EDCP 310: PEER COUNSELING THEORY AND SKILLS

SECTION 0601, FALL 2016

LOGISTICAL INFORMATION

Instructor: Nicole Gosnell

Contact: ngosnell@umd.edu

Meeting Times: Tuesday/Thursday 1:00pm-2:15pm

Location: Lefrak Hall, Room 1222

Office Hours: Office hours available by appointment.

Required Text


Other Required Readings

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

Required Equipment

One of the main objectives of this course is to give students hands-on practice in developing helping skills. You will be responsible for obtaining a functional audio recorder to record helping sessions with a classmate; any type of digital or other audio recorder that allows you to transfer recordings to a personal computer or portable devices (such as USB, CD, cassette, etc.) is acceptable. Alternatively, you may use your laptop to record, as long as the quality of the sound is adequate. If sessions are recorded on your laptop, you must password protect all recording files.

You will be listening back to your recording in order to complete written assignments, so please test your recorder before your sessions to ensure that voices are audible and play back at normal speed. If the recording is inaudible and you cannot listen to the session, the session recording will have to be repeated outside of the designated session day. Keep recordings in a secure location to safeguard confidentiality! Audio files saved on your computers must be stored in a password-protected folder.
COURSE DESCRIPTION AND OBJECTIVES

This course introduces students to the core helping skills in peer counseling settings as organized in the three-stage model (Hill, 2014), and explores the basic tenets of the three predominant theoretical frameworks used in the counseling field. Students will receive basic level training on theories and skills for use in peer counseling settings. Students will work toward the following learning outcomes:

- Identify and define the specific skills of the three-stage helping model (Hill, 2014), and apply these skills to practical peer counseling settings.
- Understand the humanistic/person-centered, psychodynamic, and cognitive-behavioral theoretical frameworks of counseling.
- Evaluate the strengths and limitations of each counseling theory as applied to practical counseling settings.
- Learn to be a scientist-practitioner: collect and analyze data in your helping session, and use the results to inform your practice and self-reflection.
- Reflect on your unique identity as a helper (including your biases, beliefs, opinions, and preferences).
- 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.
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. Staring at a screen signals disengagement and is distracting to others. 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 are not needed and I ask that they be turned off and stowed during class. Appropriate versus inappropriate use of technology will be a part of your participation grade in the class (see below).

### COURSE STRUCTURE: REQUIREMENTS, ASSIGNMENTS, AND GRADES

#### 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.

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

1. **STUDENT PRESENTATION AND DISCUSSION-LEAD (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.

   There will be six classes throughout the course in which students are expected to deliver a topic presentation and lead the class discussion (SEE CLASS SCHEDULE BELOW). Each of these days will include a 30-minute presentation and 20-min class discussion on the topics and readings for that day. Each student will sign up in groups of 3 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 groups’ thoughts about them (for example, critical comments, further elaboration, related interesting topics, etc.). After the presentation, each member of the group will be responsible for coming up with at least one thoughtful question that can spur discussion in the class, and the whole group leads the class to discuss these questions. 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 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.

   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. Please contact the instructor if you feel that a member of your group did not contribute in a satisfactory manner.
2. **ROLE PLAY OF HELPING SKILLS AND CLASS PARTICIPATION (15% OF FINAL GRADE)**

Along with reading and discussion, students are also expected to practice the specific helping skills in role-plays during class. The role-plays typically occur during Thursday 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, general class participation/engagement, and attendance will make up 15% of your grade.** It’s important that you attend class, participate, and actively engage in these role-plays since they are crucial in building up your peer helping skills.

3. **TWO LAB HELPING SESSIONS AND TWO 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 the lab helping sessions. These sessions typically occur during Tuesday class meetings. Students are assigned to dyads (or triads) to practice the lab helping sessions (the dyads or triads will be fixed throughout the semester), and they rotate to be the helper and helpee (in the case of triads, there is an observer). The whole process lasts 40-45 minutes in the format specified in the table below, and is followed by a lab report 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 arrangement</th>
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</thead>
<tbody>
<tr>
<td>Dyads (A and B)</td>
<td>(1) A: helper; B: helpee (15min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td>Total: 40min</td>
<td>(2) B: helper; A: helpee (15min) &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 (10min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
<tr>
<td>Total: 45min</td>
<td>(2) B: helper; C: helpee; A: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
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<tr>
<td></td>
<td>(3) C: helper; A: helpee; B: observer (10min) &amp; Processing, feedback, and discussion (5min)</td>
</tr>
</tbody>
</table>

Students will be asked to talk about a minor personal issue of their choice, such as (a) an interpersonal issue (examples include roommate problems, romantic relationship troubles, etc.), or (b) about their career goals and aspirations in life. Students should be prepared to disclose personal information that they feel comfortable sharing, but will never be required to disclose any personal information if they are not comfortable doing so, nor will they be evaluated on this dimension. In other words, students may choose to make up an issue. However, students often do choose to disclose personal concerns during participation in the practice of peer helping.
counseling skills. **Note: students will fill out helper and client SPOM rating forms at the end of each lab session. You will scan the SPOM forms after each session and upload them to ELMS by the date the lab report is due in order to receive a grade for the lab report. KEEP these forms, as you will turn them in, hard copy, attached to your final paper!** Free scanning is available at the UMD library.

To meet the course requirement, each student needs to attend both lab helping sessions and complete a lab report for each (2 lab reports total). The lab report should be 3-4 double-spaced typed pages with 12-pt font and 1-inch margins on each side. A guided rubric for these lab reports will be provided by the course instructor.

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

Following the two lab helping sessions and corresponding lab reports, 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 and 1-inch margins on each side (not including the cover page, reference page, and SPOM forms). SPOM forms must be attached in hard copy. A guided rubric for this final paper will be provided by the course instructor.

