“The curious paradox is that when I accept myself just as I am, then I can change.”

–Carl Rogers

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”

–Viktor Frankl

“Do your little bit of good where you are; it’s those little bits of good put together that overwhelm the world.”

–Desmond Tutu

Instructor: Ryan Sappington
rsapp7@umd.edu

Meeting Times: Mondays and Wednesdays, 9:30-10:45
Location: LeFrak 1201

Office Hours: Office hours available by appointment on Mondays, Tuesdays, and Thursdays

LOGISTICAL INFORMATION

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/peer-counseling 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 or phone to record, as long as the quality of the sound is adequate. If sessions are recorded on your laptop/phone, you must password protect all recording files. You will be listening back to your recording and submitting several papers reflecting on 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, 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).
• Integrate the practice of helping skills into your professional field of study.
• 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. I 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 that I may not respond to emails containing questions sent within 24 hours before an assignment is due.

COURSE STRUCTURE: REQUIREMENTS, ASSIGNMENTS, AND GRADES

Note: While this syllabus is relatively comprehensive and detailed in outlining the course assignments/schedule, the instructor reserves the right to make changes throughout the semester, depending on the flow of the course. Students will be notified ahead of time if such changes are made.
GENERAL REQUIREMENTS REGARDING COURSE ASSIGNMENTS

- Unless otherwise specified, assignments are due in hard copy at 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.

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 (15% 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.

Students will select one of five-six classes during the semester 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 15-minute class discussion on the topics and readings for that day. Each student will sign up in groups of 3-4 to do a topic presentation and lead the class discussion for one of these six days.

The presentation should be a lecture about this day’s reading materials, plus the group’s 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. For specific details of what is expected for this assignment, refer to this assignment’s grading rubric. 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 15% toward your final grade. 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 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. **CLASS PARTICIPATION: ATTENDANCE, ENGAGEMENT, DISCUSSION, IN-CLASS ROLE PLAY/PRACTICE OF HELPING SKILLS (15% OF FINAL GRADE)**

Along with reading and discussion, students are also expected to practice the specific helping skills in role-plays during class. This is not the same as the analogue helping sessions (see below). The role-plays typically occur during 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, 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. When playing the role of “helpee” during these sessions,
students will talk about a minor personal issue of their choice, such as an interpersonal issue (examples include roommate problems, romantic relationship troubles, etc.), sources of stress, or 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 real-life concerns during participation in the practice of peer counseling skills, as this typically leads to a more rewarding learning experience for both helper and helpee.

Students will need to attend at least 96% of all class sessions to receive full attendance credit. This allows you a free pass to miss one class without having to provide an excuse (not applicable to Analogue Helping Sessions or your Group Presentation day). This does not apply to excused absences (those don’t count against you) as long as you have provided documentation and meet the university’s criteria. I’m happy to upload all powerpoint slides to ELMS, on the condition that overall attendance stays high. Please see the “Participation Rubric” for additional information on graded aspects of participation (attendance, technology use, engagement, etc.).

3. TWO ANALOGUE HELPING SESSIONS AND TWO LAB REFLECTION PAPERS (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 two analogue helping sessions. These sessions typically occur during 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). Students will complete a “Session Process and Outcome Measure” (SPOM) for each session in which they act as a helper and a client. Helpers will take SPOM forms from a given session with them to aid in writing the final paper for the class (see below). The whole analogue helping session process lasts 40-45 minutes in the format specified in the table below, and is followed by a reflection paper and 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 format</th>
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<tbody>
<tr>
<td>Dyads (Person A and Person B)</td>
<td>(1) Helper: A, Helpee: B (15min), followed by processing, feedback, and discussion (5min); Helper A completes SPOM “Helper” form, Helpee B completes SPOM “Client” form (Helper A takes both forms home at end of day)</td>
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<tr>
<td>Total: 40min</td>
<td>(2) Helper: B, Helpee: A (15min), followed by processing, feedback, and discussion (5min); Helper B completes SPOM “Helper” form, Helpee A completes SPOM “Client” form (Helper B takes both forms home at end of day)</td>
</tr>
<tr>
<td>Triads (Person A, Person B, and Person C)</td>
<td>(1) Helper: A, Helpee: B, Observer: C (10min), followed by processing, feedback, and discussion (5min); Helper A completes SPOM “Helper” form, Helpee B completes SPOM “Client” form (Helper A takes both forms home at end of day)</td>
</tr>
<tr>
<td>Total: 45min</td>
<td>(2) Helper: B, Helpee: C, Observer: A (10min), followed by processing, feedback, and discussion (5min); Helper B completes SPOM “Helper” form, Helpee C completes SPOM “Client” form (Helper B takes both forms home at end of day)</td>
</tr>
<tr>
<td></td>
<td>(3) Helper: C, Helpee: A, Observer: B (10min), followed by processing, feedback, and discussion (5min); Helper C completes SPOM “Helper” form, Helpee A completes SPOM “Client” form (Helper C takes both forms home at end of day)</td>
</tr>
</tbody>
</table>
As helpees in these sessions, students will be asked to talk about a minor personal issue of their choice, such as an interpersonal issue (examples include roommate problems, romantic relationship troubles, etc.), sources of stress, or 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.

