Catalog Description: Students will learn about theories and research regarding effective helping skills. Students will practice helping skills with each other and will conduct research projects evaluating their helping skills. Students should be willing to talk about personal issues in class.

Prerequisites: PSYC300 and one of the following PSYC434, PSYC334, PSYC353, PSYC435, PSYC436, or PSYC432. Must be in Psychology program and have earned a minimum of 85 credits. Any student who does not have the prerequisites should drop (or will be dropped) from this course.

Course Instructor, Graduate TAs, and Undergraduate Graders

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Office</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Clara Hill</td>
<td><a href="mailto:cehill@umd.edu">cehill@umd.edu</a></td>
<td>BPS 2147g</td>
<td>Thurs 1-2:50</td>
</tr>
<tr>
<td>Graduate TAs</td>
<td>Jennifer Brady</td>
<td><a href="mailto:jbrady19@umd.edu">jbrady19@umd.edu</a></td>
<td>BPS 3128</td>
<td>Monday 1-1:50</td>
</tr>
<tr>
<td></td>
<td>Colleen Kase</td>
<td><a href="mailto:colleen.kase@gmail.com">colleen.kase@gmail.com</a></td>
<td>BPS 2140</td>
<td>Friday 12-12:50</td>
</tr>
<tr>
<td></td>
<td>Judy Gerstenblith</td>
<td><a href="mailto:igersten@terpmail.umd.edu">igersten@terpmail.umd.edu</a></td>
<td>BPS 1107E</td>
<td>Tues 11-11:50</td>
</tr>
</tbody>
</table>

Lab Times, Locations and Leaders

<table>
<thead>
<tr>
<th>Lab</th>
<th>Day &amp; Time</th>
<th>Location</th>
<th>Lab Leader</th>
<th>Lab Assistant(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0101</td>
<td>W 9 - 10:50am</td>
<td>BPS 1228</td>
<td>Colleen Kase</td>
<td></td>
</tr>
<tr>
<td>0102</td>
<td>W 11am - 12:50pm</td>
<td>BPS 1234</td>
<td>Colleen Kase</td>
<td>Emily Walsh</td>
</tr>
<tr>
<td>0103</td>
<td>W 1 - 2:50pm</td>
<td>BPS 1234</td>
<td>Clara Hill</td>
<td></td>
</tr>
<tr>
<td>0104</td>
<td>W 3 - 4:50pm</td>
<td>BPS 1234</td>
<td>Jen Brady</td>
<td></td>
</tr>
<tr>
<td>0105</td>
<td>Th 2 - 3:50pm</td>
<td>ESJ B0320</td>
<td>Judy Gerstenblith</td>
<td>Kathryn Filopov</td>
</tr>
<tr>
<td>0106</td>
<td>F 9 - 10:50am</td>
<td>BPS 1234</td>
<td>Jen Brady</td>
<td>Henok Girma</td>
</tr>
<tr>
<td>0107</td>
<td>F 11am - 12:50pm</td>
<td>PLS 1164</td>
<td>Judy Gerstenblith</td>
<td></td>
</tr>
<tr>
<td>0108</td>
<td>F 1 - 2:50pm</td>
<td>BPS 1234</td>
<td>Colleen Kase</td>
<td>Cristin McCall</td>
</tr>
<tr>
<td>0109</td>
<td>F 1 - 2:50pm</td>
<td>BPS 1228</td>
<td>Judy Gerstenblith</td>
<td></td>
</tr>
</tbody>
</table>

Course Website: www.elms.umd.edu

Course Outcomes:
At the completion of this course, students will be able to...
1. Identify helping skills, analyze their function, and evaluate their usefulness
2. Use helping skills at a beginner level
3. Articulate ways their & others’ use of helping skills are influenced by personal and larger sociocultural characteristics
4. Critically evaluate research on helping skills
Note: Completion of this course does not qualify students to practice as counselors or therapists.

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

Additional Required Reading (available on ELMS unless another location is specified; other readings may be added...please check ELMS for most updated list)
- APA Ethical Code can be found online at: http://www.apa.org/ethics/code/index.aspx
- APA practice guidelines can be found online at http://www.apapracticecentral.org/ce/guidelines/, including guidelines related to multiculturalism, disability, older adults, women & girls, LGB people.


