 2014), and apply these skills to practical peer counseling 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 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 your biases, beliefs, opinions, and preferences).
• 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. The instructor 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 challenge your fears and push yourself to become an active and involved participant.

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

• Course Structure: Requirements, Assignments, and Tests

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

1) Student Presentation and Discussion-Leading of Reading Materials (5% 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.

There will be six classes throughout the course in which students are expected to deliver a topic presentation and lead the class discussion (SEE CLASS SCHEDULE BELOW). Each of these days will include a 20-minute presentation and 10-min class discussion on the topics and readings for that day. Each student will sign up in a group of 4 or 5 to do a topic presentation and the group members will lead the class discussion for one of these six days. The presentation should be a brief summary of this day’s reading materials, plus the groups’ thoughts about them (for example, critical comments, further elaboration, related interesting topics, etc.). After the presentation, each member of the group
will be responsible for coming up with at least one thoughtful question that can spur discussion in the class, and the whole group leads the class to discuss these questions. The presentation PowerPoint together with all the discussion questions should be sent to the instructor via email or ELMS at least 24 hours prior to the start of the class. This will count as 5% toward your final grade.

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

2) Role Play of Helping Skills

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 during Tuesday class meetings 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.

3) Analogue Helping Sessions (20% of final grade)

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 analogue helping sessions. These sessions typically occur during Thursday class meetings. 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. 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>Dyads (A and B) Total: 40min</td>
<td>(1) A: helper; B: helpee (15min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td></td>
<td>(2) B: helper; A: helpee (15min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td>Triads (A, B, and C) Total: 45min</td>
<td>(1) A: helper; B: helpee; C: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td></td>
<td>(2) B: helper; C: helpee; A: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td></td>
<td>(3) C: helper; A: helpee; B: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
</tbody>
</table>

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.

To meet the course requirement, each student needs to attend every analogue session throughout the semester. This will count toward your participation grade, which will be worth 20% of your final grade.
4) **Session Transcription and Analysis** (25% of final grade total)

You will be required to record TWO helping sessions (not role plays) in which you act as the counselor/helper to transcribe and analyze. Note that in the course schedule there are two sessions that are scheduled as “Helping Sessions.” This arrangement aims at giving you the time and quiet space to record a session that will be used for this course requirement. It is very important that students attend these two days. If not, special arrangements will have to be made outside of class.

Specifics about the **first transcript assignment (Record 2/10)** (10% of final grade):

- You will first need to transcribe ten sequential speaking turns from the session verbatim. Choose one part from the 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 (essentially grammatical sentences) by putting slash signs between them.
- Code the response modes of each response unit according to the Helping Skill System (the instructor will send out the document via ELMS).
- Indicate what you were thinking and feeling at that time.
- Indicate what you think the client was thinking or feeling at that time, and backing it up with any evidence (non-verbal observation, for example) if you have any.
- Write down what you would have liked to have said (ideal response).
- Code the response modes for the ideal response. Use the format in the following example:

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

<table>
<thead>
<tr>
<th>Helping skills codes</th>
<th>Helper helpfulness ratings</th>
<th>What were you thinking or feeling?</th>
<th>What do you think the client was thinking or feeling?</th>
<th>What would have been a better intervention? (Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11b, 10b</td>
<td>3</td>
<td>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.</td>
<td>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.</td>
<td>You sound really upset right now. (5)</td>
</tr>
</tbody>
</table>

- For the ten sequential speaking turns, construct a summary table of the frequency and proportions of each skill and also provide the descriptives ($M$ and $SD$) of the helpfulness ratings for each skill. Calculate and report the frequency and proportion of response modes of the ideal responses as well. Use the format in the following example:
Specifics about the **second transcript assignment (Record 4/23)** (15% of final grade):

✧ You will first need to transcribe the entire session verbatim.

✧ *Repeat the same steps as you did for the first transcript, but now for the entire session.*

✧ After the construction of summary tables for the two sessions, discuss the obtained results of your helping skill use thoroughly in the context of your personal background and theoretical orientation (discuss the two helping sessions altogether, you do not have to provide a discussion for each session). Topics to address in this Discussion section may include: Who you are and what you are like as a helper/counselor, as suggested by your personal reflection as well as the “research data” here (are they consistent)? What theoretical orientation do you hold and how does that influence your work in the helping session? What have you learned about yourself as a counselor: your strengths and growth edges? What are your reflections about your mastery of the helping skills: what worked, what did not work, what would you like to have done differently? How have you changed throughout the course in this semester, by comparing your summary tables of the two sessions? If you are to pursue this profession, what do you see as your future goals and learning objectives? ……

This paper should be about 12-15 double-spaced typed pages with 12pt font and 1 inch margin on each side (not including the transcript and coding tables).