**LAB REPORTS/REFLECTION PAPERS**

To meet the course requirement, each student needs to attend TWO analogue sessions throughout the semester, complete SPOM forms for each session, and complete a lab report/reflection paper (3-5 pages) for each. If, under extreme circumstances (i.e., illness, etc.), you have to miss one or more of the scheduled analogue helping sessions, you are responsible for making it up with a classmate and submitting a report. Please contact the instructor to coordinate a make-up as well as a due date for the lab report. A guided rubric for these lab reports will be provided by the course instructor. Each lab report/reflection paper will be worth 10% of your final grade (20% total for both reports). Students are to include the following statement at the beginning of each lab report:

**Student Honor Pledge**

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

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

Students will be required to complete a final integrative reflection paper, building off their previous two lab reports, and assessing their unique understanding, integration, and application of peer helping skills. Students will be asked to reflect on a) their personal theory of helping, utilizing one of the three theories covered in class (or an alternative theory, with instructor approval), b) their experiences (e.g., strengths, weaknesses) when it came to using helping skills this semester, and c) how they might integrate helping skills into their professional field of study. Students are expected to demonstrate a purposeful and knowledgeable understanding of course material in this paper. A guided rubric for this final paper will be provided by the course instructor. This paper should be 7-10 double-spaced typed pages with 12-pt font and 1-inch margins on top, bottom, and both sides (page count does not include the cover page, reference page, and SPOM forms).

*If you have any questions or issues regarding this assignment, please email me AT LEAST 48 hours (2 days) before the assignment is due. If you email within 48 hours of the due date, I may not be able to respond in time.*

Students are to include the following statement at the beginning (cover page) of their final paper:

**Student Honor Pledge**

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

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**5. QUIZZES (15% OF FINAL GRADE)**

Throughout the course, you will take three quizzes on the three main stages and 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 guidelines for these three quizzes beforehand. **These quizzes will be time-limited, online, open-book, and administered on the following topics** (for dates, see class schedule):

1. Quiz #1: Exploration Stage/Person-Centered Theory/Ethics/Cultural Competence (5%)
2. Quiz #2: Insight Stage/Psychoanalytic Theory (5%)
3. Quiz #3: Action Stage/Cognitive Behavioral Theory (5%)
These quizzes will mostly be in the multiple-choice format, and will be graded on a 0-100 percent scale according to the number of correct responses out of the total.

6. FINAL EXAMINATION (15% OF FINAL GRADE)

The final examination will comprise multiple-choice questions and short-answer questions. The 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 (unlike the quizzes). Exams will be administered on paper and will be filled out by hand within the normal class period.

OVERALL GRADE BREAKDOWN

1. Topic presentation and discussion leading (in groups; 15% of final grade).
2. Participation: attendance, in-class engagement, discussion, role-play of helping skills (15% of final grade)
3. Participation in two analogue helping sessions and completion of two corresponding lab reports/reflection papers. If you have to miss a session, a make-up session is required (20% of final grade)
4. Final paper (20% of final grade).
5. Average grade across three quizzes on basic counseling theories (15% of final grade)
6. Final Exam (15% of final grade)
GRADING SCALE (PERCENTAGE POINTS)

- A + 100 – 98
- A 97 – 98
- A - 92 – 90
- B + 89 – 87
- B 86 – 83
- B - 82 – 80
- C + 79 – 77
- C 76 – 73
- C - 72 – 70
- D 70 – 60
- F < 60

GENERAL COURSE POLICIES

ATTENDANCE, 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.

See this link for more information on course-related policies at the University of Maryland:
http://www.ugst.umd.edu/courserelatedpolicies.html
USE OF TECHNOLOGY
Students may use computers and other electronic devices for note taking. Unless approved by the instructor, electronic devices such as computers and phones should not be used for other purposes since doing so can detract from the learning environment.

EMAIL COMMUNICATION
I will often use email to communicate with students. Students are responsible for making sure that I have the email address they use most consistently, as well as for tracking email and responding in a timely manner if necessary. I also have an expectation that students communicate in a professional manner over email. I will probably not respond to an email that reads something like this: “hey. i sent u my paper this am. did u get it. :)

ACADEMIC INTEGRITY/HONESTY
Students are expected to abide by campus Code of Academic Integrity, which is administered by the Student Honor Council (see www.shc.umd.edu). Students are responsible for upholding these standards for this course, and for understanding the consequences of cheating, fabrication, facilitation, and plagiarism. Violations of the Code may result in failure of an assignment, exam, or course, depending on the severity of violation. All violations will be reported to the Student Honor Council. Students will be required to include (or confirm) the following statement on each assignment, quiz, or exam submitted for grading:

Student Honor Pledge
I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

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.

