EDCP 310: PEER COUNSELING THEORY AND SKILLS

SECTION 0301, FALL 2016

Instructor: Julia Barlis  
Email: juliabarlis@gmail.com

Meeting Times: Tuesdays & Thursdays 2-3:15 PM  
Location: Architecture Building Room 1103

Office Hours: Office hours available by appointment.

REQUIRED MATERIALS


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

REQUIRED EQUIPMENT

One of the main objectives of this course is to give students hands-on practice in developing helping skills. You will be responsible for obtaining a functional audio recorder to record helping sessions with a classmate; any type of audio recorder that allows you to transfer recordings to portable devices is acceptable. You may use your laptop or cell phone to record, as long as the quality of the sound is adequate. You will be listening back to your recording and transcribing what you and your classmate discuss during the sessions, so please test your recorder before your sessions to ensure that voices are audible and play back at normal speed. If the recording is inaudible, the session recording will have to be repeated outside of class. Keep recordings in a secure location to safeguard confidentiality! Audio files saved on your computer or phone must be password-protected.

A note on the use of electronic devices in class: In order to meet its objectives, this class requires face-to-face communication among the students and instructor. Technology use (e.g., laptops, cellphones) should generally be avoided in class because it can create barriers to our engagement with one another. Where possible, note-taking should be done by hand. If laptops and related devices must be used, they should be used sparingly – and avoided altogether during group presentations, video demonstrations, class discussions, and practice sessions. Cell phones should be turned off and stowed during class. Appropriate use of technology will be a part of your participation grade in the class (see below).
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. 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 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.
- Students should include the following signed Student Honor Pledge at the bottom of every written assignment: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

If you have any questions or issues regarding an 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.

GRADING SCALE (PERCENTAGE POINTS)

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<th>Grade</th>
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OVERALL GRADE BREAKDOWN

1. Class Participation: 15%
2. Group presentation and Discussion: 15%
3. Quizzes: 15%
4. Formal Helping Session Lab Reports: 20%
5. Final Reflection Paper: 20%
6. Final Take-Home Exam: 15%

1. CLASS PARTICIPATION (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.

Attendance and Active Engagement: You are expected to complete readings before class, engage actively in class discussions, and refrain from unnecessary use of electronic devices. Attendance will be taken during each class and numerous absences will be reflected in your class participation grade.

In-class Practice Helping Sessions: Along with reading and discussion, students are also expected to practice specific helping skills in role-plays during class. The role-plays typically occur during Thursday class meetings.
The goal is to give students hands-on experience in using the specific helping skill(s) under discussion. Students do such role-plays in dyads (or triads), and each member will rotate to be both the helper and helpee (in the case of triads, the third one assumes observer). It’s important that you actively engage in these role-plays since they are crucial in building up your peer helping skills.

2. GROUP PRESENTATION AND DISCUSSION (15% OF FINAL GRADE)

Students will sign up in groups of 3 to deliver a topic presentation and lead the class discussion during one class meeting (see class schedule below). This will include a 30-minute presentation and 20-min class discussion on the topics and readings for that day.

The presentation should be a lecture about this day’s reading materials, plus the groups’ thoughts about them (e.g., critical comments, further elaboration, related interesting topics). Each member of the group will be responsible for coming up with at least one thoughtful question that can spur discussion, 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 including all discussion questions should be sent to the instructor via email at least 24 hours prior to the start of the class.

3. 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. These timed, online quizzes will be administered on the following topics (FOR DATES SEE CLASS SCHEDULE):

- Quiz #1: Person-centered Theory (5%)
- Quiz #2: Psychoanalytic Theory (5%)
- Quiz #3: Cognitive Behavioral Theory (5%)

These quizzes will be in the multiple-choice format, and will be graded on a 0-100 scale according to the correctness of students’ responses. They will be open book, but please note you will not have time to search for every answer during the quiz.

4. TWO FORMAL HELPING SESSIONS AND LAB REPORTS (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 formal helping sessions. These sessions typically occur during Thursday class meetings. Students sign up in dyads (or triads) and will rotate to be the helper and helpee. The whole process lasts 40-45 minutes and is followed by a large-group class discussion of the experiences. These sessions will be recorded with audio recorders.

Students will be asked to talk about a minor personal issue of their choice, 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, you 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 must
**attend each of the two formal helping sessions** throughout the semester and complete a **3-4 page lab report**
for each. A guided rubric for these lab reports will be provided.

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

At the end of the semester, students will be required to complete an integrative reflection paper 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) utilizing 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.

This paper should be 7-10 double-spaced typed pages with 12-pt font and 1-inch margins on each side (not
including the cover page, reference page, and SPOM forms). A guided rubric for this final paper will be
provided.

6. **TAKE-HOME FINAL EXAMINATION (15% OF FINAL GRADE)**

The **90 minute take-home final examination** will be taken on ELMS and will include 30 multiple-choice
questions. The 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. 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 that this will be an open-book exam, but advanced preparation will be necessary, as you will
not have time to search for every answer in the time allotted.