**Campus Policies**
It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with your lab instructor if you have questions.

**Class Format**

- **Lecture/discussion** (once weekly): This class time will be devoted to lectures and discussion of helping skill theory, practice, and research. You will be expected to contribute in class, and to be prepared to discuss the readings. Even in a large class, I believe lively discussion is possible and important to the learning process.

- **Lab section** (once weekly): This class time offers students an opportunity to practice the applied helping skills discussed in lecture, as well as to gather data for their lab project. Depending on the week, lab section time will be in one of two formats:
  1. **Lab meetings:** These meetings are small group sessions led by 1-2 lab leaders. Students will practice the helping skills we cover in lecture through a variety of short exercises. **Makeup labs will not be offered.**
  2. **Helping sessions:** Two times during the semester (see schedule), students will complete individual helping sessions with peers. In each session, students will be grouped with two other classmates for two 20-minute sessions. During each session, each student will be a helper once, a client once, and an observer once. Unless otherwise noted, sessions will be located in BPS2150.

**Required Materials for Helping Sessions**

- **Audio recorder and fresh batteries:** Smartphones or laptops with a recording application are acceptable. Be sure to 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. Keep the recording in a secure location to safeguard confidentiality.

- **Helping session packet** (available on ELMS): Students are also required to fill out and submit the Session Process and Outcome Measures for both the therapist and the client, as well as the Session Review Form.

- **Clickers:** Every student should have access to a clicker or clicker app for your phone and bring it to both lecture and lab. For instructions of getting clicker access, read the following:
  - The new enterprise TurningPoint license will allow you to use the Mobile Response polling application on your mobile device or clicker. A physical clicker device, if required by an instructor, will need to be purchased at the University Book Center or the Turning Technologies online store. Identify your case below and follow the instructions.
**Case 1: I do not have a subscription and need a new one**
- To learn more about how to create an UMD Turning Account and have a subscription automatically applied to your account, please visit [How to Register a TurningPoint Account for New Students](#). Please submit clicker account questions to support@turningtechnologies.com.

**Case 2: My account expired and I need to renew my subscription**
- If your previous TurningPoint subscription was expired, a new UMD subscription was automatically applied to your account on August 22, 2017. You will see two subscriptions in your account. To learn more about how to verify your subscriptions, please visit [How to Register a TurningPoint Account for Students with Expired Subscriptions](#). Please submit clicker account questions to support@turningtechnologies.com.

**Case 3: My account is active and I want to use the new UMD license**
- Effective August 22, 2017, the UMD subscription will automatically show in your existing active account. You will see two subscriptions in your account. To learn more about how to verify your subscription, please visit [How to Register a TurningPoint Account for Students with a Current Subscription](#). Please submit clicker account questions to support@turningtechnologies.com.

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**PROFESSIONAL CONDUCT & COMMUNICATION**

**Electronic devices:** Laptops may be used for note-taking purposes only during lectures. No phones are permitted during our class meetings. Using phones during class, or surfing the web during class time will result in a significant reduction of 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.

**Email Policies:** Email is an important mode of communication for this course. The instructor and TAs will respond to your emails within 24 hours on weekdays and 48 hours on weekends. No questions will be answered after 7pm on the day before an exam or assignment due date. 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. Some questions may be too complicated to answer via email. In these cases, the student must schedule a time to meet in person in a timely manner.

**Expectations for professional behavior:** I expect all students to act like professionals at all times, especially when practicing helping. Behaving professionally means:

- Treating everyone with respect, including those whose opinions differ from yours
- Paying attention when the instructor, lab leader, TA, or classmates are speaking (no emailing, texting, chatting, working on homework, or reading)
- Following instructions in lab
- Consulting with a lab leader, TA, or instructor when in doubt to safeguard the welfare of those serving as clients
- Keeping all personal information shared in lab and helping sessions confidential

**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. You will not be evaluated according to how well you play the role of a client (or helper). In the client role, you have two options:

- You may choose to disclose relatively minor issues or problems (e.g., career decision, graduate applications, roommate problems, time management, academic issues). Please do not share very intimate or intense personal problems, both for your own sake and for the comfort of your helper.
- 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 how this person would react in a helping situation. Do not reveal whether you are disclosing real information or whether you have made up a character.