COURSE-EVAL-UM FOR FALL 2016
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of the academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University. CourseEvalUM will be open for you to complete your evaluations for fall semester courses towards the end of the semester. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

CONFIDENTIALITY 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)

In the discussion of the therapeutic process and related issues, it is often necessary to explore terminology and concepts that, on occasion, may make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the counseling process. If you become particularly distressed about any discussion, please speak to me immediately.

MULTICULTURAL/DIVERSITY STATEMENT
The university and the department are committed to creating a multicultural education environment, which is broadly defined as a place where diversity and opinions are respected. All faculty members strive to integrate multicultural and diversity issues in their courses in ways that are relevant to course content and process. It is hoped that students will contribute their unique perspectives to this effort by considering and raising issues related to multiculturalism and diversity and respecting others’ worldviews throughout this course.

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 register with Disability Support Services (DSS) in Shoemaker Hall and to provide written documentation from DSS indicating appropriate accommodations. If you have a documented disability, and require accommodations, please discuss your needs with me by the third week of the semester. I am very responsive to the learning needs of students with disabilities. However, for legal reasons, I can only provide accommodations for students who give me a University of Maryland DSS Accommodation Form updated for the current semester. For more information about Disability Support Services, please visit: http://www.counseling.umd.edu/DSS
## COURSE SCHEDULE

