EDCP 310: Peer Counseling Theory and Skills

Spring 2015

Instructor: Arianna Lashley
arilashl@gmail.com

Class Time: Monday and Wednesday, 11-12:15

Class Location: Susquehanna Hall (SQH) 2119

Office: EDU 3214

Office Hours: By appointment

Required Text:

Other Required Readings:
A small number of articles will be required and will be available electronically via ELMS. Instructor will announce availability prior to due date.

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 recording that allows you to transfer recordings to portable devices (such as USB, CD, cassette, etc.) is acceptable. Alternatively, you may also 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.

These sessions will be scheduled for 2/9 and 4/15. Sessions will be held during class time in the Biology Psychology building, suite 2150. Groups will be assigned.

You will be listening back to your recording and transcribing what you and your classmate discuss during sessions, so please test your recording before your sessions to ensure that your 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 computer must be stored in a password-protected folder.

Zero Technology Policy:
There will be no computers, i-pads, or phone usage permitted during class time. As such, students are expected to take notes on paper during class time. Alternatively, students may access lecture notes via ELMS after class. Exceptions to the zero technology policy will be stated explicitly in class at the teacher’s discretion. Use of technology during class time will result in a deduction from participation grade.

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 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.
- 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 and growth as a helper throughout the semester (including your performance, biases, beliefs, opinions, and preferences)
- Further develop your ability to communicate effectively through 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.

**General 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 ready to participate (See attendance policy on pg. 7)
- Complete assigned readings and accompanying discussion questions before class.
- Turn in all assignments by the beginning of class on the specified due date.
- Raise questions, offer comments, respond with openness, respect, and intellectual curiosity
- Pose questions, concerns, and comments about the course to the instructor directly, during scheduled appointments or through written communication. The instructor will generally respond to emails within 24 hours Monday-Thursday, and within 48 hours, Friday-Sunday. **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 to be a beginning level course in peer counseling. You are not expected to have prior counseling experience. While it can be intimidating to participate, you will gain most from this class if you challenge your fears and push yourself to become an active and involved participant.

**General 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
Learning Assistance Services       2202 Shoemaker building       301-314-7693     http://www.counseling.umd.edu/LAS
Disability Support Services       0106 Shoemaker Building       301-314-7682       http://www.counseling.umd.edu/DDS/

Course Structure and Requirements

1) Student Discussion Leadership (10%)

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 course schedule below). Each of these days will include a 10-minute presentation/activity and 20-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 lead the class discussion for one of these six days.

The presentation should be a brief summary of this day’s reading materials and an activity. After the presentation, the group will respond to selected discussion questions posted by their classmates on ELMS. Additionally 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 will lead the whole class to discuss these questions. The groups’ discussion questions should be sent to the instructor via email or ELMS at least 24 hours prior to the start of the class. Hand-written questions will NOT be accepted. See ELMS for detailed directions. This will count as 10% toward your final grade.

2) Participation (10%)

Class Discussion:
During the semester and especially on group presentation days, students are expected to engage in class discussion. Students should prepare questions and thoughts pertaining to the class readings ahead of time and post these discussion questions on ELMS prior to class time. (See CLASS SCHEDULE for select dates when discussion questions are due).

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. This activity is intended to help students have some hands-on experiences of using the specific helping skill(s) under discussion. This activity is not graded, but will
be considered as part of the class participation grade. It’s strongly advised that you actively engage in these role plays since they are crucial in building up your peer helping skills.

**In Class Helping 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 these in class helping sessions. These sessions typically occur during Thursday class meetings. Students will be assigned to dyads or triads to practice the analogue helping sessions (the dyads or triads will be fixed throughout the semester), and will 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 self-reflection activity and a short large-group class discussion of the experiences during the session.

<table>
<thead>
<tr>
<th>Group Size</th>
<th>Helping session arrangement</th>
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<tbody>
<tr>
<td>Dyads (A and B)</td>
<td>(1) A: helper; B; helpee (15 min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td>Total: 40 min</td>
<td>(2) B: helper; A; helpee (15 min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td>Triads (A, B, and C)</td>
<td>(1) A: helper; B; helpee; C: observer (10 min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td>Total: 45 min</td>
<td>(2) B: helper; C: helpee; A: observer (10 min) &amp; Processing, feedback, and discussion (5min)</td>
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<td></td>
<td>(3) C: helper; A: helpee; B: observer (10 min) &amp; Processing, feedback, and discussion (5min)</td>
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</tbody>
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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. However, students often do choose to disclose personal concerns during participation in the practice of peer counseling skills.

