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### **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

### **Class Format**

- Lecture/discussion (once weekly): Prerecorded video lectures will be posted online on the topics of the week. Please keep up with lectures, as they cover material relevant to the weekly lab activities, assignments, and exams.
- Lab section (once weekly on Zoom): This online virtual 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 a lab leader. 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: Students will complete individual helping sessions with peers three times (see schedule). In each session, students will be grouped 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. Students should come prepared with the Helping Session Packet (available on ELMs), which can be completed electronically or by hand (hard copy).

## **PROFESSIONAL COMMUNICATION & CONDUCT**

**Electronic devices**: I strongly believe that side use of electronic devices can take us away from the present moment, making us less fully engaged in class. When you are in lab, please do not use your electronic devices for reasons other than participating. That said, you will need an electronic device and Internet access to participate in lab, view lectures, complete assignments, and take advantage of the resources available on ELMS.

**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. 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 behavior when practicing helping:** Respectful and attentive behavior is important in all classes, and this is very evident in labs because students need to feel comfortable practicing helping skills in front of peers. I expect all students to read and abide by the expectations for lab, including helping sessions, which are discussed in the document “PSYC 433 Lab Behavioral Expectations” available on ELMS. Beyond those basic expectations, I want to emphasize the following important points:

- If you have serious concerns about the welfare of a peer serving as a client, please consult with a lab leader, TA, or instructor so that we can help to protect the person’s well-being
- All personal information shared in lab and helping sessions must be kept confidential. This is an absolute requirement. 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.**

**Inclusive learning environment:** Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one’s statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

**Names/pronouns and self-identification:** In this classroom, we demonstrate respect for others by referring to people using the names and personal pronouns that they share. I invite all people in this class to tell us how they want to be referred to both in terms of name and pronouns (he/him, she/her, they/them, etc.). Visit [trans.umd.edu](https://trans.umd.edu) to learn more.

Additionally, in this class, we demonstrate respect for others by striving to make no presumptions about people’s identities (e.g., gender, race, class, sexuality, religion, dis/ability) or the meaning of those identities for each person. All in this class have the right to decide whether to share their identities.

## **ATTENDANCE & RELATED ISSUES**

### **Class Attendance and Participation**

**Lecture:** Students are expected to view lectures.

**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%)
Lab participation	100 points (10%)
Online assignments	100 points (10%)
Lab project (including transcripts, tables, report)	250 points (25%)
Online Exams 1-5 (open book)	450 points (45%)

**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 (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):

- Who are you? (30 points)
  - Use at least three words or phrases to describe yourself as a person and elaborate on each of these words/phrases. (15 points)
  - 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).
  - 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. (10 points)
- Life experiences and influences (20 points)
  - 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)
  - 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)
- Helping (40 points)
  - 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. (5 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. (10 pts)

- 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)
- 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 points)

## 2. Lab Participation (10% = 100 points)

Lab participation will consider your ability to be engaged, 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. Due to the experiential nature of the lab meetings, attendance is required for all labs (see attendance section above).

## 3. 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

## 4. Lab Project (25% = 250 points)

You will complete research on three helping sessions. This project will give you an opportunity to see how research is done on helping skills and to provide you with empirical feedback about your helping skills. For the first two helping sessions, you will (a) record your session, (b) complete the Session Review Forms, (c) transcribe your session, (d) code and categorize the skills you used, and (e) create tables reflecting these data. For all three sessions, you will complete the Session Process and Outcome Measures. You will use all of the data you collect to 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:

- 1<sup>st</sup> helping session transcript, tables & SPOM forms: 50 points
- 2<sup>nd</sup> helping session transcript, tables & SPOM forms: 50 points
- 3<sup>rd</sup> helping session SPOM forms and **final lab report** write-up: 150 points

## 5. Online Exams 1-5 (open book) (45% = 450 points)

These open book, multiple choice exams will be administered through Canvas. Exams will focus on material covered since the previous exam but may include concepts from even earlier weeks. Exams will be open for completion a week before they are due all the way through the Monday completion deadline. Exam items will be worth 6.25 points each, and each exam will have 12-15 items (72 items across the five exams). Exams can be completed using the following materials only: Powerpoint lecture notes, required readings, and one's own personal notes. Exam completion is to be an individual effort. Thus, students should not discuss exam items with anybody (except for the instructor if clarification is needed). Exams will be untimed.

**Grading Concerns:** If you believe an assignment or exam has been incorrectly graded, you must raise your concerns with your 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, 7<sup>th</sup> 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. Write the university honor pledge on the front page of every written 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.

