PSYC 433: Spring 2015 Syllabus
BASIC HELPING SKILLS: RESEARCH AND PRACTICE
Sections 0101 — 0104

**Lecture:** Tuesdays 12:00 pm-1:50 pm, BPS 0283
**Labs:** Section 0101, Thursdays 12:00-2:00pm, BPS 0283
Section 0102, Thursdays 12:00-2:00pm, COL 0100
Section 0103, Thursdays 4:00-6:00pm, BPS 1234
Section 0104, Thursdays 4:00-6:00pm, HBK 1112

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**Lab Leader:** Lauren Clinton
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**Lab Leader:** Lizzie Sauber
Email: esaubert@umd.edu

**Undergraduate TA:** Lauren Pandes-Carter
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**Undergraduate TA:** Jake Tarr
Email: gtarr@terpmail.umd.edu

**OFFICE HOURS:** All office hours are by appointment

**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. Thus, any student who does not have the prerequisites should drop (or will be dropped) from this course. Students must turn in a transcript (unofficial is acceptable) to the GTA or UTA by the first lab meeting on January 29th, 2015 with the prerequisites highlighted.

**Course Objectives:** At the completion of this course, student will demonstrate:
1. Knowledge of major theoretical approaches to helping skills
2. Ability to use helping skills at a beginner level
4. Ability to critically evaluate research on helping skills
5. Knowledge of multicultural considerations relevant to the practice of 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 Materials**
Note: Profits from the sale of this book go to the Maryland Psychotherapy Clinic and Research Lab.

**Required Reading (available on Canvas):**
- APA Ethical Code can be found online at: http://www.apa.org/ethics/code/index.aspx
- APA Multicultural Guidelines can be found online at http://www.apa.org/pi/oema/resources/policy/multicultural-guidelines.aspx


**Organization of the Class:**

A. The Lecture/Discussion section will meet on Tuesdays from 12-2pm. This class time will be devoted to lectures and discussions of the theory and practice of the skills, and research relevant to helping skills. You will be expected to contribute in class, to have completed the readings PRIOR to coming to class, and to be prepared to discuss the readings in the class. Your class contributions will be part of your participation/classwork grade. To prepare for the class, you should write down one or two questions or discussion points that come up for you when you do the readings. **It is not uncommon for me to call on people at random to contribute to class discussion.**

B. The Lab section, which meets on Thursdays, will involve small group sessions led by 1-2 lab leaders. Students will practice the helping skills we cover during the Lecture/Discussion section. **There will not be any makeup labs offered.**

C. Helping Sessions: In addition to lab sessions, all students are expected to complete 3 individual helping sessions to practice helping skills. These will take place during your regular lab time. In each of these sessions, students will be paired with two other classmates for three 20-minute sessions. During each session, each student will be a helper once, a client once, and an observer once. These sessions will be held in BPS 2150. Please see the schedule for the dates of these three sessions.

**Materials Needed for Helping Sessions:**

1. **Audio recorder and fresh batteries:** Smartphones or laptops with a recording application are acceptable. **PLEASE CHECK** your recorder, 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 the recording in a secure location to safeguard confidentiality.

2. **Helping sessions packet:** Students are also required to fill out and submit the Session Process and Outcome Measures for both the therapist and client, as well as the Session Review Form. The packet is available on CANVAS.

**Expectations:**

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

- Treating everyone with respect
- Paying attention when the instructor, lab leader, TA, or classmates are speaking (no emailing, texting, chatting, working on homework, or reading)
- Keeping everything you hear confidential
- Following instructions in lab
- Consulting with a lab leader, TA, or instructor when in doubt to safeguard the welfare of those serving as clients
- Valuing diverse opinions.

**NOTE:** **Confidentiality with regard to client material heard in class is an absolute requirement.** Audio recordings 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 should not reveal whether you are disclosing real information or whether you have made 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).

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 will 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: Laptops may be used for note-taking purposes only. 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. 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.

Incomplete: 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. 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 and provide written documentation.

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 meriting 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* ([ter.ps/psycethics](http://ter.ps/psycethics)). 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).

**CourseEvalUM:** I take course evaluations very seriously, as I consider how they can help improve my course. In addition, you are a member of the UMD academic community, and therefore have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. During the semester you will receive an email reminding you to evaluate the course. You can also access the evaluation at [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).