This activity will not be graded, but to meet the course requirement, each student needs to attend at least 5 (out of the 6) in class helping sessions throughout the semester.

**Self Reflection and Exit Tickets:**

Self-reflection on your beliefs about yourself as a counselor can be a positive experience and tool for improvement. During the end of the class period (usually Wednesdays, after your in class helping sessions) you will be asked to fill out a self-evaluation and reflection on your experience as a student counselor. **This will serve as your “exit ticket” for that day and will be used to determine part of your participation points.** Students are only required to complete these surveys for credit – responses will not be graded since the exercise is intended to be reflective – there are no right or wrong answers to any of the questions.
3) “Helping Session Day” Transcription and Analysis (30 % of final grade; 15 % each)

Audio-Taped Session #1 and #2: Transcript and Tables

We will meet in BPS Rm. 2150 on Monday, 2/9 for the first peer counseling session, and on Wednesday, 4/15 for the second peer counseling session. Make sure to practice using your audio recorder prior to class. On Helping Session Day, 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 to tape 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. This assignment is graded Pass or Fail. See ELMS for detailed instructions.

Session #2

For this session, you will analyze at least 20 speaking turns from the 15-minute session.

As part of this assignment, you will include a 1-2 page reflection comparing your growth as a helper from Session #1 to Session #2. This assignment is graded on a point system. See ELMS for detailed instructions.

The Session #1 Transcript and Tables will be due via ELMS at the start of class on 3/11. The Session #2 Transcript and Tables will be due via ELMS at the start of class on 5/6.

4) Tests (30 % of final grade; 10% each)

Throughout the course, you will take three tests on the three main counseling theories that relate to the Helping Skills model. These tests will assess general knowledge of each theory, as well as your ability to apply the theory and think critically about it. These tests are closed book, will be taken online over ELMS, and must be completed before the deadline. (SEE CLASS SCHEDULE):

Test #1: Person-centered Theory – 3/4
Test #2: Psychoanalytic Theory – 4/6
Test #3: Cognitive Behavioral Theory – 4/27

5) Final Exam (20%)

There will be an in class final exam covering all course material on (5/11). There will also be a take home essay portion, to be completed online, due at exam time.

NOTE: The grade students earn on written work will be based on the quality of the material produced. Students do not earn points by simply turning in an assignment. Students will be continue to be judged by their ability to communicate both orally and in writing at every stage of their educational/career lives, and are encouraged to improve their writing skills through use of the excellent and free resources available on campus.
Course Evaluation

- In accordance with the undergraduate catalog, a grade of I (Incomplete) is assigned only for work which has been of passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the time frame of the semester. Students for whom special circumstances may warrant an Incomplete must discuss this matter with the instructor before the last day of class. Awarding a grade of Incomplete requires that the student and the instructor sign and file with the University a written contract that indicates (a) what needs to be completed to fulfill the contract, (b) the deadline for completion, and (c) what grade will result automatically if the deadline is not met.

- Academic integrity is the foundation of learning. The university has approved a Code of Academic Integrity available on the web: http://www.studenthonorcouncil.umd.edu/code.html. The code outlines prohibitions on cheating on the exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Students who engage in academic dishonesty on an assignment for this class will receive an F (0 points) for that assignment and may receive an F in the course. There will be no warnings. All instances of academic dishonesty will be reported to the Honor Council of the Office of Judicial Programs for further action. The standard sanction for such a violation is an XF on your transcript, which stands for failure due to academic dishonesty.

Overall Grade Breakdown

Discussion Leadership (10%)
Participation (10%)
Test #1: Person-centered theory (10%)
Test #2: Psychodynamic theory (10%)
Test #3: Cognitive-behavioral theory (10%)
Session #1: Transcript and Tables (15%)
Session #2: Transcript and Tables (15%)
Final Exam (20%)