*If you have any questions or issues regarding this assignment, please email me AT LEAST 24 hours before the assignment is due. If you email within 24 hours of the due date, I may not be able to respond in time.*

5. **QUIZZES (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 quizzes will be time-limited, online, and administered on the following topics (FOR DATES SEE CLASS SCHEDULE):

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

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

6. **FINAL EXAMINATION (15% OF FINAL GRADE)**
The 90-minute final examination will comprise of 30 multiple-choice questions. The 30 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. This will be an online, open-book exam graded on a 0-100 scale according to the correctness of students’ responses.

**SUMMARY OF REQUIRED “PRODUCTS” FOR EACH STUDENT**

1. Topic presentation and discussion-leading (in groups; 15% of final grade).
2. Role-play of helping skills, class participation, and class attendance (15% of final grade).
3. Participation in all analogue helping sessions and corresponding lab reports. If you have to miss a session, a make-up session is required (20% of final grade).
4. Final reflection paper. (Due date in Class Schedule; 20% of final grade).
5. Three quizzes on basic counseling theories (15% of final grade).
6. Final examination (15% of final grade).

**GRADING SCALE (PERCENTAGE POINTS)**

- A+ 100 – 98
- A  97 – 93
- 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 and will count toward your participation grade. Since 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

<table>
<thead>
<tr>
<th>Course Schedule*</th>
<th>Date</th>
<th>Topics and Activities</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W1: 8/30</strong></td>
<td>☑ Course Overview</td>
<td>☑ Syllabus</td>
<td>☑ Introductions</td>
</tr>
<tr>
<td></td>
<td>☑ Introduction to Counseling</td>
<td>☑ Introduction to 3-Stage Model</td>
<td>☑ Group Assignments for Discussion Leading</td>
</tr>
<tr>
<td><strong>W2: 9/6</strong></td>
<td>☑ Counselor Values and Ethics</td>
<td>☑ Cultural Awareness &amp; Reflection</td>
<td>☑ Self-Awareness &amp; Reflection</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Classes</td>
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</table>
| **W2: 9/8** | | Humanistic/Person-Centered Counseling  
Videos: Carl Rogers |
| **W3: 9/13** | | Helping Session #1 (BPS 2150)  
Complete Helping Session #1. |
| **W3: 9/15** | | Discuss First Helping Session  
Review Lab Report Assignment |
| **W4: 9/20** | | Exploration Stage: Overview and Theoretical Basis  
Exploration Skills: Attending and Listening |
| **W4: 9/22** | | Helping Skills Practice: Attending and Listening  
Big Group Processing and Discussion |
| **W5: 9/27** | | Exploration Skills: Exploring Thoughts and Feelings |
| **W5: 9/29** | | Helping Skills Practice: Exploration  
Big Group Processing and Discussion |
| **W6: 10/4** | | Exploration skills: integration  
Video: Clara Hill, exploration |
| **W6: 10/6** | | Helping Skills Practice: Exploration  
Big-group discussion and processing |
| **W7: 10/11** | | Psychodynamic Theory  
Insight Stage: Overview and Theoretical Basis |
| **W7: 10/13** | | Helping Skills Practice: Insight  
Big-group discussion and processing |
| **W8: 10/18** | | Insight skills: challenge and interpretation |

Rogers (1992)  
Shelder (2010)  
Student Group #1 presents and leads discussion (Ch 7).  
Quiz #1 Activated  
Student Group #2 presents and leads discussion (Ch 8).  
Lab Report #1 Due  
 Quiz #1 Due
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| W8: 10/20  | - Helping Skills Practice: Insight  
- Big-group discussion and processing                                                                                          |
| W9: 10/25  | - Insight skills: immediacy                                                                                                      |
| W9: 10/27  | - Helping Skills Practice: Insight  
- Big-group discussion and processing                                                                                          |
| W10: 11/1  | - Insight skills: integration  
- Video: Clara Hill, insight                                                                                                     |
| W10: 11/3  | - Cognitive Behavioral Therapy  
- Video: Albert Ellis                                                                                                               |
| W11: 11/8  | - Action Stage: Overview  
- Steps for Action I                                                                                                               |
| W11: 11/10 | - Steps for Action II                                                                                                             |
| W12: 11/15 | - Helping Session #2 (BPS 2150) (Date subject to change)  
- Complete Helping Session #2.                                                                                                    |
| W12: 11/17 | - Integrating Skills of the Action Stage  
- Video: Clara Hill                                                                                                                 |
<p>| W13: 11/22 | - Thanksgiving Break! No class.                                                                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W13: 11/24</td>
<td>Thanksgiving Break! No class.</td>
<td></td>
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<tr>
<td>W14: 11/29</td>
<td>Helping Skills Practice: Action</td>
<td>Lab Report #2 Due</td>
</tr>
<tr>
<td></td>
<td>Big-group discussion and processing</td>
<td></td>
</tr>
<tr>
<td>W14: 12/1</td>
<td>Integrating the Three Stage Model</td>
<td>Hill, Ch. 19</td>
</tr>
<tr>
<td>W15: 12/6</td>
<td>Termination</td>
<td>Final Paper DUE</td>
</tr>
<tr>
<td></td>
<td>Wrap-up</td>
<td>Final Exam Activated</td>
</tr>
<tr>
<td></td>
<td>Review Activities</td>
<td></td>
</tr>
<tr>
<td>W15: 12/8</td>
<td>Final Exam will be activated online at the end of class today.</td>
<td></td>
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<tr>
<td></td>
<td>No Class, final exam must be completed on ELMS by 11:59pm TODAY!!!!</td>
<td>Final Exam DUE</td>
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*Note: Instructor reserves the right to make changes to the syllabus as needed.

**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**


