Catalog Description: Theories and research regarding effective helping relationships, with a focus on applications to counseling and psychotherapy. 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. Attendance in labs is mandatory and contributes to the course grade; thus, students should only enroll in a lab section that they will be able to attend consistently. Restricted to PSYC (major code 20010) students only.

Prerequisites: PSYC300

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>Instructor</td>
<td>Jonathan Mohr</td>
<td><a href="mailto:jmohr@umd.edu">jmohr@umd.edu</a></td>
<td>BPS 2147K</td>
<td>M 11am-12pm (and by appt.)</td>
</tr>
<tr>
<td>Graduate TAs</td>
<td>Jen Brady</td>
<td><a href="mailto:jbrady19@umd.edu">jbrady19@umd.edu</a></td>
<td>BPS 1107</td>
<td>By appt.</td>
</tr>
<tr>
<td></td>
<td>Colleen Kase</td>
<td><a href="mailto:ckase@terpmail.umd.edu">ckase@terpmail.umd.edu</a></td>
<td>BPS 1228</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Judy Gerstenblith</td>
<td><a href="mailto:jgersten@umd.edu">jgersten@umd.edu</a></td>
<td>BPS 1234</td>
<td></td>
</tr>
<tr>
<td>Lab leader</td>
<td>Taylor Morris</td>
<td><a href="mailto:trm12@terpmail.umd.edu">trm12@terpmail.umd.edu</a></td>
<td></td>
<td></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 (email)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0101</td>
<td>W 9 - 10:50am</td>
<td>BPS 1228</td>
<td>Judy Gerstenblith</td>
<td>Megan Prass (<a href="mailto:maprass22@verizon.net">maprass22@verizon.net</a>)</td>
</tr>
<tr>
<td>0102</td>
<td>W 11am - 12:50pm</td>
<td>BPS 1228</td>
<td>Jen Brady</td>
<td>Briony Waite (<a href="mailto:briony.waite826@gmail.com">briony.waite826@gmail.com</a>)</td>
</tr>
<tr>
<td>0103</td>
<td>W 1 - 2:50pm</td>
<td>BPS 1228</td>
<td>Jen Brady</td>
<td>Arcadia Ewell (<a href="mailto:ewell5@live.com">ewell5@live.com</a>)</td>
</tr>
<tr>
<td>0104</td>
<td>W 3 - 4:50pm</td>
<td>BPS 1228</td>
<td>Judy Gerstenblith</td>
<td>Kathryn Filipov (<a href="mailto:kathrynfilipov@gmail.com">kathrynfilipov@gmail.com</a>)</td>
</tr>
<tr>
<td>0105</td>
<td>W 11am - 12:50pm</td>
<td>BPS 1234</td>
<td>Colleen Kase</td>
<td>Emily Abraham (<a href="mailto:emilya95@gmail.com">emilya95@gmail.com</a>)</td>
</tr>
<tr>
<td>0106</td>
<td>W 1 - 2:50pm</td>
<td>BPS 1234</td>
<td>Taylor Morris</td>
<td>Jacob Katinsky (<a href="mailto:jkatinsk@terpmail.umd.edu">jkatinsk@terpmail.umd.edu</a>)</td>
</tr>
<tr>
<td>0107</td>
<td>F 8 - 9:50am</td>
<td>BPS 1232</td>
<td>Colleen Kase</td>
<td>No assistant assigned</td>
</tr>
<tr>
<td>0108</td>
<td>F 10 - 11:50am</td>
<td>BPS 1234</td>
<td>Jen Brady</td>
<td>Zack Borkowski (<a href="mailto:zaborkowski@gmail.com">zaborkowski@gmail.com</a>)</td>
</tr>
<tr>
<td>0109</td>
<td>F 12 - 1:50pm</td>
<td>BPS 1234</td>
<td>Judy Gerstenblith</td>
<td>Hailey Fleece (<a href="mailto:Hailey.123@live.com">Hailey.123@live.com</a>)</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)

- 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 me 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**: Three 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 three 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 BPS2105.

