Peer Counseling Training

PT 011 – Professional Training

By

Teresa Freeman, William Hoikala, Sarah Ingraham, and Richard Schwartz

Developed 1979
Edited 2006

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Overview

Peer Counseling Training Program

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The program trains through lecture, discussion, exercises, and most especially through role plays. General counseling techniques are stressed, with special presentations on: assertiveness, decisionmaking, family issues, legal issues, crisis intervention, substance abuse, and sexuality. Pre- and post-test measures are referenced. The manual (67 pages) includes 15 handouts. The program was developed in 1979, so that statistics and references may need to be updated.

GOALS: To enhance linkage between a social service agency and a teen network; to teach teenagers simple counseling skills; to sensitize participants to career options; to broaden their selfawareness

TARGET: Young people, 16 – 20 years of age

STAFF: Three is ideal, co-leaders plus a fallback

LENGTH: Ten 2-hour sessions plus a graduation ceremony

SIZE: 10 – 16 (allow for 20% dropout rate)

OTHER: The 10-week commitment requires real interest and ability in learning about typical and sensitive counseling issues.
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Acknowledgements

Numerous people have contributed to the establishment of West Haven’s Peer Counseling Training Programs.

For their expertise in assisting in the planning and leading of the initial sequences, we thank Frank Anastasio, Jane Cohen, and Elaine Kertes.

Our appreciation also to Sarah Fabish, Dick Smith, Willie Coleman, and Jack Mordente for sharing their programs’ ideas.

We also wish to express appreciation to the many community organizations who supplied guest speakers and referred trainees into the program.

For their honest responses, enthusiasm, and encouragement we thank the young men and women of West Haven who have participated in our program. Without them and their willingness to experience new things, the Peer Counseling Training Program would not exist.

Last but not least, we wish to thank Maureen McDonough for her willingness to lend her clerical skills to this effort.

Teresa Freeman, William Hoikala, Sarah Ingraham, and Richard Schwartz, 1979

Please note that all figures and statistics will have to be updated in this ca. 1979 program model. – Ed.
History of the West Haven Peer Counseling Program

In the fall of 1977, the West Haven Community House, The Consultation Center of the Hill-West Haven Branch of the Connecticut Mental Health Center, and the West Haven Youth Service Bureau began joint planning for a peer counseling program. Several area towns already had programs in place, and all reported a positive response from teenagers to such a program. All of these programs were based on the premise that teenagers turn to each other for help and information much more readily than they turn to social service professionals. Given the importance of peer relationships to adolescents, it seemed sensible to inject information and skills into the existing teen network.

In planning the West Haven program, we worked to include the following goals:

1. increased self-awareness on the part of trainees,
2. dissemination of social service information into the teens’ informal word-of-mouth network already in existence,
3. knowledge of basic counseling skills,
4. exposure to career options in the helping professions.

Five workers from the three cooperating agencies began meeting weekly for the purpose of planning approximately three months before the first session was held. Issues that had to be settled were:

1. length of the training (number of hours, sessions)
2. criteria for selection of trainees
3. size and makeup of the group
4. recruitment and selection system
5. topics to include in training
6. leadership of the sessions and use of outside resource people
7. time plan for publicity and screening of applicants
8. limits and standards (absenteeism, etc.) for graduation
9. possible follow-up for use of trainees
10. program evaluation

The planning committee divided up tasks based on skills, resources, interests and time available. It proved helpful to have several people involved in the planning, because each person contributed different areas of expertise and interest. Planning for our first “class” took the greatest amount of time; our third group required much less group planning since three of the
original workers were still with the program. A side benefit of working on this interagency project was that the relationship among the workers and agencies serving West Haven teenagers was strengthened, facilitating referrals, information sharing, and further cooperation on other projects.