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS AND ACTIVITIES</th>
<th>READINGS</th>
<th>DUE</th>
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<tbody>
<tr>
<td>W1: Mon 8/29</td>
<td>Introduction to the course</td>
<td>Hill: Ch. 1, 2</td>
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<td>Syllabus</td>
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<td></td>
<td>Intro to Counseling</td>
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<td>Intro to Three-Stage Model (Part 1)</td>
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<tr>
<td>W1: Wed 8/31</td>
<td>Intro to Three-Stage Model (Part 2)</td>
<td>Hill: Ch. 3</td>
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<tr>
<td></td>
<td>Ethics &amp; Professional Issues (Part 1)</td>
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<td></td>
<td>Sign up for Group Presentations</td>
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<tr>
<td>W2: Mon 9/5</td>
<td><strong>Labor Day – NO CLASS 😊</strong></td>
<td>N/A</td>
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<tr>
<td>W2: Wed 9/7</td>
<td>Ethics &amp; Professional Issues (Part 2)</td>
<td>Hill: Ch. 3, 4, 5</td>
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<td></td>
<td>Self- and Cultural Awareness</td>
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<td></td>
<td>Orientation to Analogue Helping Session 1 (next class) and First Reflection/Lab Paper</td>
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<tr>
<td>W3: Mon 9/12</td>
<td>Analogue Helping Session 1</td>
<td>N/A</td>
<td>Complete Analogue Helping Session 1</td>
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<tr>
<td></td>
<td><em>Go to BPS 2150 at 9:30am for today’s class. Bring audio recorder, informed consent, and both SPOM forms</em></td>
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<tr>
<td>W3: Wed 9/14</td>
<td>Discussion: Helping Session 1</td>
<td>Rogers (1992)</td>
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<td></td>
<td>Humanistic/Person-Centered Theory</td>
<td>Hill: Ch. 6</td>
<td></td>
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<tr>
<td>W4: Mon 9/19</td>
<td>Exploration Stage: Overview and Theoretical Basis</td>
<td>Hill: Ch. 6, 7</td>
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<td></td>
<td>Exploration Skills: Attending and Listening</td>
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<tr>
<td>W4: Wed 9/21</td>
<td>Exploration Skills: Exploring Thoughts</td>
<td>Hill: Ch. 8</td>
<td>Group #1 Presentation and Discussion</td>
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<td>Overview of Study</td>
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<tr>
<td>W5: Mon 9/26</td>
<td>Exploration Skills: Exploring Feelings</td>
<td>Hill: Ch. 9</td>
<td>Group #2 Presentation and Discussion</td>
</tr>
<tr>
<td>W5: Wed 9/28</td>
<td>Catch up (<em>if necessary</em>)</td>
<td>Mindfulness reading (TBA)</td>
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<td></td>
<td>Introduction to Mindfulness Practice</td>
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<tr>
<td>W6: Mon 10/3</td>
<td>Exploration Skills: Integration</td>
<td>Hill: Ch. 10</td>
<td>First Lab Report/Reflection Paper (from Analogue Helping Session 1) Quiz #1 Open</td>
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<td></td>
<td>Video: Clara Hill – Exploration</td>
<td></td>
<td>Quiz #1 Open</td>
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<tr>
<td>W6: Wed 10/5</td>
<td>Catch up (<em>if necessary</em>)</td>
<td></td>
<td>Quiz #1 Due</td>
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<td></td>
<td>Exploration Practice: In-Class</td>
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<td></td>
<td>Big-group Discussion and Processing</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>References</td>
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<tr>
<td>W7: Mon 10/10</td>
<td>Insight Stage: Overview and Theoretical Basis &lt;br&gt;Psychodynamic Theories</td>
<td>Shedler (2010) &lt;br&gt;Hill: Ch. 11</td>
<td></td>
</tr>
<tr>
<td>W7: Wed 10/12</td>
<td>Insight Practice: In Class &lt;br&gt;Big-group Discussion and Processing.</td>
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<tr>
<td>W8: Mon 10/17</td>
<td>Insight Skills: Challenging Clients to Foster Awareness</td>
<td>Hill: Ch. 12 &lt;br&gt;Group #3 Presentation and Discussion</td>
<td></td>
</tr>
<tr>
<td>W8: Wed 10/19</td>
<td>Insight Practice: Practicing Awareness and Challenging &lt;br&gt;Big-Group Discussion and Processing.</td>
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<tr>
<td>W9: Mon 10/24</td>
<td>Insight Skills: Skills for Facilitating Insight &lt;br&gt;- Open Questions &lt;br&gt;- Interpretations &lt;br&gt;- Disclosures</td>
<td>Hill: Ch. 13 &lt;br&gt;Group #4 Presentation and Discussion</td>
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<tr>
<td>W9: Wed 10/26</td>
<td>Insight Skills: Immediacy &lt;br&gt;Insight Practice: Immediacy &lt;br&gt;Big-Group Discussion and Processing.</td>
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<td>W10: Mon 10/31</td>
<td>Insight Skills: Integration &lt;br&gt;Video: Clara Hill – Insight</td>
<td>Hill: Ch. 14, 15 &lt;br&gt;Quiz #2 Open</td>
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<tr>
<td>W10: Wed 11/2</td>
<td>Cognitive Behavioral Therapy &lt;br&gt;Video: Albert Ellis</td>
<td>NIH (2013); Burns (CBT) &lt;br&gt;Quiz #2 Due</td>
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<tr>
<td>W11: Mon 11/7</td>
<td>Action Stage: Overview and Theoretical Basis &lt;br&gt;Cognitive-Behavioral Therapy &lt;br&gt;Action Stage: 4 Action Tasks (Part 1)</td>
<td>Hill: Ch. 16</td>
<td></td>
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<tr>
<td>W11: Wed 11/9</td>
<td>Action Stage: 4 Action Tasks (Part 2) &lt;br&gt;Action Practice &lt;br&gt;Big-Group Discussion and Processing.</td>
<td>Hill: Ch. 17 &lt;br&gt;Group #5 Presentation and Discussion</td>
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<tr>
<td>W12: Mon 11/14</td>
<td>Analogue Helping Session 2 &lt;br&gt;Go to BPS 2150 at 9:30am for today’s class. Bring audio recorder, informed consent, and both SPOM forms</td>
<td>Complete Analogue Helping Session 1</td>
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<tr>
<td>W12: Wed 11/16</td>
<td>Action Stage: Integration &lt;br&gt;Video: Clara Hill – Action</td>
<td>Hill: Ch. 18</td>
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<tr>
<td>W13: Mon 11/21</td>
<td>Integrating the Three-Stage Model</td>
<td>Hill: Ch. 19 &lt;br&gt;Quiz #3 Open</td>
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<tr>
<td>W13: Wed 11/23</td>
<td>Thanksgiving – NO CLASS 😔</td>
<td>N/A &lt;br&gt;Quiz #3 Due</td>
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<tr>
<td>W14: Mon 11/28</td>
<td>Action Practice &lt;br&gt;Big-group Discussion and Processing.</td>
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</tbody>
</table>
| W14: Wed 11/30 | ✦ Termination of the Counseling Session  
✦ Practice: Integration and Termination.  
✦ Big-group Discussion and Processing. | Reading about professional development (TBA) | Second Lab Report/Reflection Paper (from Analogue Helping Session 2) |
| W15: Mon 12/5 | ✦ Overall Review of the Course.  
✦ Termination of the Course.  
✦ Student Evaluation and Feedback.  
✦ Final Practice  
✦ Big-Group Discussion and Processing. | N/A | Final Exam Open Online |
| W15: Wed 12/7 | ✦ Wrap-Up  
✦ TBA | N/A | Final Paper Due |
| W16: Mon 12/12 | ✦ Final Examination Due  
✦ TBA | N/A | Final Exam Due by 11:59pm |

**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**