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 take advantage of the cost-free services 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 intent to harm yourself or another person, the instructor may be required by Maryland State law to report this information to the appropriate authorities.
ATTENDANCE & RELATED ISSUES

Class Attendance and Participation

**Lecture:** Attendance is required in lecture. Attendance will be taken. This is an experiential class, and you can only benefit if you attend. You will lose 50% of your participation points for your first unexcused absence and 25% each for your second and third unexcused absences. Students may submit a Professional Activity Excuse Form for one excused absence from lab due to a significant professional activity (e.g., job or grad school interview, MCAT, conference presentation; see form on ELMS). **Please drop this course if you are unable to attend class regularly and on time.**

- Attendance will be taken in each lecture class either via turning in written exercises or clicker use.
- Three unexcused tardies or early leaves will count as one unexcused absence.

**Lab:** Attendance is required for all labs for the full meeting time. This is an experiential class, and you can only benefit if you attend. You will lose 50% of your lab participation points for your first unexcused absence and 25% each for your second and third unexcused absences. Students may submit a Professional Activity Excuse Form for one excused absence from lab due to a significant professional activity (e.g., job or grad school interview, MCAT, conference presentation; see form on ELMS). **Please drop this course if you are unable to attend lab regularly and on time.**

- Attendance will be taken in each lab.
- Three unexcused tardies or early leaves will count as one unexcused absence.

**Helping sessions:** These sessions are at the heart of the final lab report, and are designated as a major grading event (similar to an exam). Each unexcused absence will result in a 37.5 point deduction from the final lab report.

**Make-up Examinations**

Make-up examinations will only be given in unusual situations. I will review a student's reason for missing a test and may or may not allow the student to take an alternative exam. If the reason is known in advance, permission to miss the exam must be requested by the student prior to the third week of class. Otherwise, the student must inform the instructor as soon as possible after reason develops and provide written documentation.

**Inclement Weather or Campus Emergency**

If the university is closed due to inclement weather or an emergency (check through campus website or snow phone line 301-405-SNOW), class will be cancelled. Assignments are all submitted electronically and thus due dates will not change even if campus is closed on a due date.

EVALUATION & GRADING

**Evaluation Criteria**

Course grades are based on the summed points from the following requirements (% of total grade):

- **Self-examination paper** 100 points (10%)
- **Lecture participation** 50 points (5%)
- **Lab participation** 50 points (5%)
- **Online assignments** 100 points (10%)
- **Lab project (including transcripts, tables, report)** 250 points (25%)
- **Exam 1** 200 points (20%)
- **Exam 2** 250 points (25%)

**Letter Grades:** Letter grades (A+ through F-) for the course will be based on the total semester points as follows:

- 900-929 A-
- 930-969 A
- 970-1000 A+
- 800-829 B-
- 830-869 B
- 870-899 B+
- 700-729 C-
- 730-769 C
- 770-799 C+
- 600-629 D-
- 630-669 D
- 670-699 D+
- 599 and below F

**Description of Graded Course Requirements**

1. **Self-Examination Paper** (10% = 100 points)

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 at least **three words** or phrases to describe yourself as a person and elaborate on each of these words/phrases.
  - 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.
  - Identify at least **1 positive** and **1 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.

- **Life experiences and influences**
  - 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.)
  - 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)

- **Helping**
  - What is helping? Discuss what you personally think helping means.
  - What is a good life? Discuss **three** things that should be present in a good life.
  - What draws you to learn helping skills and/or to become a helper?
  - Discuss **two** strengths and **two** weaknesses that you bring to a helping situation.
  - 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?
  - What type(s) of client will you be most drawn to work with, and why?

- Please adhere to APA style, grammar, punctuation, and usage as much as possible.

- You will be given a pass-fail grade for this paper. In other words, if you pour you heart into this paper and really do a great job of self-examination, you will get 100 points. If you do not cover all the topics or do not put forth a good effort to really delve into yourself, you will get 0 points. This paper is really for you, so we hope that you will put your best effort forward to do as thorough a job of self-examination as possible.

