"We rise by lifting others." - Robert Ingersoll
Instructor: Taylor Morris

Contact: Contact me through ELMS. If ELMS is down/not working, use email.

Email: Trm12@terpmail.umd.edu

Meeting Times: (Tuesday/Thursday) 11:00-12:15

Location: EDU2102

Office Hours: By Appointment

Required Texts


A small number of articles will also be assigned. 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 must obtain a working audio recorder to record helping sessions with a classmate; any digital/audio recorder (smart phone, audio recorder, laptop, etc.) that allows you to transfer recordings to portable devices (such as USB, etc.) is acceptable.

Please test your recorder before your sessions to ensure that voices are audible and play back at normal speed. If the recording is inaudible, 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 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.
• Reflect on your unique identity as a helper (including your biases, beliefs, opinions, and preferences).
• Integrate the practice of helping skills into your professional field of study.

***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. ***

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, and case examples.

Specifically, you are expected to:

• Come to class regularly, on time, and be ready to participate.
• Do assigned readings before class (especially on days where students present!)
• 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. ***
GENERAL REQUIREMENTS REGARDING COURSE ASSIGNMENTS

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

ASSIGNMENTS

1. **ROLE PLAY OF HELPING SKILLS & CLASS PARTICIPATION (15% OF FINAL GRADE)**

You will be evaluated on:

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

**In-Class Skills Practice/Role-Plays** - All students are expected to participate in the helping skills role-plays during class. Students do such role-plays in pairs (or triads), and each member should rotate to be both the helper and helpee (in the case of triads, the third one assumes observer). The intent of these exercises is to provide students with some hands-on experience using the specific helping skill(s) under discussion. It is important that you actively engage in these role-plays, as they are crucial in developing your peer helping skills.

2. **TWO HELPING SESSIONS AND TWO LAB REPORTS (20% OF FINAL GRADE; 10% EACH)**

Each student **MUST** attend each of the two lab sessions throughout the semester and complete a lab report for each. These sessions occur during Tuesday class meetings on 9/13 and 11/15 in room 2150 of the Biopsychology Building. A guided rubric for these lab reports is available on ELMS. If any student cannot make these dates they **MUST** make them up at a later date. These helping sessions are a **course requirement**.

Students will be grouped in pairs (or triads) and will rotate to be the helper and helpee (in the case of triads, there is an observer). The groups should remain the same for both sessions. The whole process lasts 40-45 minutes in the format specified in the table below, and is followed by the lab report and large-group class discussion of the experiences. These sessions must be recorded with audio recorders.

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

Each student will fill out two SPOM (Session Process and Outcome Measures) sheets per session (one as helper and one as helpee). After the session, trade forms so that you have both your self-evaluation and peer evaluations. Make sure to scan and upload them to ELMS by the due date of the lab reports. Lab reports must be submitted to elms by the beginning of class on the due date. You may use these results to guide your writing in your lab reports, and you will be required to use them for your final paper. **You will not be graded on your SPOM scores, but submission is required to receive a grade for the lab reports.**

**Due Dates:**

*Lab Report 1 + SPOM sheets: 9/27/2016*

*Lab Report 2 + SPOM sheets: 12/1/2016*

**3. STUDENT PRESENTATIONS AND DISCUSSION (15% OF FINAL GRADE)**

Students will sign up in groups of 3 (or 4) to deliver a topic presentation and lead the class discussion for one of five selected topics from the textbook (SEE CLASS SCHEDULE BELOW). Each of these will include a **30-minute presentation** and **15-min class discussion**.

**A Successful Presentation (30 minutes):**

- defines the specific skills relevant to the readings
- discusses how and why they would be used
- demonstrates/provides examples of their use
- discusses cultural considerations (e.g. In some cultures, people don’t like to discuss feelings, so “probe for feeling” might not be the best skill for them, etc.)

- incorporates group insight and reactions to the skills and how they might be used (e.g., what’s your reaction to the skills/topics discussed? Do YOU agree that they are effective? If so, why? If not, what could be improved upon?)

Finally, the presentation should engage the audience through appropriate use of PowerPoint slides, videos and/or exercises/activities (i.e., it shouldn’t just be a boring lecture. Do an activity. Ask questions. Do a role play. Surprise the class!)

**A Successful Discussion (15 minutes):**

- After the presentation, each member of the group comes up least one thoughtful question that can spur discussion in the class.

- The **whole group** will lead the class to discuss these questions.

- Each member of the group will make an active effort to engage the class in the discussion.