**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 me before the third week of the semester. You must provide documentation of the disability and the recommendation for accommodations from the Disability Support Service.

**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 calling the snow phone line 301-405-SNOW), class will be cancelled. Assignments due on the day the university is closed will be due the next class period (e.g., if the Tuesday class is cancelled, assignments will be due Thursday).

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.

**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. You are required to contact me by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury.

It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

**Class Attendance and Participation:**

**Lecture:** Attendance is not required in lecture. However, we will be completing class assignments throughout the semester, and you will also be graded on your participation in class, so while you may choose not to attend lecture, please note that your grade may be negatively impacted.

**Lab:** Attendance is required for all labs. This is an experiential class, and you can only benefit if you attend! If you are not present, I cannot ethically permit you to conduct helping sessions with volunteer clients. If you miss three or more labs (unexcused absences) you will not be permitted to conduct helping sessions, leading to failure of the course. If you feel unable to attend class regularly and/or feel that you cannot be on time for class, please **DROP THIS COURSE.**

- Attendance will be taken in each lab.
- I expect you to be on time for lab and to stay for the duration of lab: 3 unexcused tardies or early leaves will count as 1 unexcused absence
**Email Policy:** The instructor and TAs will respond to your emails within 24-hours of receiving them. Access to email might be less regular during weekends, so you can expect 48 hours between sending an email and getting a reply. **No questions will be answered after 7pm on the day before an assignment due date or an exam.** Thus, if an assignment is due on Thursday, the instructor and TAs will not reply to emails after 7pm on Wednesday evening. Therefore, it is in your best interest to begin assignments (or studying for exams) early so that you have enough time to have all your questions answered. There may be some questions that may be deemed by the instructor/TA as too complicated to answer via email. In these cases, the student must schedule a time to meet in person in a timely manner.

**Email etiquette:** Please begin your email with a salutation and the recipient’s name. On the first email in an exchange, end the email with your first and last name. Please remember to keep emails professional and courteous.

**Evaluation Criteria**

Course grades are based on the following:

- Participation/Classwork: 5%
- Self-examination: 10%
- Group presentation: 15%
- Lab report: 20%
- Exam 1: 25%
- Exam 2: 25%

**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

**Details for papers:**

1. All assignments need to be submitted **TO CANVAS BY 12:00 PM** the day they are due. **No paper copies** of any assignment will be accepted unless specifically requested by instructor.
2. 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.
3. Place your university UID on the paper—DO NOT put your name anywhere on the paper.
4. All papers should be typed, double-spaced, 1-inch margins all around, using Times New Roman 12-point font.
5. **Assignments turned in after 12:00 pm on the due date are considered one day late. Assignments will lose 10% per day that they are late (including weekend days).**
6. Papers slid under office doors or placed in mailboxes **will not** be accepted except under special circumstances and previously arranged with the instructor/TA. The instructor and TAs are not responsible for papers handed in outside of class.
7. Poorly written papers or tests will receive lower grades regardless of content. I am particularly bothered by grammatical errors in papers and will grade down for such errors. Abbreviations should not be used for academic papers (e.g., I am, not I’m; there is, not there’s).
8. Proofread your papers before you turn them in.
9. Please contact the Writing Center or Learning Assistance Service if you feel you need additional help with your writing.
   a. The Writing Center: http://www.english.umd.edu/writingcenter
   b. Learning Assistance Service: http://www.counseling.umd.edu/LAS/
10. Write the university honor pledge on the front page of every assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”
Evaluation Criteria

I. Participation and Classwork (5%)

Both the lecture and the lab components of this course depend on the student’s participation, which includes: being on time, completing in-class assignments, paying attention, discussing the readings, and contributing in class. Your participation/classwork grade will be calculated considering your participation in lectures, labs, and group research team presentations (as the audience and as a presenter), as well as your completion of in class activities.

- Lecture participation/classwork 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, completing in-class assignments, and using technology appropriately).
- Lab participation will consider your ability to stay on task, to provide both positive and constructive feedback to your classmates on their skills, and to come into lab with concerns or problems to talk about.