**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.

**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 advised but not required in lecture.
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):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-examination paper</td>
<td>100</td>
</tr>
<tr>
<td>Lab participation</td>
<td>100</td>
</tr>
<tr>
<td>Online assignments</td>
<td>100</td>
</tr>
<tr>
<td>Lab project (including transcripts, tables, report)</td>
<td>250</td>
</tr>
<tr>
<td>Exam 1</td>
<td>200</td>
</tr>
<tr>
<td>Exam 2</td>
<td>250</td>
</tr>
</tbody>
</table>

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)
   - **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 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 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: 50 points
- 2nd helping session transcript, tables & SPOM forms: 50 points
- 3rd helping session SPOM forms and final lab report write-up: 150 points

5. **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.

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

7. **Extra Credit** (optional; up to 5 points)
You will have the opportunity to earn extra credit points by completing a survey on topics related to this course. You may consent to have your responses used in a study being conducted by doctoral students. However, whether you participate in that study will have no impact on earning extra credit.

**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, 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>
<tbody>
<tr>
<td>1</td>
<td>Monday, Jan 22</td>
<td><em>NO LECTURE THIS WEEK</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monday, Jan 29</td>
<td>LAB Introduction to lab Self-awareness</td>
<td>HS 4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Monday, Feb 5</td>
<td><em>Overview of the exploration stage</em></td>
<td>HS 6, 7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Monday, Feb 12</td>
<td>LAB HELPING SESSION #1 Bring recorder, batteries, helping session packet (<strong>Major Grading Event</strong>)</td>
<td>Helping sessions forms packet (on ELMS)</td>
<td>Tutorial in coding helping skills due 9am Wed</td>
</tr>
<tr>
<td>5</td>
<td>Monday, Feb 19</td>
<td>LAB Exploration of thoughts</td>
<td>Practice Exercises 1a-1d due 9am Wed</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Monday, Feb 26</td>
<td>LAB Exploration of feelings</td>
<td>Practice Exercises 2a-2d due 9am Wed</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Monday, March 5</td>
<td>LAB HELPING SESSION #2 Bring recorder, batteries, helping session packet (<strong>Major Grading Event</strong>)</td>
<td>Helping sessions forms packet (on ELMS)</td>
<td>Video 1 assignment due 9am Wed</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Due</td>
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</tbody>
</table>
| 8    | Monday March 12 | • Overview and theoretical background of the insight stage  
• Skills for fostering awareness | HS 11, 12 | Tables 1 due at 2pm (with revised Transcript 1) |
|      | LAB        | Challenges                                                            |               |                                               |
| 9    | Monday March 19 | ∆∆ SPRING BREAK ∆∆                                                   |               |                                               |
| 10   | Monday March 26 | • Open questions for insight  
• Disclosures for insight  
• Interpretations for insight | HS 13  
Myers and Hayes (2006) |                                               |
|      | LAB        | Open questions for insight and interpretations                        |               | Practice Exercises 3a-3d due 9am Wed           |
| 11   | Monday April 2 | • Immediacy  
• Integration of insight & exploration stages                        | HS 14, 15     | Transcript 2 due at 2pm                       |
|      | LAB        | Immediacy and insight integration                                      |               | Video 2 assignment due 9am Wed                |
| 12   | Monday April 9 | • Overview of the Action Stage  
• Skills to implement action goals                                     | HS 16         | Practice Exercises 4a-4c due 9am Wed          |
|      | LAB        | Skills to implement action                                             |               |                                               |
| 13   | Monday April 16 | • Four types of action                                                 | HS 17  
Shapiro et al. (2008) | Tables 2 due at 2pm (with revised Transcript 2) |
|      | LAB        | HELPING SESSION #3 Bring recorder, batteries, helping session packet (**Major Grading Event**) | Helping sessions forms packet (on ELMS) |                                               |
| 14   | Monday April 23 | • Dream work in therapy                                                | Hill (2004): Dream Work in Therapy, Ch. 1-3 |                                               |
|      | LAB        | Dream work in therapy                                                 |               |                                               |
| 15   | Monday April 30 | • Integrating the 3 stages  
• Careers in the helping professions                                     | HS 18, 19     | Video 3 assignment due 9am Wed              |
|      | LAB        | Termination                                                            | Quintana & Holahan (1992) | Final lab report due 10pm Friday              |
| 16   | Monday May 7  | • Termination  
• Discussion of final exam                                          |               |                                               |
|      | TBA        | FINAL EXAM (UMD sets date midsemester)                                  |               |                                               |
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
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- 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).

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OR

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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