**Recruitment Process**

Our first step was the development of a brochure and application form. Once this task was completed, and introduction letter was drafted and packets (letter, brochures, and applications) were sent to clergy, community agencies, and the two local high schools (one public, one parochial). We also posted brochures on bulletin boards where potential candidates might see them. Candidates were interviewed individually by a member of the planning committee, and most of the candidates interviewed were admitted into the program. We felt that the young people who completed the application adequately and went through the interview process possessed the commitment to finish the program. Other than a commitment to regular attendance, our desire for a heterogeneous group in terms of sex, race, background, and interest made it difficult to pinpoint exactly what we were looking for in a peer counselor trainee.

Because most of our first class of trainees came from personal contacts of the planning team, we decided to diversify our publicity approach for the second sequence. In addition to sending updated materials to the agencies utilized in our first appeal, we had articles in the regional daily newspaper and local daily, and also had announcements placed in a regional alternative weekly. We utilized two local radio stations, one for public service announcements, and the other for a brief interview describing our program. We also had the first group of graduates as a source of contact with potential applicants. We had difficulty obtaining sufficient candidates to start (we had decided on 10 trainees as a minimum number), and our target starting date was set back six weeks. Candidates were still interviewed individually, but we made an effort to standardize the interview somewhat, focusing on potential counseling situations, expectations, and past experiences with people.

We began recruitment for our third sequence before the second group graduated. Letters were sent to referral sources, a news release was written, and the high school permitted announcements on the PA system and recruiting posters on bulletin boards. Candidates were interviewed by several committee members concurrently; this was successful in standardizing the interviews and promoting more effective screening. At the completion of the third sequence, twenty-four youth had completed the program.
Although we cannot know the ideal recruitment and screening procedures for your community, we do believe that the following suggestions might be helpful:

1. Use a multi-media approach to publicity; this should help you reach and recruit a diverse group of trainees.

2. Send your recruitment packets to as many referral sources as possible. To encourage future referrals, keep your sources posted on the progress of the program and thank them for their help.

3. Use your “alumni” to help with recruitment, and possibly interviewing.

4. Keep lists of potential trainees. This “Waiting List” might include previous applicants, former program dropouts, and others who have expressed interest in the program.
Preliminary: Sample Brochure Information

What is Peer Counseling?
Peer counseling is a training program that is carried on in many communities. It is a way of training young people in something that they have always been doing—trying to assist their friends when they ask for help. Often the first person one turns to with a personal difficulty is a friend who will understand. A peer counseling program trains people how to effectively help others.

Course Description
The course will focus on the development of crisis intervention skills, helping to clarify problems, and learning about drugs, alcohol, birth control, venereal disease, youth related legal issues, youth employment, and the services which are available to youth who are experiencing difficulty.

The course will involve opportunities for participants to learn by doing, such as role-playing, and viewing videotape playback. Discussions will take place continuously. Outside resource people will be invited to particular sessions to share their knowledge.

Purpose:
to train youth in using helping skills so that they can more effectively assist their peers who are having problems
  • to familiarize youth with resources (information and services) available to youth
  • to provide a personal growth experience
  • to familiarize the participants with career choices in the human service field

Who is Eligible? Anyone 16 years of age or older who has:
• A desire to learn helping skills
• An openness to looking at how you interact with people
• A willingness to commit yourself to attending all training sessions

Application Procedure: Apply for the training by filling out the application. Submit completed application (in person or by mail) to one of the following locations:

Target Starting Date:
Times:
Duration: 10 weeks
Sponsored by:
Preliminary: Peer Counseling Application Sample

PLEASE RETURN TO (NAME OF ORGANIZATION)

Name ______________________________ Age __________________________

Address ____________________________ Phone ________________________

School and Grade ______________________ Part-time ______

Place of Employment ________________ Position ___________________ Full-time ______

If not presently in school, circle last grade completed: 7 8 9 10 11 12 13 14

1. How did you find out about the Peer Counseling Course?

2. What do you hope to gain from this program?

3. What are some common problems that your friends or other teens and young adults have?

4. What experiences have you had which you feel would enable you to help others?

5. This program will take place on Wednesday afternoons for 10 weeks (from 3 to 5) with a starting target date of April 11. Do you anticipate conflicts that would prevent you from attending all of the sessions?

