PSYC 433
BASIC HELPING SKILLS: RESEARCH AND PRACTICE

Spring 2015 Section 2 M 4-6 (Lecture); W10-12/4-6 (Lab)

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Please email the instructor and TAs to set up an appointment if you would like to meet with them.

Catalog Description: Psyc 433 Basic Helping Skills: Research and Practice (4 credits). Two hours of lecture and two hours of laboratory per week. Prerequisites: Psyc 300 and (Psyc 334 or Psyc 353 or Psyc 432 or Psyc 434 or Psyc 435 or Psyc 436). Theories and research regarding effective helping skills. Students will practice helping skills with each other and will conduct research projects evaluating their helping skills.

Prerequisites: Students will need the information taught in the prerequisite courses (see above) as background for this course. Hence, any student who does not have the prerequisites should drop (or will be dropped from) this course. Students must present a transcript (unofficial is acceptable) to the TA by the second class with the prerequisites highlighted.

Course Objectives: At the completion of this course, students will demonstrate:
1. Knowledge about helping skills
2. Ability to use helping skills at a beginner level
3. Knowledge of major theoretical approaches to helping skills
4. Ability to critically evaluate research on helping skills
5. Ability to design research on helping skills

NOTE: Completion of this course does not qualify students to practice as counselors or therapists without additional training and supervision from a qualified professional.

Required Text
Note: Profits from the sale of this book go to the Maryland Psychotherapy Clinic and Research Lab.

Required Reading (available on Canvas):

Organization of the Class:
A. The Lecture/Discussion section will meet on Mondays from 4-6pm. This class time will be used to discuss theory, research, and practice. You will be expected to have completed the readings PRIOR to coming to class and be prepared to discuss the readings in the class. To prepare for the class, you should write down one or two questions or discussion points that come up when you do the readings.

B. The Lab section, which meets on Wednesdays, will usually involve small group sessions led by 1-2 lab leaders. Students will practice helping skills. In addition, all students will complete 3 individual sessions in BPS2150 (see schedule for dates) with classmates to practice helping skills during this time. Students will also serve as clients for these sessions.

Materials Needed: Students are responsible for bringing an audiotape recorder, an audiotape (iPhones are acceptable), and new batteries to the helping sessions. PLEASE CHECK your recorder, audiotape, and batteries the day BEFORE the helping sessions. Missed sessions because of tape malfunction, low volume, or dead batteries WILL NOT BE REDONE. Please keep tapes in a secure location to safeguard confidentiality. Students are also required to bring TWO copies of the Session Process and Outcome Measures and the Session Review Form to the three helping sessions (forms are available online: http://pubs.apa.org/books/supp/ Scroll down & click on Helping Skills 3rd ed—go to resources for students).

Expectations:
Professionalism, confidentiality, respect: I expect all students to act like professionals at all times, especially when practicing helping. Behaving professionally means:

- treat everyone with respect
- pay attention when the instructor, lab leader, TA, or classmates are speaking (no emailing, texting, chatting, working on homework, or reading)
- keep everything you hear confidential
- follow instructions in lab
- consult with a lab leader, TA, or instructor when in doubt to safeguard the welfare of those serving as clients
- value diverse opinions.

NOTE: Confidentiality with regard to client material heard in class is an absolute requirement. Audiotapes made in the process of class should be guarded carefully and erased at the conclusion of this course. Disregard of this confidentiality policy will result in failure of this course.

Disclosure policy: In order to have realistic helping situations for students to practice helping skills, all students are expected to participate as clients during the semester. In the client role, you have two options:

- You may choose to disclose relatively safe personal information. You are not expected to share very intimate details or problems, but rather to talk about minor issues or problems in your life (e.g., career decision, graduate applications, roommate problems, time management, academic issues). Note that even if you are comfortable disclosing very intimate topics, your helper may not be comfortable.
- You may assume the role of a client (i.e., adopt a persona). In this way, you are not disclosing your own personal information, but rather you are acting as if you are another person. You should think carefully about your character, consider the issues this person would have, and think about how this person would react in a helping situation. You do not need to reveal whether you are disclosing real information or
whether you have made up a character—and indeed classmates should assume that the person may be making up a character.