*If you have any questions or issues regarding this assignment, please email me 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.*

5) **Quizzes** (30% of final grade)

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. The instructor will provide more specific preparation guidelines for these three quizzes via ELMS one week beforehand. These quizzes will be time-limited, online, and administered on the following topics (FOR DATES SEE CLASS SCHEDULE):
Quiz #1: Person-centered Theory (10%)
Quiz #2: Psychoanalytic Theory (10%)
Quiz #3: Cognitive Behavioral Theory (10%)

These quizzes will mostly be in the multiple choice format, and will be graded on a 0-100 scale according to the correctness of students’ responses.

6) Final Examination (20% of final grade)
The 2-hour final examination will comprise 20 multiple-choice questions and 2 short-answer questions. The 20 multiple-choice questions will test your knowledge about the helping skills we have learned in this semester. These will resemble the multiple-choice questions from your quizzes. One short-answer question might ask you about your understanding of the basic counseling theories, and the other might ask you to apply the theories or skills to a specific counseling case. The instructor reserves the right to ask other questions, but will provide more specific study guides before the final exam to assist students’ preparation. Note this will NOT be an open-book exam. Exams will be administered on paper and will be filled out by hand.

Summary of Required “Products” for Each Student
- Topic presentation and discussion-leading (in groups; 5% of final grade).
- Participation in all analogue helping sessions. If you have to miss a session, a make-up session is required (20% of final grade).
- Transcription and analysis of two helping sessions. (Due date in Class Schedule; 25% of final grade).
- Response to the three quizzes on basic counseling theories (30% of final grade).
- Response to final examination questions (20% of final grade).

General Requirements Regarding Course Assignments
- Assignments are due in hard copy at the beginning of class (2:00pm) on the dates they are due.
- Late assignments will be graded down by 5% per calendar day.
- When a student is absent, s/he is responsible for the information missed in class.
- 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
Topic presentation and discussion (5%)
Attendance & Participation (20%)
Quiz #1: Person-centered theory (10%)
Quiz #2: Psychodynamic theory (10%)
Quiz #3: Cognitive-behavioral theory (10%)
First analogue helping session transcript and analysis (10%)
Second analogue helping session transcript and analysis (15%)
Final Exam (20%)

Grading Scale (Percentage Points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 – 98</td>
</tr>
<tr>
<td>A</td>
<td>97 – 93</td>
</tr>
<tr>
<td>A-</td>
<td>92 – 90</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 87</td>
</tr>
<tr>
<td>B</td>
<td>86 – 83</td>
</tr>
<tr>
<td>B-</td>
<td>82 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 77</td>
</tr>
<tr>
<td>C</td>
<td>76 – 73</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 70</td>
</tr>
<tr>
<td>D</td>
<td>70 – 60</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

● General Course Policies

Attendance Policy

ATTENDANCE, ABSENCES, AND MISSED DEADLINES FOR GRADED WORK:
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. In the event that a class must be missed, the policy in this course is listed below.

ALL ABSENCES: 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.

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 ELMS as well.

CourseEvalUM for Fall 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.

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/
## Course Schedule*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS &amp; ACTIVITIES</th>
<th>READING</th>
</tr>
</thead>
</table>
| W1: 1/27 | ◦ Introduction to the course.  
                     ◦ Going over the syllabus.        | NA                             |
| W1: 1/29 | ◦ Introduction to counseling and peer helping.  
                     ◦ Introduction to the three-stage model.  
                     ◦ Student signing up for topic presentation and discussion leading. | Hill: Ch.1, 2                  |
| W2: 2/3  | ◦ Ethical and professional issues in helping professions:  
                     ethics, multicultural issues, and growth. | Hill: Ch. 3, 5                 |
| W2: 2/5  | ◦ Exploration stage and humanistic/person-centered theories.                        | Rogers (1992);                 |
| W3: 2/10 | ◦ Transcript Assignment #1 Helping Sessions (BPS 2150)                                | **Complete Helping Session #1.** |
| W3: 2/12 | ◦ Helper personal awareness.  
                     ◦ Effective attending and practice.                                      | Hill: Ch. 4                    |
| W4: 2/17 | ◦ Exploration stage: overview and theoretical basis.  
                     ◦ Exploration skills—exploring thoughts and feelings.  
                     ◦ Exploration skills—general attending.                          | Hill Ch. 6, 7                  |
| W4: 2/19 | ◦ Exploration skills—exploring thoughts and feelings.  
                     ◦ Overview of Study.                                                 | Practice                       |
| W5: 2/24 | ◦ Introduction to mindfulness practice.  
                     ◦ Forming dyads/triads for analogue helping sessions.  
                     ◦ Arrangements about analogue helping sessions.  
                     ◦ Small talk and discussion about conducting a helping session.    | Hill Ch. 8                     |
| W5: 2/26 | ◦ Analogue helping session: exploration.  
                     ◦ Big-group discussion and processing.                              | Practice                       |
| W6: 3/3  | ◦ Exploration skills: integration.  
                     ◦ Video: Clara Hill, exploration.                                   | Hill: Ch. 9, 10               |
|         | **Quiz #1 Open**                                                                     | **Student Group #2 presents and leads**                                 |