II. 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 (not including cover page), double-spaced, typed paper, you will write a brief autobiography including all of the following (please use subheadings in your paper):

1. Who are you? (30 points)
   a. Use at least three words or phrases to describe yourself as a person and elaborate on each of these words/phrases. (15 points)
   b. Discuss one salient aspect of your cultural identity (e.g., gender, race/ethnicity, religion, sexual orientation, national origin, socioeconomic status, etc.) and explain why it is salient to you (5 points).
   c. Identify at least one positive and one negative pattern of emotional interaction with/reaction to others that are typical for you (e.g., how do you typically disagree/fight or how do you get/give support and how do these feel for you?). Discuss how these patterns will affect you as a helper. (10 points)

2. Life experiences and influences (20 points)
   a. Describe one significant life experience and discuss how it has affected your life and development (e.g., the way you think, feel, and live your life; your values/morals, your biases etc.) (10 points)
   b. Describe at least two important messages you have learned about life from your family or culture and discuss how they have affected your life and your development (both the messages and how they have impacted you are necessary for full credit) (10 points)

3. Helping (40 points)
   a. What is helping? Discuss what you personally think helping means. (5 pts)
   b. What is a good life? Discuss three things that should be present in a good life. (5 pts)
   c. What draws you to learn helping skills and/or to become a helper? (5 pts)
   d. Discuss two strengths and two weaknesses that you bring to a helping situation. (10 pts)
   e. Reflect on any biases, 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, and why? (10 pts)
   f. What type(s) of client will you be most drawn to work with, and why? (5 pts)

4. Adherence to APA style, grammar, punctuation, and usage. (10 points)

**Writing quality will be taken into consideration throughout the paper.**
III. Group Project on Multicultural Issues in Counseling (15%)

**Purpose:** To familiarize you with multicultural issues in counseling, to give you experience in summarizing journal articles, and to help you develop your presentation skills.

**Directions:** You will select a topic related to multicultural issues in counseling. Four students with similar interests will be assigned to a group. The group will then select a research article corresponding to the chosen topic. You will develop a presentation in which you present your reasons for selecting the topic, summarize the article you chose, and critique the article.

- 12-minute presentation
- 8-minute discussion
- Provide a summary handout to everyone in class

**Possible Topics:**
- Age and generational influence
- Disability
- Religion/spirituality
- Ethnic/racial identity
- Socioeconomic status
- Sexual orientation
- Indigenous heritage
- National identity
- Gender

**Criteria for research article:**
- Published in or after 2005
- Published in one of the following journals: *Psychotherapy Research; Psychotherapy; Journal of Counseling Psychology;* or *The Counseling Psychologist.*
- The article does not have to be a study on psychotherapy as long as it features the multicultural issue assigned and is from one of the above journals.

1. **Presentation Guidelines (100 points)**
   a. Describe the privileged and oppressed members of this cultural category (~2 min)
      i. Who is considered privileged and who is considered oppressed in American society?
      ii. General descriptions of both the privilege and oppression experienced
   b. Describe an empirical study related to this cultural category and counseling (~7 min)
      i. Why did the authors conduct this study?
      ii. How did the authors conduct this study?
      iii. What did the authors find?
      iv. What conclusions did the authors’ draw from their findings?
   c. What should we think about regarding this aspect of cultural identity when providing counseling/psychotherapy? What are some specific considerations when providing counseling/psychotherapy to oppressed members of this cultural category? (~3 min)

   *For parts A and C, feel free to look up the literature and present findings from other articles. You may also look up the APA Practice Guidelines when preparing for part C. Be sure to include a reference slide with all references used in your presentation.*

2. **Discussion Questions (30 points)**
   a. Create 3 questions to help generate discussion on this topic and lead the class in an 8-minute discussion.

3. **Handout Guidelines (20 points)**
   a. Provide everyone in class with a 1-2 page handout to accompany your presentation. Note that the class may be tested on their understanding of the study during the exam, so your presentation and outline are crucial. Make sure that the handout is clear, informative, and aesthetically pleasing.