6. Use the reverse side of this paper to answer this question; feel free to use extra paper for any question you may have. How do you think other people feel about you? How would a friend describe you to another person? How would you describe yourself?

Signature ____________________________

Date ________________________________
Session 1: Introduction

SESSION GOALS

- To present overview
- To introduce communication skills

MATERIALS

- poster paper and markers (or chalkboard)
- role-play situation cards (prepare prior to the meeting)

HANDOUTS

- Barriers to Effective Communication
- Guidelines for Reflective Listening
- When to Use “I” Messages

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<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td>1. INTRODUCTION EXERCISE</td>
<td>Warm up, introduce each other, experience talking to someone you don’t know</td>
</tr>
<tr>
<td>2. RESPONSIBILITIES</td>
<td>Clarify aspects of program and trainee responsibility</td>
</tr>
<tr>
<td>3. PROCESS INTRODUCTION EXERCISE</td>
<td>Discuss Activity 1 in detail</td>
</tr>
<tr>
<td>4. ROLE PLAY SAMPLE</td>
<td>Illustrate “good” and “bad” counseling techniques</td>
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<tr>
<td>5. TWO COUNSELING SKILLS</td>
<td>Introduce Reflective Listening and “I” Messages</td>
</tr>
<tr>
<td>6. ROLE-PLAYS</td>
<td>Experience counseling situation and skills learned</td>
</tr>
<tr>
<td>7. WRAP-UP</td>
<td>Review session, assign homework</td>
</tr>
</tbody>
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SEQUENCE OF SESSION (with explanatory detail):

1. INTRODUCTION EXERCISE

Instruct the trainees to pair up with someone whom they don’t know. (Leaders are encouraged to join this exercise, especially if there is an odd number of trainees.) Have the trainees spend three minutes talking to their partners, telling them whatever they choose about themselves. Then have the “listener” and “teller” switch roles for three minutes. Come together as a group and have each person introduce his or her partner to the group, trying to repeat accurately what was told to him or her. The person introduced can make corrections or additions as necessary. (This exercise will be processed more thoroughly in Activity 3.)

2. RESPONSIBILITIES

Review the specific responsibilities of group members: confidentiality in group, attendance requirements for graduation, and potential use of skills learned. The discussion should encourage questions and lead to a clarification of expectations of trainees and leaders.

3. PROCESS INTRODUCTION EXERCISE

Using the poster paper and markers (or chalkboard), discuss the difficulties in being the “listener” and the “teller” in Activity 1. Further discussion can include what techniques the “listener” used to make the “teller” more comfortable (i.e., eye contact, receptive body posture, tone of voice, accepting attitude, etc.)

4. ROLE PLAY SAMPLE

Have the leaders present a typical counseling situation (i.e., student referred to counselor by parent because of curfew violations, parental dislike of present boy/girlfriend). For three minutes, have the “counselor” portray a “bad” counselor (i.e., blaming, preaching, etc.). Then have the counselor portray a sensitive, open, “good” counselor. The purpose of the demonstration is to heighten the awareness of what behavior is constructive and what behavior is a deterrent in helping a person through a difficult situation. After the demonstration, pass out and discuss “Barriers to Effective Communication.”
5. TWO COUNSELING SKILLS

Pass out and discuss “Guidelines for Reflective Listening” and “When to Use “I” Messages.” A short demonstration of these two techniques may facilitate understanding.

6. ROLE-PLAYS

Using role-play situation cards (prepared in advance), have the trainees pair up – one of the pairs will play a counselor, the other will play a teen with a problem. The role-play can be presented “fishbowl” style – each pair role-playing their situation in front of the entire group. Allow ample time to process each situation for comments and observations.