Please note that you are not required to disclose personal information, although you may freely do so. You will not be evaluated based on which option you choose or how well you play the role of a client (or helper). You can start out role-playing another person but switch if and when you feel more comfortable. Regardless of which option you choose, practice sessions in this class should not be used as a substitute for “real therapy.”

Students experiencing personal distress should arrange to be seen at the Counseling Center (301-314-7651) or Mental Health Services (301-314-8106). You need to sign a consent form indicating your awareness of these policies.

**NOTE:** In role-plays, in papers, or in any part of this course, if you choose to disclose past or present physical, sexual, or emotional child abuse, or an intent to harm yourself or another person, the instructor may be required by Maryland State law to report this information to the appropriate authorities.

**Electronic devices:** No phones are permitted during our class meetings. Using phones during class, or surfing the web during class time (even once) will result in a significant deduction in your participation grade (**one point deduction per usage**). Helping skills is also about building relationships with others. I strongly believe that electronic devices take one away from the present moment, making one less able to be fully engaged.

**Incompletes:** In accordance with the undergraduate catalog, an incomplete (grade of I) will be given only in extremely rare circumstances and must be arranged with the professor BEFORE THE LAST DAY OF CLASS. An incomplete can only be assigned if the student has been doing passing work in the class and for some extremely unusual unforeseen reason cannot complete the work in the time frame of the semester.

**Make-Up Examinations:** Make-up examinations will NOT be given except in the most extreme situations. The professor will review a student's unusual and exceptional reason for missing a test and **may or may not** allow the student to take a comprehensive and more challenging exam on the reading day at the end of the semester. If the reason is known in advance, permission to miss the exam must be requested by the student prior to the end of the schedule adjustment period. If the reason is not known in advance (e.g., illness, compelling circumstance beyond student’s control), the student must inform the instructor as soon as possible after reason develops.

**Grading Disputes:** If you want to have your project re-graded, you must take the following steps within **one week** of the day the assignment is returned to the class:

1. You must present a valid reason in writing for meritizing a re-grade.
2. You must submit documentation in writing of why you should get additional points. This documentation can be from the class textbook, class readings, or class notes.
3. If your reasons and documentation are sufficient, the paper will be re-graded ONCE by a different grader.
4. By requesting a re-grade, you agree that the new grade will be the permanent grade. Please note that your re-grade may be higher **OR** lower than your original grade.

**Academic Dishonesty:** Academic dishonesty is defined in the Guide for Academic Integrity as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. Students who engage in academic dishonesty on a test or assignment for this class will receive an F (0 points) for that exercise and may receive an F in this class. Please note that there will be NO warnings. All instances of academic dishonesty will be reported to the Honor Council of the Office of Judicial Programs for further action. You should know that the standard sanction for such a violation is an XF on your transcript, which stands for a failure due to academic dishonesty.

You are also expected to read and be familiar with *The Ethics of Scholarship in Psychology*. This is an official document from the Department of Psychology Office of Undergraduate Studies that clearly explains what constitutes plagiarism and how to avoid it. Claiming ignorance of what plagiarism is does not excuse you from the consequences of plagiarism (i.e., you will still be reported to the Honor Council if there is reasonable
suspicion that plagiarism has taken place).
Inclement Weather or Campus Emergency: If the university is closed due to inclement weather or a campus emergency (you can find this out by looking at the campus website [http://www.umd.edu/](http://www.umd.edu/) or the snow phone line 301-405-SNOW), class will be cancelled. Assignments due on the day the university is closed will still be due on CANVAS (e.g., if the Mon class is cancelled, assignments will be due Wed).

In the event that the campus is closed for an extended period of time due to emergency, students will be notified by email regarding how the course will be continued or completed. Please make sure that you have a current email address listed with the University at all times.

Statement of Religious Observances: Students will not be penalized because of observances of religious beliefs. Please note that it is the student’s responsibility to notify the instructor in writing within the first three weeks of classes regarding any absences for religious observances. Students are, however, required to submit work due in advance and assume responsibility for any material or announcements missed that day (i.e., take the initiative to ask students who will be present that day).