Finally, the presentation PowerPoint and discussion questions should be submitted via ELMS at least **24 hours prior to the start of the class.**

**Group Grades Policy:**

All members of group will receive the same grade, with the exception of a possible 5% deduction based on “effort/contribution”, as determined by fellow group members. Group members will complete peer evaluations (provided by the instructor), grading other members’ contributions to the project/presentation as either “Satisfactory” or “Unsatisfactory”, and will have the opportunity to comment. **Any student who receives an evaluation of “Unsatisfactory” from two or more other group members may be subject to a 5% decrease in his/her presentation grade.**

All students not presenting on these days are still expected to read the prescribed text and 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.

**Due Dates: See Course Schedule Below**

4. **FINAL PAPER (20% OF FINAL GRADE)**

Following the two analogue sessions and corresponding lab reports, you will be required to complete an integrative reflection paper assessing their unique understanding, integration, and application of peer helping skills.

**You will reflect on:**

a) your personal theory of helping, utilizing one or more of the three theories covered in class (or an alternative theory, with instructor approval)
b) your experiences (e.g., strengths, weaknesses) utilizing helping skills this semester

c) how you might integrate helping skills into your professional field of study.

Students are expected to demonstrate a purposeful and knowledgeable understanding of course material in this paper. Refer to the assignment rubric on ELMS for further Details.

This paper should be 7-10 double-spaced typed pages long with 12-pt font and 1-inch margins on each side (not including the cover page, reference page, and SPOM forms). 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.

Due Date: 12/8

5. QUIZZES (15% 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. They will be in multiple choice format. These quizzes will be time-limited, online on ELMS, and administered on the following topics:

Quiz #1: Intro to Counseling, Ethics, and Person-centered Theory – Available 10/4 – 10/11

Quiz #2: Psychoanalytic Theory – Available 10/25 – 11/1

Quiz #3: Cognitive Behavioral Theory – Available 11/29 – 12/7

6. FINAL EXAMINATION (15% OF FINAL GRADE)

The final examination will comprise of 30 multiple-choice questions. The questions will test your knowledge and understanding about the helping skills we have learned in this semester. These will resemble the multiple-choice questions from your quizzes. This will be an online, open-book exam graded on a 0-100 scale according to the correctness of students’ responses. There will be a 90-minute time limit. Fair warning: As you would have learned from the quizzes by this point, 3 minutes per question is not a lot of time to go searching through your textbook for answers. I strongly advise you to study beforehand.

Due: 12/15

OVERALL GRADE BREAKDOWN

1.

Summary of “Products” Required for Each Student

- Class Participation: 15%
- Presentation & Discussion Leading: 15%
• 2 Helping Sessions & Lab Reports: 20%
• 3 Quizzes: 15%
• Final Paper: 20%
• Final Exam: 15%

GRADING SCALE (PERCENTAGE POINTS)

- A + 100 – 97
- A 96 – 93
- A - 92 – 90
- B + 90 – 87
- B 86 – 83
- B - 82 – 80
- C + 80 – 77
- C 76 – 73
- C - 72 – 70
- D 70 – 60
- F < 60

EXTRA CREDIT (UP TO 15% ADDED TO FINAL GRADE)

You have two opportunities for extra credit in this class. Note: If you do not turn in a major assignment (Lab Report, Final Paper, Final, etc.). You are not eligible to do the extra credit.

3-Chapter Text Book Outlines:

To raise your final grade, you can do outlines of the chapters in the Hill (2014) textbook. For each group of three chapters, you will receive 2% added on to your final grade. There are 6 groups of three chapters. Thus, you can raise your final grade by 12% if you complete all the outlines.

Here are the guidelines:

- Each outline must be at least 300 words per chapter and typed.
- Each outline must be bullet pointed (I care about you covering important definitions, concepts, and examples. You don’t need to write an essay about minor details/statistics).
- Each outline must cover at least some material from the whole chapter (i.e. don’t write an awesomely detailed outline about the first three pages of the chapter).
- Outlines must be submitted in groups of three chapters (Thus, a total of at least 900 words). You must select from the groups below (i.e. don’t do a random group of three chapters).

The groups are:
Chapters: 1-3, 4-6, 7-9, 10-12, 13-15, and 16-18

Once you have completed your outlines, submit them on ELMS. On the ELMS “assignments” tab you will find an “extra credit” category. Submit your outlines on the “assignment” that corresponds to the book chapters you outlined. If you want guidance on how to do the outlines, I will upload a sample chapter outline to ELMS under “course files.”

Participating as a Volunteer Client:

You have the opportunity to volunteer as a client for doctoral students who are just beginning their training as counselors. If you choose to volunteer, you will be given 3% extra credit towards your final grade. More details will come as the program begins to operate (around October 1st). Note: If you have a very busy and/or unreliable schedule, do NOT rely on this option for extra credit. It requires consistent attendance.

GENERAL COURSE POLICIES

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](http://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.