2. **Class Participation (5% = 50 points)**
   Participation will be judged according to your being engaged, contributing constructively to the discussion, and reflecting about your experiences in written exercises. Due to the experiential nature of the class, attendance is required for all classes (see attendance section above).

3. **Lab Participation (5% = 50 points)**
   Participation will be judged according to your being engaged, staying on task, providing both positive and constructive feedback to your classmates on their skills, and coming into lab with concerns or problems to talk about. Due to the experiential nature of the lab meetings, attendance is required for all labs (see attendance section above).

4. **Online Assignments (10% = 100 points)**
   You will have a number of online exercises to complete, as well as three therapy videos to watch and comment on:
   - Tutorial in Coding Helping Skills: 15 points
   - Practice Exercises 1a-d: 10 points
   - Practice Exercises 2a-d: 10 points
   - Practice Exercises 3a-c: 10 points
   - Practice Exercises 4a-c: 10 points
   - Video Assignments (1-3): 15 points each

5. **Lab Project (25% = 250 points)**
   You will be required to complete research on two 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 ELMS). Due dates are listed in the class schedule below. Details regarding assignments will be discussed in class and posted on ELMS. The grade breakdown for this assignment is as follows:

- 1st helping session transcript, tables & SPOM forms: 75 points
- 2nd helping session transcript, tables & SPOM forms: 75 points
- final lab report write-up: 100 points

### 6. Exam 1 (Midterm) (20% = 200 points)
This exam covers material from the first part of the semester, and consists of multiple choice and short essay questions.

### 7. Exam 2 (Final) (25% = 250 points)
The final exam is cumulative but emphasizes material occurring after the midterm.

### 8. Extra Credit (optional; up to 5 points)
You will have the opportunity to earn extra credit points by participating in course-relevant research or experiences.

**Grading Concerns:** If you believe an assignment or exam has been incorrectly graded, you must raise your concerns with your lab instructor within **two weeks** of the day the graded assignment or exam is returned to students. Grading concerns will not be addressed after this point. If you wish to have work regraded, then please follow these steps:
1. You must present a valid reason in writing for meriting a re-grade, which should include documentation of why you should get additional points (e.g., reasons based on information from the class textbook, class readings, or class notes).
2. If your reasons and documentation are sufficient, the paper will be re-graded once by a different grader.
3. By requesting a re-grade, you agree that the new grade (which may be higher or lower) will be the permanent grade.

**Details for papers and assignments**
1. All assignments need to be submitted on ELMS.
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. All papers should be written in APA style (refer to the Publication Manual of the American Psychological Association, 6th Ed, Wash DC: APA).
5. Deadlines for each assignment are listed below in the tentative schedule. Deadlines listed are for a specific time on a specific date. Materials turned in after these times are considered one day late. Assignments will lose 10% per day that they are late (including weekend days).
6. Poorly written or typed papers will receive lower grades regardless of content. Please proofread your papers.
7. Extensions on assignments will not be given for technical problems with computers or Internet access. Save back-ups of all documents, and leave enough time for the possibility of technical problems.
8. Please contact the Writing Center or Learning Assistance Service if you want 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/
9. 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.”
**TENTATIVE SCHEDULE**