Week	Date	Topic	Reading	Due
1	<i>Monday Jan 25</i>	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Discussion of self-examination paper</li> </ul>		
	LAB+	Introduction to lab Self-awareness	HS 3	Complete online <a href="#">Agreement Form</a>
2	<i>Monday Feb 1</i>	<ul style="list-style-type: none"> <li>• Introduction to helping and the 3-stage model</li> <li>• Therapeutic relationship</li> <li>• Ethics, behavioral expectations for lab</li> </ul>	HS 1, 2 Zilcha-Mano et al. (2014)	
	LAB+	Ethical issues in helping and in lab		
3	<i>Monday Feb 8</i>	<ul style="list-style-type: none"> <li>• Overview of the exploration stage</li> <li>• Fundamental skills for facilitating exploration</li> <li>• Instructions for the first helping session</li> </ul>	HS 5, 6 Blanchard and Farber (2016)	
	LAB+	HELPING SESSION #1 Bring helping session packet (**Major Grading Event**)	Helping sessions forms packet (on ELMS)	Tutorial in coding helping skills due 11:59pm Tues
4	<i>Monday Feb 15</i>	<ul style="list-style-type: none"> <li>• Instructions for Transcript 1</li> <li>• Exploring thoughts and narratives</li> <li>• Exam 1 opens on ELMS for one week</li> </ul>	HS 7	Self-examination papers due 11:59pm Mon
	LAB+	Exploration of thoughts and narratives		Practice Exercises 1a-1d due 11:59pm Tues
5	<i>Monday Feb 22</i>	<ul style="list-style-type: none"> <li>• Exploration of feelings</li> <li>• Therapist self-disclosure</li> <li>• Integrating exploration skills</li> </ul>	HS 8, 9 Solomonov and Barber (2018)	Exam 1 due 11:59pm Mon
	LAB+	Exploration of feelings		Practice Exercises 2a-2d due 11:59pm Tues
6	<i>Monday March 1</i>	<ul style="list-style-type: none"> <li>• Multicultural and diversity issues in helping</li> <li>• Instructions for Tables 1</li> <li>• Exam 2 opens on ELMS for one week</li> </ul>	HS 4 Chang and Berk (2009) Owen et al. (2017)	Transcript 1 due 11:59pm Mon
	LAB+	Integrating exploration skills Multicultural issues		
7	<i>Monday March 8</i>	<ul style="list-style-type: none"> <li>• No online lectures</li> </ul>		Exam 2 due 11:59pm Mon
	LAB+	HELPING SESSION #2 Bring helping session packet (**Major Grading Event**)	Helping sessions forms packet (on ELMS)	Video 1 assignment due 11:59pm Tues
8	<i>Monday March 15</i>	⊕ ⊕ SPRING BREAK ⊕ ⊕		

Week	Date	Topic	Reading	Due
9	Monday March 22	<ul style="list-style-type: none"> <li>Overview and theoretical background of the insight stage</li> <li>Skills for fostering awareness (e.g., challenges)</li> </ul>	HS 10, 11	
	LAB+	Challenges		
10	Monday March 29	<ul style="list-style-type: none"> <li>Open questions for insight</li> <li>Disclosures for insight</li> <li>Interpretations for insight</li> <li>Exam 3 opens on ELMS for one week</li> </ul>	HS 12 Myers and Hayes (2006)	Due 11:59pm Mon: <ul style="list-style-type: none"> <li>Tables 1 (+ revised Transcript 1)</li> <li>Transcript 2</li> </ul>
	LAB+	Open questions for insight and interpretations		Practice Exercises 3a-3d due 11:59pm Tues
11	Monday April 5	<ul style="list-style-type: none"> <li>Immediacy</li> <li>Integration of the Insight &amp; Exploration Stages</li> </ul>	HS 13, 14	Exam 3 due 11:59pm Mon
	LAB+	Immediacy and insight integration		Video 2 assignment due 11:59pm Tues
12	Monday April 12	<ul style="list-style-type: none"> <li>Overview of the Action Stage</li> <li>Skills to implement action goals</li> <li>Exam 4 opens on ELMS for one week</li> </ul>	HS 15	
	LAB+	Skills to implement action		Practice Exercises 4a-4c due 11:59pm Tues
13	Monday April 19	<ul style="list-style-type: none"> <li>Four types of action</li> <li>Action stage integration</li> <li>Mindfulness</li> </ul>	HS 16 Shapiro et al. (2008)	Due 11:59pm Mon: <ul style="list-style-type: none"> <li>Exam 4</li> <li>Tables 2 (+ revised Transcript 2)</li> </ul>
	LAB+	HELPING SESSION #3 Bring helping session packet (**Major Grading Event**)	Helping sessions forms packet (on ELMS)	
14	Monday April 26	<ul style="list-style-type: none"> <li>Writing up the lab report</li> <li>Careers in the helping professions</li> </ul>		
	LAB+	<ul style="list-style-type: none"> <li>Steps of action</li> </ul>		Video 3 assignment due 11:59pm Tues
15	Monday May 3	<ul style="list-style-type: none"> <li>Integrating the 3 stages</li> <li>Termination</li> <li>Exam 5 opens on ELMS for one week</li> </ul>	HS 18 Lee et al. (2011); Quintana and Holahan (1992)	
	LAB+	Termination		Final lab report due 11:59pm Friday
16	Monday May 10	<ul style="list-style-type: none"> <li>No online lectures</li> </ul>		Exam 5 due 11:59pm Mon