Grading Scale (Percentage Points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100 – 98</td>
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<tr>
<td>A</td>
<td>97 – 93</td>
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<tr>
<td>A-</td>
<td>92 – 90</td>
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<tr>
<td>B+</td>
<td>89 – 87</td>
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<tr>
<td>B</td>
<td>86 – 83</td>
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<tr>
<td>B-</td>
<td>82 – 80</td>
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<tr>
<td>C+</td>
<td>79 – 77</td>
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<tr>
<td>C</td>
<td>76 – 73</td>
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<tr>
<td>C-</td>
<td>72 – 70</td>
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<tr>
<td>D</td>
<td>70 – 60</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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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 inform the instructor within the first 3 weeks of the semester (by 9/20) of any needed accommodations. It is 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/
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>1/26</td>
<td>Course Overview Syllabus Introductions</td>
<td></td>
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<tr>
<td>1/28</td>
<td>Introduction to Counseling 3-Stage Model Introduction</td>
<td>Hill, Ch. 1 and Ch. 2</td>
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<tr>
<td>2/2</td>
<td>Counselor Ethics and Values Sign up for Discussion Leadership</td>
<td>Hill, Ch. 3</td>
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<tr>
<td>2/4</td>
<td>Self Awareness and Reflection Mindfulness</td>
<td>Hill, Ch. 4 Germer(2004)</td>
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<td>2/9</td>
<td>Helping Session Day Biopsychology Building 2150</td>
<td></td>
<td>Complete Helping Session 1</td>
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<tr>
<td>2/11</td>
<td>Review Transcript and Tables Assignment</td>
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<td>2/16</td>
<td>Person Centered/humanistic counseling Carl Rogers Video and Discussion</td>
<td>Rogers (1992)</td>
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<td>2/18</td>
<td>Overview of Exploration Stage Group 1 leads discussion</td>
<td>Hill, Ch. 6</td>
<td>Post discussion questions on ELMS</td>
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<tr>
<td>2/23</td>
<td>Attending and listening skills</td>
<td>Hill, Ch. 7</td>
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<tr>
<td>2/25</td>
<td>Exploring thoughts and feelings</td>
<td>Hill, Ch. 8 and 9</td>
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<tr>
<td>3/2</td>
<td>“Catch up” day Integrating the exploration skills;</td>
<td>Hill, Ch. 10</td>
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<tr>
<td>3/4</td>
<td>In class helping session</td>
<td></td>
<td>Person-centered theory: Test 1</td>
</tr>
<tr>
<td>3/9</td>
<td>Video: Clara Hill – Exploration</td>
<td>Hill, Ch. 10</td>
<td>Post discussion questions on ELMS</td>
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<tr>
<td>3/11</td>
<td>Psychodynamic Counseling and Video;</td>
<td>Shedler (2010)</td>
<td>Transcript and Tables #1 Due</td>
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<td>3/23</td>
<td>Overview: Insight Stage</td>
<td>Hill, Ch. 11 and 12</td>
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<tr>
<td>3/25</td>
<td>Insight Skills</td>
<td>Hill, Ch. 13</td>
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<tr>
<td>Date</td>
<td>Topic/Activity</td>
<td>Notes</td>
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<td>3/30</td>
<td>In class helping session</td>
<td>Immediacy</td>
<td>Hill, Ch. 14</td>
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<td>4/1</td>
<td>Integrating the Insight Skills Video, Clara Hill</td>
<td>In class helping session</td>
<td>Hill, Ch. 15</td>
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<td>4/8</td>
<td>Overview of action stage, Video, Albert Ellis</td>
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<td>Hill, Ch. 16</td>
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<td>4/13</td>
<td>Actions Skills</td>
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<td>Hill, Ch. 16</td>
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<td>4/15</td>
<td>Helping Session Day Biopsychology Building 2150</td>
<td>In class helping session</td>
<td>Complete Helping Session 2</td>
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<td>4/20</td>
<td>Steps for Action</td>
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<td>Hill, Ch. 17</td>
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<td>4/22</td>
<td>Integrating the action skills Video: Clara Hill; Action</td>
<td>In class helping session</td>
<td>Hill, Ch. 18</td>
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<td>4/27</td>
<td>Integrating the three stages</td>
<td>Group 4 leads discussion</td>
<td>Hill, Ch. 19</td>
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<td>4/29</td>
<td>Multicultural Counseling</td>
<td></td>
<td>Hill Ch. 5; TBD</td>
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<tr>
<td>5/4</td>
<td>Termination</td>
<td>Group 5 leads discussion</td>
<td>Hill, pgs. 429-440</td>
</tr>
<tr>
<td>5/6</td>
<td>Review, Wrap up</td>
<td>In class helping session</td>
<td>Transcript and Tables #2 Due</td>
</tr>
<tr>
<td>5/11</td>
<td>Final Exam (in class)</td>
<td></td>
<td>Take-Home Final Essay</td>
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*Note: Instructors reserve the right to make changes to the syllabus as needed*