Statement of Disabilities: If you have a documented disability and wish to be considered for academic accommodations, you must contact the instructor before the third week of the semester. You must provide documentation of the disability and the recommendation for accommodations from the Disability Support Service.

Policy on excused absences: University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a signed letter attesting to the date of the illness and acknowledging that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct, which can be found here: [http://www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf](http://www.health.umd.edu/sites/default/files/ClassExcuse1011.pdf). You are required to contact the instructor by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury.

Multiple absences, and an absence 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 letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations for absences will be arranged on a case-by-case basis.

Class attendance: Attendance is required for all classes (both lecture and lab). I take attendance very seriously, as your ability to learn to be an effective helper hinges on being present to learn and practice the skills. This is an experiential class, and you can only benefit if you attend.

- Attendance will be taken, randomly, five times during the semester during either lecture or lab. An unexcused absence on more than one of any of the random attendance dates will be penalized with a two point grade deduction per date missed.
- 1st unexcused absence: no penalty
- I expect you to be on time for class and not to leave early. 3 tardies or early leaves = 2% off final grade.
- You will sign in for each class. We will also count the number of people in each class.

If you feel unable to attend class regularly and/or you cannot be on time for class, please drop the course. If you must miss class or lab and have a legitimate excuse based on EXTREME CIRCUMSTANCES (e.g., death in the family, severe illness with doctor’s excuse), you must contact the graduate TA ahead of time if at all possible AND bring documentation and speak with the TA no later than the next class. You will be asked to sign a policy statement indicating your awareness of this attendance policy.
Evaluation Criteria

Course grades are based on the following:

- Participation 15%
- Self-examination 10%
- Group Research Proposal 15%
- Multicultural assignment 15%
- Lab report 15%
- Midterm Exam 15%
- Final Exam 15%

Letter Grades: Letter grades (A+ through F-) will be assigned for each requirement. Pluses and minuses will be used. The numerical to letter grade conversion for this course is as follows:

- 90-92 A-
- 93-96 A
- 97-100 A+
- 80-82 B-
- 83-86 B
- 87-89 B+
- 70-72 C-
- 73-76 C
- 77-79 C+
- 60-62 D-
- 63-66 D
- 67-69 D+
- 59 and below F

Note: Grades will not be rounded.

Details for papers:

1. All papers should be written in APA style (refer to the Publication Manual of the American Psychological Association, 6th Ed, Wash DC: APA) using non-sexist language.
2. Place your university UID on the paper—DO NOT PUT your name anywhere on the paper.
3. All papers should be typed, double-spaced, 1-inch margins all around, using Times New Roman 12-point font.
4. Reports turned in after the beginning of class on the due date are considered one day late and graded down entire letter grade (A to B) per day. If you know that you cannot attend class on the day that a paper is due, it is your responsibility to submit the paper before the class.
5. Poorly written papers or tests will receive lower grades regardless of content. I am particularly annoyed by grammatical errors in papers and will grade down for such errors. Contractions or abbreviations should not be used for academic papers (e.g., I am, not I’m; there is, not there’s).
6. Proofread your papers before you turn them in.
7. Write the university honor pledge at the top of every assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”
**Participation (15%)**: Both the lecture and the lab components of this course depend on students’ participation, which includes: being on time, paying attention, discussing the readings, NOT USING PHONES DURING CLASS, and actively contributing to class. Your attendance/participation grade will be calculated primarily on your participation in lectures, and group research team presentations (as the audience and as a presenter).

- **Lecture participation** will be based on your active engagement in the class discussion (e.g., asking questions, sharing a thought or opinion to generate discussion among classmates).
- A grade of 15 is an exceptional mark for participation and indicates frequent participation during every single lecture, no cell phone use, no Internet surfing, and no lateness.
- Lack of active participation during lecture will result in a decreased participation grade. Full marks for participation are not given automatically.