*Course Schedule*
<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topics</th>
<th>Comments</th>
</tr>
</thead>
</table>
| W6: 3/5 | ☆ Analogue helping session: exploration.  
☆ Big-group discussion and processing. | Practice                                                                                     |
| W7: 3/10 | ☆ Insight stage: overview and theoretical basis.  
☆ Psychodynamic theories and insight stage. | Hill: Ch. 11, 12  
Student Group #3 presents and leads discussion.                                              |
| W7: 3/12 | ☆ Analogue helping session: insight.  
☆ Big-group discussion and processing. | Practice                                                                                     |
| W8: 3/24 | ☆ Insight skills: challenge and interpretation. | Hill: Ch. 13                                                                                |
| W8: 3/26 | ☆ Analogue helping session: insight.  
☆ Big-group discussion and processing. | First Analogue Transcript Assignment Due  
Practice                                                                                     |
| W9: 3/31 | ☆ Insight skills: immediacy. | Quiz #2 Open  
Hill: Ch. 14                                                                                |
☆ Big-group discussion and processing. | Practice                                                                                     |
| W10: 4/7 | ☆ Insight skills: integration.  
☆ Video: Clara Hill, insight. | Hill, Ch. 14, 15  
Student Group #4 presents and leads discussion.                                               |
| W10: 4/9 | ☆ Possibly No Class This Day |                                                                                              |
| W11: 4/14 | ☆ Action stage: overview and theoretical basis.  
☆ Cognitive-Behavioral Therapy and action stage.  
☆ Action stage: four action tasks. | Hill, Ch. 16, 17  
Student Group #5 presents and leads discussion.                                               |
| W11: 4/16 | ☆ Analogue helping session: action.  
☆ Big-group discussion and processing. | Practice                                                                                     |
☆ Video: Clara Hill, action | Hill: Ch. 18                                                                                |
<p>| W12: 4/23 | ☆ Transcript Assignment #2 Helping Sessions (Date | Complete Helping                                                                             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W13: 4/28</td>
<td>Make-up Day</td>
<td>Subject to change)</td>
</tr>
<tr>
<td>W14: 4/30</td>
<td>Integrating the three-stage model.</td>
<td>Quiz #3 Open</td>
</tr>
<tr>
<td>W14: 5/5</td>
<td>Analogue helping session: action.</td>
<td>Practice</td>
</tr>
<tr>
<td>W14: 5/5</td>
<td>Analogue helping session: action.</td>
<td>Practice</td>
</tr>
<tr>
<td>W15: 5/7</td>
<td>Overall review of the course.</td>
<td>Reading about professional development, TBD.</td>
</tr>
<tr>
<td>W15: 5/12</td>
<td>Analogue helping session: integration, approaching termination.</td>
<td>Second Analogue Transcript Assignment DUE</td>
</tr>
<tr>
<td>W15: 5/12</td>
<td>Analogue helping session: integration, approaching termination.</td>
<td>Practice</td>
</tr>
<tr>
<td>W16: 5/18</td>
<td>Final in-class examination.</td>
<td>Final exam DUE</td>
</tr>
</tbody>
</table>

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

**Course Reference List**


Psychological Films (Producer). (1965). Three approaches to psychotherapy – Albert Ellis [Video]. Available from [http://www.youtube.com/watch?v=2cOLJBPl0QRA](http://www.youtube.com/watch?v=2cOLJBPl0QRA)