**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 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)

**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)

**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**
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<thead>
<tr>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>T 8/30</td>
<td>Course Overview: Syllabus and Introductions</td>
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<tr>
<td>Th 9/1</td>
<td>Introduction to Counseling: Introduction to 3-Stage Model</td>
<td>Hill: Ch.1, 2 Group Assignments for Discussion Leading</td>
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<tr>
<td>T 9/6</td>
<td>Counselor Values and Ethics, Cultural Awareness &amp; Reflection, Self-Awareness &amp; Reflection</td>
<td>Hill: Ch. 3-5</td>
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<tr>
<td>Th 9/8</td>
<td>Humanistic/Person-Centered Counseling Video: Carl Rogers</td>
<td>Rogers (1992)</td>
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<tr>
<td>Th 9/15</td>
<td>Discuss first helping session, review lab report assignment Effective attending and practice.</td>
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<tr>
<td>T 9/20</td>
<td>Exploration Stage: Overview and Theoretical Basis, Exploration Skills: Attending and Listening</td>
<td>Hill Ch. 6, 7 Group Presentation #1 (Ch. 7)</td>
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<tr>
<td>Th 9/22</td>
<td>Helping Skills Practice: Attending, Big Group Discussion</td>
<td>Practice</td>
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<tr>
<td>T 9/27</td>
<td>Exploration Skills: Exploring Thoughts and Feelings Quiz #1 Activated</td>
<td>Hill Ch. 8,9 Group Presentation #2 (Ch. 8)</td>
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<tr>
<td>Th 9/29</td>
<td>Helping Skills Practice: Exploration, Big Group Discussion</td>
<td>Practice</td>
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<tr>
<td>T 10/4</td>
<td>Exploration skills: integration, Video: Clara Hill, exploration.</td>
<td>Hill: Ch. 10 Quiz #1 Due</td>
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<tr>
<td>Th 10/6</td>
<td>Practice helping session: Exploration, Big-group discussion</td>
<td>Practice</td>
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<td>T 10/11</td>
<td>Psychodynamic Theory Insight Stage: Overview and Theoretical Basis</td>
<td>Hill: Ch. 11</td>
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<td>Shelder (2010)</td>
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<tr>
<td>Th 10/13</td>
<td>Practice helping session: Insight. Big-group discussion</td>
<td>Practice</td>
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<td>T 10/18</td>
<td>Insight skills: challenge and interpretation</td>
<td>Hill: Ch. 12, 13</td>
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<td>*Group Presentation #3 (Ch. 12)</td>
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<tr>
<td>Th 10/20</td>
<td>Practice helping session: Insight. Big-group discussion</td>
<td>Practice</td>
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<tr>
<td>T 10/25</td>
<td>Insight skills: immediacy Quiz #2 Activated</td>
<td>Hill: Ch. 14</td>
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<td>*Group Presentation #4 (Ch. 14)</td>
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<tr>
<td>Th 10/27</td>
<td>Analogue helping session: Insight. Big-group discussion</td>
<td>Practice</td>
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<tr>
<td>T 11/1</td>
<td>Insight skills: Integration Video: Clara Hill, insight</td>
<td>Hill, Ch. 15</td>
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<td>*Quiz #2 Due</td>
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<td>Th 11/3</td>
<td>Cognitive Behavioral Therapy Video: Albert Ellis</td>
<td>Hill, Ch. 15</td>
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<td>Gaudiano (2008), CBT Factsheet</td>
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<tr>
<td>T 11/8</td>
<td>Action Stage: Overview Steps for Action I</td>
<td>Hill, Ch. 16, 17</td>
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<td>*Group Presentation #5 (Ch. 17, First 2 action tasks)</td>
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<tr>
<td>Th 11/10</td>
<td>Steps for Action II Quiz #3 activated</td>
<td>Hill: Ch. 17</td>
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<td>*Group Presentation #6 (Ch. 17, Last 2 action tasks)</td>
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<td>T 11/15</td>
<td>Formal Helping Session 2: Biopsychology Building 2150 *Bring: Helper &amp; Client SPOM sheets, informed consent, recording device (cell phones OK)</td>
<td>Complete Helping Session #2. Practice</td>
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<tr>
<td>Th 11/17</td>
<td>Integrating Skills of the Action Stage Video: Clara Hill</td>
<td>Hill, Ch. 18</td>
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<td>*Quiz #3 due</td>
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<td>T 11/22 &amp;</td>
<td>No class- Happy Thanksgiving!</td>
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<td>Th 11/24</td>
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<tr>
<td>T 11/29</td>
<td>Helping Skills Practice: Action Big Group Discussion</td>
<td>Lab Report #2 due</td>
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<tr>
<td>Th 12/1</td>
<td>Integrating the Three Stage Model</td>
<td>Hill, Ch. 19</td>
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<tr>
<td>T 12/6</td>
<td>Wrap-up Review Activities</td>
<td>Practice</td>
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<tr>
<td>Th 12/8</td>
<td>No class: Final take-home exam must be completed on</td>
<td>Final Paper Due</td>
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ELMS by 11:59PM.

Final exam

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