**I. Self-Examination (10%)**

The self-examination paper is a brief autobiography and reflection paper. The purpose of this assignment is to increase your levels of self-awareness. In this 8-10 page, double-spaced, typed paper, you will write a brief autobiography including all of the following (please use subheadings in your paper):

- **Who are you?**
  - Use **four** words or phrases to describe yourself as a person and elaborate on each of these words/phrases. (12 pts)
  - What are some stressors that you face personally and professionally (e.g., as a student)? How would you know when you are stressed? What are some strategies that you use to cope with stress? (12 pts)

- **Life experiences and influences**
  - Describe **two** significant life experiences and discuss how they have affected your life and development (e.g., the way you think, feel, and live your life; your values/morals, your biases, etc.) (10 pts)
  - How would you describe your family and cultural background? (5 pts)
  - Discuss **one** salient aspect of your cultural identity (e.g., gender, race/ethnicity, religion/spirituality, sexual orientation, national origin, socioeconomic status, etc.) and explain why it is salient to you (5 pts).

- **Helping**
  - What is helping? Discuss what you personally think helping means. (5 pts)
  - What is a good life? Discuss **three** things that should be present in a good life and explain why. (9 pts)
  - What draws you to learn helping skills and/or to become a helper? (5 pts)
  - Discuss **two** strengths and **two** weaknesses that you bring to a helping situation. (12 pts)
  - Reflect on any biases or prejudices (i.e., hot buttons) that might interfere with your learning to become an effective helper (we all bring biases; if you cannot immediately think of any, think harder). In other words, what types of client and client issues will be the most difficult for you to work with? Discuss at least two biases and the related types of clients who may be difficult for you to work with. (10 pts)
  - What type(s) of client will you be most drawn to work with, and why? (5 pts)

Adherence to APA style, grammar, punctuation, and usage. (10 pts)
II. Multicultural Assignment (15%)

Each student will choose one of the oppressed groups discussed in the culture lecture (recall the ADDRESSING model). Select a group that is different from your own, and one that you have the LEAST familiarity with. Your goal for the project is to attempt to immerse yourself in learning about the life and cultural experiences of this group. You need to complete both of the following activities:

1. **Interview with an individual belonging to this group**: Find a person who is a member of the group that you are learning about. Ask if you can interview/talk with him or her about the experience of being in the group. Plan for a 45-50 minute conversation with this person. The questions you will ask may vary depending on the person and the group. For some ideas, refer to the interview guide below. You don’t have to ask all of the listed questions, but you should treat it like a semi-structured interview in which you ask a question and then follow-up with probes based on the content of the response. This gives you a chance to use your exploration skills (e.g., open questions, restatements) in an actual setting to gather information.

2. **An experience of cultural exposure to this group**: You will need to find an event, community activity, or group meeting that is made up predominantly of members from the group you are learning about. Make sure the event or activity is one that is open to non-group members. As you are participating in this activity, think about your reactions before, during, and after the activity, and how it has affected your own multicultural awareness, as well as the knowledge you have gained about this group.

*Note – you can complete the activities in any order.*

**Interview guidelines:**
These questions are only suggestions. You will not be graded on whether you asked all of them. Feel free to be creative (while remaining sensitive) during the interview. Remember to probe deeper based on what he or she has given you so that you get richer information. Also remember to maintain a curious and non-judgmental stance. You want to be mindful that culture can be a sensitive topic to many people. Don’t forget to thank the participant.

1. Please describe your cultural identity. (You may use the ADDRESSING model to guide the participant so that you get a more comprehensive view of this person, and then go on to discuss the identity of interest for the rest of the interview. Remember, although we want to focus on one aspect of identity, culture is multi-faceted and the different dimensions invariably influence one another.)
2. How important is being (a particular identity) to you?
3. How does being _________ impact your daily life?
4. (If applicable) What are some customs and traditions that you feel are unique to being _________?
5. Tell me about what your family and friends have said to you about being _________.
6. Do you feel connected with any particular community? If so, please describe the community and how you feel about your community.
7. Do you think that people in mainstream culture are aware or knowledgeable about your group?
8. What are some things you wish others knew about being _________?
9. Describe any challenges you feel that you experience as a member of this group.
10. Describe any strengths and/or opportunities you experience as a member of this group, if any.
After completing these two activities, you will write a 10-12-page paper about your experiences to answer the following prompts. Please use subheadings and APA format.