A possible alternative to consider: if you feel your trainees would be uncomfortable in a “fishbowl” situation, have the pairs spread around the room and do their situations concurrently. The leaders can circulate among them, making observations and suggestions. Then have the pairs report to the main group about what happened.

7. WRAP-UP & HOMEWORK

Have the leaders review the session. Give feedback to the trainees and reinforce how much they have processed in such a short time. If necessary, reassure them that the skills they have learned require practice and that they are not expected to have perfected them in such a short time. Ask trainees to approach someone they don’t know before the next meeting and initiate a brief conversation, using the skills learned in this session, Reflective Listening and Using “I” Messages.

Another possibility is for the group to form triads (counselor, counseled, observer), with the observer reporting back to the main group.

GENERAL COMMENTS:

It is important to allow ample time for questions in each activity. For some trainees, this may be their first group experience and they may need to be encouraged and reassured. Much of the material in this session is didactic in nature so use humor, plenty of examples, and/or other techniques to keep enthusiasm high and boredom low.
Session 2: Skills & Structure

SESSION GOALS:

- To give trainees a structural outline for stages and tasks of a counseling interview
- To introduce useful skills to help trainees accomplish these tasks
- To give trainees practice in using these skills

MATERIALS:

- poster paper and markers (or chalkboard)
- role-play situation cards (prepared by leaders in advance)

HANDOUT: Stages of Interviewing & Useful Communication Skills

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<td>Warm-up, demonstrate the importance of good listening.</td>
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<td>2. HOMEWORK DISCUSSION</td>
<td>Solicit feedback about counseling skills practice.</td>
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<tr>
<td>3. “BAD” COUNSELING ROLE-PLAY</td>
<td>Refresh trainees on tendencies to avoid in counseling.</td>
</tr>
<tr>
<td>4. DIDACTIC PRESENTATION</td>
<td>Provide a framework for counseling.</td>
</tr>
<tr>
<td>5. ROLE-PLAYS</td>
<td>Practice applying skills learned during first two sessions.</td>
</tr>
<tr>
<td>6. WRAP-UP</td>
<td>Brief review of session.</td>
</tr>
</tbody>
</table>
SEQUENCE OF SESSION (with explanatory detail):

1. ROUND-ROBIN INTRODUCTION

Instruct each member (leaders included) to introduce the person on his or her left and mention one thing remembered about him or her from the previous week.

Discuss the difficulty of this exercise and how good listening skills are valuable in helping a person feel comfortable.

2. HOMEWORK DISCUSSION

Have the trainees report on their experiences with their homework assignment, practicing reflective listening and using “I” messages. Discuss what happened, problems encountered, and degree of comfort with the assignment.

3. “BAD” COUNSELING ROLE-PLAY

Ask two trainees to role play a counseling situation. (Use the role-play situation cards.) The “counselor” is to use the “Barriers to Effective Communication” handout discussed last week. After about three minutes ask the group to delineate the “barriers” utilized by the “counselor.” Ask the role-players to discuss how they felt in the exercise.

4. DIDACTIC PRESENTATION

Pass out “Stages of Interviewing and Useful Communication Skills.” The trainees can fill in the empty blocks themselves. Using a sheet of poster paper (or chalkboard), ask the trainees to brainstorm the meaning of each stage and the things they would want to consider to fulfill the tasks of each stage. The leaders can add additional considerations not brought out by the trainees.

Follow the same procedure for the bottom portion of the handout (useful interviewing skills). Emphasis should be placed on reflective listening, open-ended questions, checking out perceptions, providing feedback, and recapitulation. Give examples of each of the skills mentioned. Ask the trainees to consider how particular skills fit with their individual styles and to integrate the techniques accordingly.
5. ROLE-PLAYS

Using the role-play situation cards again, ask rotating pairs of trainees to role-play hypothetical counseling interviews for about four minutes while the rest of the group observes, providing assistance to the role-players when requested and supplying feedback at the end of each dialogue.