**Groups are responsible for ensuring they stay within the time limit**

**Peer evaluations of group members will factor into the determination of each member’s individual grade**
IV. Lab Report (20%)

You will be required to complete research on three helping sessions. The purpose of this project is to give you an opportunity to see how research is done on helping skills and to provide you with empirical feedback about your helping skills. You will audio record your sessions, and complete the Session Process and Outcome Measures and Session Review Forms. You will then transcribe each of these sessions, code and categorize the skills you used, create tables reflecting these data, and write a lab report (see the Lab Report Guidelines on Canvas). The grade breakdown for this assignment is as follows:

- 1st helping session transcript, tables & SPOM forms: 25% (50 points)
- 2nd helping sessions transcript, tables & SPOM forms: 25% (50 points)
- 3rd helping sessions SPOM forms and final lab report write-up: 50% (100 points)

See schedule for due dates. Details of the different assignments will be posted on Canvas and discussed in class.

V. Exam 1 (Midterm) (25%)

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

VI. Exam 2 (Final) (25%)

The final exam is cumulative; it will cover the readings, class lectures, discussions, lab experiences, and multicultural presentations for the entire semester. The exam may consist of multiple choice, short answer, and essay questions.

Extra Credit

You may have the opportunity to participate in various extra credit opportunities. The maximum amount of extra credit you can receive is 5 exam points. All extra credit points will be added to your final exam grade. Extra credit opportunities will be announced in class as they become available.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday Jan. 27</td>
<td>• Introduction to the course &lt;br&gt;• Introduction to helping and the 3-stage model &lt;br&gt;• Instructions for helping session</td>
<td>HS 1, 2 (we will discuss these chapters this class, but please read these for the next class)</td>
<td>Class Consent Form</td>
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<td></td>
<td>Thursday Jan. 29</td>
<td>Lab 1: Helping session #1. <strong>Meet in BPS 2150</strong>&lt;br&gt;If possible, be 10 minutes early!</td>
<td>APA ethical guidelines&lt;br&gt;Helping sessions forms packet (on CANVAS)</td>
<td>Bring audio recorder, batteries, helping sessions packet&lt;br&gt;Unofficial transcript for pre-requisite check</td>
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<td>2</td>
<td>Tuesday Feb. 3</td>
<td>• Ethical issues in helping&lt;br&gt;• Self-awareness&lt;br&gt;• Attending, listening and observing skills&lt;br&gt;• Discuss self-examination paper</td>
<td>HS 3, 4, 7</td>
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<td></td>
<td>Thursday Feb. 5</td>
<td>Lab 2: Attending, listening &amp; observing skills</td>
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<td>3</td>
<td>Tuesday Feb. 10</td>
<td>• Overview of the Exploration Stage&lt;br&gt;• Exploring thoughts&lt;br&gt;• Therapeutic relationship&lt;br&gt;• Instructions for Transcript 1</td>
<td>HS 6, 8&lt;br&gt;Zilcha-Mano et al. (2014)</td>
<td>Self-examination paper due</td>
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<td>Thursday Feb. 12</td>
<td>Lab 3: Exploration of thoughts</td>
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<td>4</td>
<td>Tuesday Feb. 17</td>
<td>• Exploration of feelings&lt;br&gt;• Therapist self-disclosure&lt;br&gt;• Instructions for Tables 1</td>
<td>HS 9</td>
<td>Transcript 1 due</td>
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<td></td>
<td>Thursday Feb. 19</td>
<td>Lab 4: Exploration of feelings</td>
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<td>5</td>
<td>Tuesday Feb. 24</td>
<td>• Integrating Exploration Skills&lt;br&gt;• Multicultural awareness and diversity issues in helping&lt;br&gt;• Discussion of group assignment</td>
<td>HS 5, 10&lt;br&gt;Roysicar (2004)&lt;br&gt;APA Multicultural Guidelines</td>
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<td></td>
<td>Thursday Feb. 26</td>
<td>Lab 5: Integrating Exploration Skills</td>
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<td>6</td>
<td>Tuesday March 3</td>
<td>• Overview and theoretical background of the insight stage&lt;br&gt;• Skills for fostering awareness (e.g., challenges)&lt;br&gt;• Midterm Review</td>
<td>HS 11, 12</td>
<td>Tables 1 due (Attach revised transcript with the tables)</td>
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<td>Thursday March 5</td>
<td>Lab 6: Challenges</td>
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<td>7</td>
<td>Tuesday March 10</td>
<td>MIDTERM EXAM (<strong>Major Grading Event</strong>)</td>
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<td>8</td>
<td>Tuesday</td>
<td>Lab 7: Helping session #2</td>
<td>Helping sessions forms packet (on CANVAS)</td>
<td>Bring audio recorder, batteries, helping sessions packet</td>
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<td>March 17</td>
<td><strong>Meet in BPS 2150</strong></td>
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<td>If possible, be 10 minutes early!</td>
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<td>9</td>
<td>Thursday</td>
<td>Spring Break- NO LAB</td>
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<td>March 19</td>