1. What made you choose this group and obtain this particular cultural experience? What were some of your experiences with this group before you completed these activities? (10%) ~ 1 page

2. Describe the interview in terms of content and process. (20%) ~ 2-3 pages

   - I am interested to read about what you found out from the interviewee, and also the process of getting the information. What were some of your thoughts and feelings during the interview? For example, were there uncomfortable moments? What made them so? How did you move past them to continue with the interview? Alternatively, were there moments when you felt especially connected with the participant and why? How did the interview end?

3. Describe your thoughts, feelings, and behaviors before, during, and after the cultural experience. What did you learn about the group from the experience? (20%) ~ 2-3 pages

   - What were some thoughts that went along with the feelings that arose? What did you do with the feelings? For example, did you leave quickly or avoid participation because of anxiety? Did you feel glad or regret for having attended this activity? Did you feel included or excluded? I am looking for a deep, reflective narrative of your experience in addition to what you have learned about members of this group.

4. Describe how your interactions with this group make you reflect on your own identity, and privileges you may have. (20%) ~ 1-2 pages

4. Integrate your learning with research. (20%) ~ 2-3 pages

   - This section should reference two research articles that discuss issues relevant to the examined group. Discuss how the research complements or refutes your personal observations. Discuss how knowledge from your experiences and from research might affect your clinical understanding and your treatment of someone from this group.

5. Writing style, grammar, punctuation, APA format (10%)
III. Group Research Proposal

_Group Research Proposal (15\%):_ The goals of this group project are to help you increase your knowledge and critical thinking related to psychotherapy research. In groups of five, you will present a research proposal with the following components:

a) Clearly defined and testable research questions related to psychotherapy. This can include topics such as race/ethnicity, termination of psychotherapy, anger in psychotherapy, self-disclosure in therapy, helping skills training, helping skills (e.g., reflection of feelings, interpretation), therapeutic relationship. You will need to get your topic approved by the instructor by the due date mentioned in the syllabus.

b) A compelling argument about why this research question is important and worthy of empirical study, including a brief summary of research that is related to your proposed study (use at least 4-5 citations from reputable, peer-reviewed psychology journals).

c) The methods you would use to study this idea (including who your participants would be, how you would recruit them, and what the procedures of your study would entail)

d) Your hypothesis or research questions and why you expect these results (again, based on research published in reputable, peer-reviewed psychological journal)

e) Limitations of your proposed study

f) Evaluations from group members

Create a PowerPoint for the presentation that addresses all of these points. A good PowerPoint has minimal text, is proofread, and contains visuals. Your group will present this proposal for twenty minutes.
Lab Report (15%)

Students will be required to complete research on two helping sessions. The purpose of this project is to give students an opportunity to see how research is done on helping skills and to provide students with empirical feedback about their skills. Students will audiorecord all three sessions, complete the Session Process and Outcome Measures (both when being helper or being client). Students will create tables of the data, and write a lab report (see the attached Lab Report Guidelines). The grade breakdown for this assignment is as follows:

- Reflection and Tables for Session 1: 25%
- *Note: You will not be required to submit anything for session two.
- Reflection and Tables for Session 3 and Final Lab Report: 75%.

The late penalty for any of the assignments related to the lab report is one letter grade per day. Reports that are turned in after the beginning of the class period on the due date are considered one day late, and will be graded down one letter grade (A to B) for every day late (not including weekend days). See schedule for due dates. Details of the different assignments will be posted on Canvas and discussed in class.

Midterm Exam (15%)

Covering the readings from the first half of the semester as well as class discussions and lab experiences. The exam may consist of multiple choice, short answer, and essay questions.

Final Exam (15%)

Cumulative; covering the readings, class lectures, discussions, and lab experiences from the entire semester. The exam may consist of multiple choice, short answer, and essay questions.