**CONFIDENTIALITY AND 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](http://www.counseling.umd.edu/DSS)

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<thead>
<tr>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings and Assignments</th>
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</table>
| W1: 8/30 | ♦ Introduction to the course.  
♦ Going over the syllabus.  
♦ Introduction to counseling and peer helping. | NA                       |
| W1: 9/1  | ♦ Introduction to the three-stage model.  
♦ Student signing up for topic presentation and discussion leading. | Hill: Ch.1, 2            |
| W2: 9/6  | ♦ Ethical and professional issues in helping professions: ethics, multicultural issues, and growth. | Hill: Ch. 3, 5           |
| W3: 9/13 | ♦ Helping Session Lab #1 (BPS 2150)                                                   | Complete Helping Session #1. |
♦ Effective attending and practice. | Hill: Ch. 4               |
| W4: 9/20 | ♦ Exploration stage: overview and theoretical basis.  
♦ Exploration skills—exploring thoughts and feelings.  
♦ Exploration skills—general attending. | Hill Ch. 6, 7             |
| W4: 9/22 | ♦ Exploration skills—exploring thoughts and feelings.  
♦ Overview of Study. | Practice                  |
| W5: 9/27 | ♦ Introduction to mindfulness practice.  
♦ Forming dyads/triads for in-class practice helping sessions.  
♦ Small talk and discussion about conducting a helping session. | First Lab Report Due     |
♦ Big-group discussion and processing. | Practice                  |
| W6: 10/4 | ♦ Exploration skills: integration.  
♦ Video: Clara Hill, exploration. | Hill: Ch. 9, 10           |
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<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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| W6: 10/6 | ✷ Analogue helping session: exploration.  
          ✷ Big-group discussion and processing. | Quiz #1 Open  
                                                                              Student Group #1 presents and leads discussion. |
| W7: 10/11 | ✷ Insight stage: overview and theoretical basis.  
            ✷ Psychodynamic theories and insight stage. | Practice  
                                                                              Hill: Ch. 11, 12  
                                                                              Student Group #2 presents and leads discussion. |
| W7: 10/13 | ✷ In-class practice helping session: insight.  
            ✷ Big-group discussion and processing. | Practice                                      |
| W8: 10/18 | ✷ Insight skills: challenge and interpretation. | |
| W8: 10/20 | ✷ In-class practice helping session: insight.  
            ✷ Big-group discussion and processing. | Practice                                      |
| W9: 10/25 | ✷ Insight skills: immediacy. | Quiz #2 Open  
                                                                              Hill: Ch. 14 |
| W9: 10/27 | ✷ In-class practice helping session: insight.  
            ✷ Big-group discussion and processing. | Practice                                      |
| W10: 11/1 | ✷ Insight skills: integration.  
            ✷ Video: Clara Hill, insight. | Practice  
                                                                              Hill, Ch. 14, 15  
                                                                              Student Group #3 presents and leads discussion. |
| W10: 11/3 | ✷ Action stage: overview and theoretical basis.  
            ✷ Cognitive-Behavioral Therapy and action stage.  
            ✷ Action stage: four action tasks. | Practice  
                                                                              Hill, Ch. 15  
                                                                              Student Group #4 presents and leads discussion. |
| W11: 11/8 | ✷ In-class practice helping session: action.  
            ✷ Big-group discussion and processing. | Practice                                      |
| W11: 11/10 | ✷ Action stage: integration.  
            ✷ Video: Clara Hill, action | Practice  
                                                                              Hill: Ch. 16, 17  
                                                                              Student Group #4 presents and leads discussion. |
| W12: 11/15 | ✷ Helping Session Lab #2 (Date subject to change) (BPS 2150) | Complete Helping Session #2.  
                                                                              Practice                                      |
| W12: 11/17 | ✷ Integrating the three-stage model. | Practice  
                                                                              Hill, Ch. 18, 19 |
| W13: 11/22 | No class! Thanksgiving break! | No class! Thanksgiving break! |
### W13: 11/24

- In-class practice helping session: action.
- Big-group discussion and processing.

### W14: 11/29

- In-class practice helping session: integration, approaching termination.
- Big-group discussion and processing.
- Termination of the counseling session.

### W14: 12/1

- In-class practice helping session: integration, approaching termination.
- Big-group discussion and processing.
- Termination of the counseling session.

### W14: 12/8

- Final exam review & Wrap up

### W15: 12/6

- Overall review of the course.
- Termination of the course.
- Student evaluation and feedback.
- In-class practice helping session: action.
- Big-group discussion and processing.

### W15: 12/8

- Final exam review & Wrap up

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

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### STUDENT RESOURCES

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

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

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

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

### COURSE REFERENCE LIST