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<td>8</td>
<td>Tuesday</td>
<td>Lab 8: Open questions and Interpretations for Insight</td>
<td>HS 13 &amp; 15 Myers &amp; Hayes (2006)</td>
<td>Transcript 2 due</td>
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<td>March 24</td>
<td>• Open questions for insight</td>
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<td>• Disclosures for insight</td>
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<td>• Interpretations for insight</td>
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<td>• Discussion of coding helping skills (Group practice activity)</td>
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<td>10</td>
<td>Tuesday</td>
<td>Lab 9: Immediacy &amp; Insight Integration</td>
<td>HS 16, 17 Raes et al. (2014)</td>
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<td>April 2</td>
<td>• Overview of the Action Stage</td>
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<td>• Skills to implement action goals</td>
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<td>• Four types of action</td>
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<td>• Discussion of final lab report</td>
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<td>11</td>
<td>Tuesday</td>
<td>Lab 10: Action Stage I</td>
<td>Hill 18 &amp; 19 Raes et al. (2014)</td>
<td>Table 2 due (include revised transcript 2)</td>
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<td></td>
<td>April 9</td>
<td>• Dream work in Therapy</td>
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<td>12</td>
<td>Tuesday</td>
<td>Lab 11: Dream work in Therapy</td>
<td>Cogar (2004)</td>
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<td>April 14</td>
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<td></td>
<td></td>
<td>• Multicultural Presentations</td>
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<td></td>
<td></td>
<td>Groups 1, 2, 3, &amp; 4</td>
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<td>13</td>
<td>Tuesday</td>
<td>Lab 12: Helping session #3</td>
<td>Hill 18 &amp; 19 Quintana &amp; Holahan (1992)</td>
<td>FINAL Lab report due</td>
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<td>April 23</td>
<td><strong>Meet in BPS 2150</strong></td>
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<td>If possible, be 10 minutes early!</td>
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<td>14</td>
<td>Tuesday</td>
<td>Lab 13: Action Stage II</td>
<td>Hill 18 &amp; 19 Quintana &amp; Holahan (1992)</td>
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<td>May 5</td>
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<td>• Multicultural Presentations</td>
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<td>Groups 5, 6, 7, 8</td>
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<td></td>
<td>• Action Stage Integration</td>
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<td>15</td>
<td>Tuesday</td>
<td>Lab 14: Integration and Termination Lab</td>
<td>Hill 18 &amp; 19 Quintana &amp; Holahan (1992)</td>
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<td>May 12</td>
<td>• Integrating the three stages</td>
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<td>• Termination in counseling</td>
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<td>• Discussion of final exam</td>
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<td>TBA</td>
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<td>TBA FINAL EXAM</td>
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Informed consent for Psyc433 (Your Copy):

Confidentiality and lab participation in PSYC 433

In signing and returning this form I agree to abide by the course confidentiality policy and policy for lab participation.

Confidentiality policy
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, and
• 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 the recordings promptly at the end of the course. I understand that if I disregard the confidentiality policy it will result in failure of this course (PSYC 433).

Lab participation.
I understand that all students are expected to participate as clients 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 are 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. Further, 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, 433 students, or anyone else.

I understand and agree to abide by the course policy on confidentiality and lab participation.

____________________________________  ___________
Signature                                      Date

____________________________________
Print Name
Informed consent for Psyc433 (Instructor Copy):

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In signing and returning this form I agree to abide by the course confidentiality policy and policy for lab participation.

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Lab participation.
I understand that all students are expected to participate as clients every week during the course, and that in the client role there are two participation options.
3) 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
4) 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 are acting as if I am a client.

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____________________________________  ______________
Signature                  Date

____________________________________
Print Name