Extra Credit: You may participate in extra credit opportunities for a maximum of 5 points (1 per hour) to be added to your final exam grade. One point of extra credit will be allotted for students who meet with the professor outside of class time. The remaining points can be accessed by listening to any episode of the “Mental Illness Happy Hour” podcast (free via iTunes) and writing a one page reflection that addresses the following: a short synopsis of the episode, reactions to an aspect of the podcast that stuck out, a discussion of how information gleaned from the podcast can be applied in therapy sessions (e.g., after listening, how might you better treat/understand someone with bipolar disorder? How might you better manage racial/cultural differences in therapy? Etc.). One extra credit point will be allotted for each quality episode reflection. Update all episode reflections as one document onto CANVAS under “extra credit.”
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Mon 1-26</td>
<td>Overview of Course</td>
<td>HS 1, 2, 3</td>
<td>Class Consent Form</td>
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<td>• Introduction to the course</td>
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<td>Submit unofficial transcript for pre-</td>
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<td>• Introduction to Helping</td>
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<td>• Helping and the Three Stage Model</td>
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<td>• Ethical Issues in Helping</td>
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<td>Wed 1-28</td>
<td>Lab 1: Attending, listening, and observing</td>
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<td>skills; Multicultural Awareness</td>
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<td>Mon 2-2</td>
<td>Self Awareness and Cultural Awareness</td>
<td>Goff et al. (2014)</td>
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<td>• Implicit Biases</td>
<td>HS 4, 5</td>
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<td>• Discuss self-examination paper</td>
<td>APA Ethical Guidelines</td>
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<td>• Instructions for helping session</td>
<td>Listen to Serial</td>
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<td>Episode 10</td>
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<td>Wed 2-4</td>
<td>Lab 2: Session #1 with classmate (each student serves as helper</td>
<td>Bring tape recorder, tape</td>
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<td>and client). Meet outside BPS 2150</td>
<td>batteries, web forms.</td>
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<td>Arrive 10 minutes early</td>
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<td>Mon 2-9</td>
<td>Introduction to the Exploration Stage</td>
<td>HS 6, 7, 8</td>
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<td>• Overview of the Exploration Stage</td>
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<td>• Attending, Listening and Observing Skills</td>
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<td>• Exploring thoughts</td>
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<td>Wed 2-11</td>
<td>Lab 3: Facilitating thoughts</td>
<td>Self Examination Paper</td>
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<td>Mon 2-16</td>
<td>Exploration: Exploring Feelings</td>
<td>HS 9</td>
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<td>• Exploring thoughts</td>
<td>Zuroff et al. (2010)</td>
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<td>• Discussion of group presentation</td>
<td>Hill et al. (2008)</td>
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<td>• Research: Therapeutic relationship and outcome</td>
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<td>Wed 2-18</td>
<td>Lab 4: Facilitating feelings</td>
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<td>Mon 2-23</td>
<td>Integrating Skills in the exploration stage</td>
<td>HS 10</td>
<td>Reflection on session #1</td>
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<td>Special topic: Diversity &amp; complex views on identity</td>
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<td>APA LGBT Guidelines</td>
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<td>Roysicar (2004)</td>
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<td>Readings TBA</td>
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<td>Wed 2-25</td>
<td>Lab 5: Integration of exploration skills</td>
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<td>Mon 3-2</td>
<td>Introduction to the Insight Stage</td>
<td>HS 11, 12</td>
<td>Group Presentation Topic Due</td>
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<td>• Overview and theoretical background of the insight stage</td>
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<td>• Skills for fostering awareness (e.g., challenges)</td>
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<td>• Midterm Review</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Location</td>
<td>Notes</td>
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<tr>
<td>Wed 3-4</td>
<td>Lab 6: Insight and Challenge</td>
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<tr>
<td>Mon 3-9</td>
<td>MIDTERM EXAM</td>
<td></td>
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<tr>
<td>Wed 3-11</td>
<td>Lab 7: Session #2 with classmate (each student serves as helper and client). Meet outside BPS 2150</td>
<td></td>
<td>Bring tape recorder, tape, batteries, web forms. Arrive 10 minutes early.</td>
</tr>
<tr>
<td>Mon 3-16</td>
<td>NO CLASS! ENJOY SPRING BREAK!</td>
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<tr>
<td>Wed 3-19</td>
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<tr>
<td>Mon 3-23</td>
<td>Insight Cont’d</td>
<td></td>
<td>HS 13 Ramseyer &amp; Tschacher (2011)</td>
</tr>
<tr>
<td>Mon 3-30</td>
<td>Immediacy</td>
<td></td>
<td>HS 14, 15</td>
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<tr>
<td>Wed 3-25</td>
<td>Lab 8: Open Questions for Insight, and Interpretation</td>
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<tr>
<td>Wed 4-1</td>
<td>Lab 9: Immediacy and Integration of insight skills</td>
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<tr>
<td>Mon 4-6</td>
<td>Introduction to the Action Stage</td>
<td></td>
<td>HS 16, 17 Multicultural Assignment Due</td>
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<tr>
<td>Mon 4-8</td>
<td>Lab 10: Action 1</td>
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<tr>
<td>Mon 4-13</td>
<td>Dreams</td>
<td></td>
<td>Hill (2004): <em>Dream Work in Therapy</em>, Ch. 1-3</td>
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<tr>
<td>Wed 4-15</td>
<td>Lab 11: Dream Work in Therapy</td>
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<tr>
<td>Mon 4-20</td>
<td>Presentation group 1, 2, 3, &amp; 4</td>
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<tr>
<td>Wed 4-22</td>
<td>Lab 12: Action 2</td>
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<tr>
<td>Mon 4-27</td>
<td>Presentation group: 5, 6, 7, &amp; 8</td>
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<tr>
<td>Wed 4-29</td>
<td>Lab 12: Session #3 with classmate (each student serves as helper and client). Meet outside BPS 2150</td>
<td></td>
<td>Bring tape recorder, tape, batteries, web forms. Arrive 10 minutes early.</td>
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<tr>
<td>Mon 5-4</td>
<td>Presentation group: 9 &amp; 10</td>
<td></td>
<td>HS 19</td>
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<tr>
<td>Wed 5-6</td>
<td>Final Lab: Termination</td>
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<td>Final Paper Due</td>
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<tr>
<td>Mon 5-11</td>
<td>Special topics: The path to becoming a counselor</td>
<td></td>
<td>Final Exam Review</td>
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<td>TBA</td>
<td>FINAL EXAM</td>
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Informed Consent: Attendance, Professionalism, and Disclosure