Students are responsible for being aware of any changes in this schedule announced in class and lab.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | Monday, Aug 28 | • Introduction to the course  
• Introduction to the helping model  
• Discuss self-examination paper | HS 1, 2            |                               |
|      | LAB        | Introduction to lab  
Expectations  
Initial Pairing |                    |                               |
| 2    | Monday, Sept 4 | **LABOR DAY: NO CLASS** |                  |                               |
|      | LAB        | Attending and Empathy | Class consent form (in syllabus) |                               |
| 3    | Monday, Sept 11 | • Introduction  
• Overview of the exploration stage  
• Fundamental skills for facilitating exploration | HS 6 - 10        |                               |
|      | LAB        | Exploration of thoughts | Tutorial in coding helping skills due 9am |                               |
| 4    | Monday, Sept 18 | • Ethics  
• Self-Awareness  
• Instructions for Helping Session (Jenn) | HS 3, 4          | Self-examination papers due at 10am |
|      | LAB        | HELPFING SESSION #1  
Bring recorder, batteries, helping session packet (***Major Grading Event***) | Helping sessions forms packet (on ELMS) | Practice Exercises 1a-1d due 9am |
| 5    | Monday, Sept 25 | • Therapeutic Relationship  
• Instructions for Transcript 1 (Jenn) | Zilcha-Mano et al. (2014) |                               |
|      | LAB        | Exploration of feelings | Practice Exercises 2a-2d due 9am |                               |
| 6    | Monday, Oct 2 | • Multicultural and diversity issues in helping  
• Instructions for Tables 1 (Jenn) | HS 5 Chang & Berk (2009) | Transcript 1 due at 10am     |
|      | LAB        | Integrating exploration skills | Video 1 assignment due 9am |                               |
| 7    | Monday, Oct 9 | **MIDTERM EXAM (***Major Grading Event***) |                    |                               |
|      | LAB        | Integrating exploration skills |                              |                               |
| 8    | Monday, Oct 16 | • Overview and theoretical background of the insight stage  
• Skills for fostering insight | HS 11 - 15        | Tables 1 due at 10am (with revised Transcript 1) |
|      | LAB        | Challenges |                              |                               |
| 9    | Monday, Oct 23 | • Case Conceptualization (Jenn) | NEED READING      |                               |
|      | LAB        | Open questions for insight and interpretations | Practice Exercises 3a-3d due 9am |                               |
| 10   | Monday, Oct 30 | • Meaning in Life | NEED READING |                               |
|      | LAB        | HELPFING SESSION #2  
Bring recorder, batteries, helping session packet (***Major Grading Event***) | Helping sessions forms packet (on ELMS) | Video 2 assignment due 9am   |
<p>| 11   | Monday     | • Immediacy |                              |                               |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov 6</td>
<td>• Integration of insight &amp; exploration stages</td>
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<tr>
<td>LAB</td>
<td></td>
<td>Immediacy</td>
<td></td>
<td>Practice Exercises 4a-4c due 9am Wed</td>
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<tr>
<td>12</td>
<td>Monday</td>
<td>• Overview of the Action Stage</td>
<td>HS 17</td>
<td>Transcript 2 due at 10am</td>
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<tr>
<td>Nov 13</td>
<td></td>
<td>• Skills to implement action goals</td>
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<tr>
<td>LAB</td>
<td>Behavior Change</td>
<td></td>
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<tr>
<td>13</td>
<td>Monday</td>
<td>• Assertiveness Training</td>
<td></td>
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<td>Nov 20</td>
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<tr>
<td>LAB</td>
<td>THANKSGIVING: NO LAB</td>
<td></td>
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<tr>
<td>14</td>
<td>Monday</td>
<td>• Mindfulness (Colleen)</td>
<td>Shapiro et al. (2008)</td>
<td>Tables 2 due 10am (with revised Transcript 2)</td>
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<tr>
<td>Nov 27</td>
<td></td>
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<tr>
<td>LAB</td>
<td>Relaxation, Decision-making</td>
<td>Hill (2004): <em>Dream Work in Therapy</em>, Ch. 1-4</td>
<td>Video 3 assignment due 9am</td>
<td></td>
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<tr>
<td>15</td>
<td>Monday</td>
<td>• Dream Work (Judy)</td>
<td></td>
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<tr>
<td>Dec 4</td>
<td></td>
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<tr>
<td>LAB</td>
<td>Dream Work</td>
<td>Quintana &amp; Holahan (1992)</td>
<td>Final lab report due 10am</td>
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<tr>
<td>16</td>
<td>Monday</td>
<td>• Termination</td>
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<td></td>
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<tr>
<td>Dec 11</td>
<td></td>
<td>• Careers in the helping professions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Discussion of final exam</td>
<td></td>
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<tr>
<td>TBA</td>
<td>FINAL EXAM (UMD sets date mid-semester)</td>
<td>Quintana &amp; Holahan (1992)</td>
<td>Final lab report due 10am</td>
<td></td>
</tr>
</tbody>
</table>
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):

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.

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.

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, TA’s, 433 students, or anyone else.

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

____________________________________ ________________________
Signature Date

____________________________________
Print Name