Attendance Policy (Student Copy)

In signing this form, I agree to abide by the attendance policy for this class. I understand that attendance is required for all classes (both discussion and lab). After 2 times in which I am absent without an official excuse from the instructor, I understand that my final grade WILL be lowered for each absence. I understand that I will need to sign in for class for my attendance to count.

Being Professional: Confidentiality, Respect, Attending

In signing this form, I agree that I will act professionally at all times, particularly when practicing helping skills. I understand “acting professionally” to mean:

- keeping everything I hear confidential
- treating others with respect
- paying attention

Moreover, I understand that confidentiality with regard to client material heard in class is an absolute requirement. I agree to guard audiotapes made in the process of class carefully and to erase all files by the end of the course. I understand that if I disregard the confidentiality policy it will result in failure of this course (PSYC 433).

Disclosure

In signing this form, I agree to abide by the regulations regarding disclosure. I understand that I am expected to participate as a client every week during the course, and that in the client role there are two participation options:

1. I may choose to disclose personal information. I understand that I am not expected to share very intimate details or problems, but rather to talk about some minor issues or problems in my life. OR
2. I may assume the role of a client, or adopt a persona. I understand that if I select this option I am not disclosing my own personal information, but acting as if I am a client.

I understand that I am not required by this course to disclose personal information, although I may freely choose this option. Furthermore, I understand that my performance in this course will not be evaluated based on which option I choose. Finally, I understand that I am not obligated or required to disclose which participation option I select to the Instructor, TAs, lab leaders, 433 students, or anyone else.

I understand and agree to abide by the course policy on attendance, professionalism, and disclosure. (Note that you will need to drop the course if you do not sign this form.)

____________________  ____________________                    _____________________
Name     Signature    Date
Informed Consent: Attendance, Professionalism, and Disclosure

Attendance Policy (Instructor Copy)

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Name     Signature    Date