**A possible alternative to consider:** in order to provide a model for the group, the leaders may want to demonstrate a counseling situation before the trainees are asked to do so.

Note the skills employed by the “counselor,” how they were received by the counselee, and possible alternatives to use in each situation.

6. WRAP-UP

Review the session briefly and solicit questions and comments from the group.

**GENERAL COMMENTS**

A supportive stance is useful to diminish the threatening nature of role-playing.

Ample time should be allotted for all trainees to engage in some role-playing activity.

Interspersing didactic material and participatory material seems most fruitful to make instruction more concrete.
Session 3: Assertiveness

SESSION GOALS:

- To practice behavior analysis
- To teach assertiveness techniques,
- To practice situations

MATERIALS:

- role-play situation list (prepared by leaders)
- poster paper and markers (or chalkboard)

HANDOUTS:

- A Comparison of Passive, Assertive and Aggressive Behavior
- Glossary of Systematic Assertive Skills
- Assertive Behavior: Ideas to Keep in Mind

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<td>1. INTRODUCTION</td>
<td>Definition and history of assertiveness</td>
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<td>2. GO-ROUND</td>
<td>Get group input</td>
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<tr>
<td>3. LEADER ROLE PLAY/PROCESS</td>
<td>Demonstrate range of behaviors</td>
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<tr>
<td>4. ASSERTIVENESS TECHNIQUES</td>
<td>Define, demonstrate and practice assertiveness</td>
</tr>
<tr>
<td>5. “IDEAS TO KEEP IN MIND”</td>
<td>Additional reminders</td>
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<tr>
<td>6. ROLE-PLAY SITUATIONS</td>
<td>Practice in assertiveness skills</td>
</tr>
<tr>
<td>7. CONCLUSION</td>
<td>Review and homework assignment</td>
</tr>
</tbody>
</table>
SEQUENCE OF SESSION (with explanatory detail):

1. INTRODUCTION

Pass out the handout “A Comparison of Passive, Assertive, and Aggressive Behaviors” and discuss it briefly.

Use the “apple in the bowl” situation to differentiate passive, aggressive, and assertive behavior. (The passive person would hungrily eye the apple but wouldn’t say anything; the aggressive person would grab the apple before anyone else had a chance; the assertive person would say, “I’m hungry, would anyone like to share this apple with me?”) Editor’s Note: Leaders may wish to use another, clearer example.

Also mention some of the historical background (courses have been taken by several million: Joseph Wolpe first used the term “assertiveness training” at Temple in the late 1950s; 21 books published between 1974-1978, etc.) Keep this activity brief. Editor’s Note: publication estimates will need to be updated.

2. GO-ROUND

Say to the group: “Tell about a situation where you were assertive and/or you wish you had been assertive.” You may want to have the leaders go first to minimize confusion. You may also want to write the situation down on poster paper for use in Activities 4 and/or 6.

3. LEADER ROLE PLAY/PROCESS

Set up two rows of chairs to simulate a movie theater. Take two or three trainees aside and coach them to act like noisy, obnoxious moviegoers in the front row. Have one of the leaders act as a bothered moviegoer. The leader will handle the situation in three separate ways: passively, aggressively, and assertively.

Take time to process all three situations, noting the reactions of the “kids,” the nonverbal behavior of the participants, etc.

The group should be able to identify which of the three role-plays was assertive, passive and aggressive.

A possible alternative to consider: Situations other than “movie theater” can be substituted here.
4. ASSERTIVENESS TECHNIQUES

Pass out “Glossary of Systematic Assertive Skills.” Listed here are some skills that should be practiced to be really effective.

Have the leaders demonstrate BROKEN RECORD in a commercial situation and end it with a WORKABLE COMPROMISE. (Note that all of these role plays can end when a WORKABLE COMPROMISE is reached.)

The leaders can then demonstrate SELF-DISCLOSURE and FREE INFORMATION as a technique for overcoming discomfort in a social setting. Two trainees can role-play these skills briefly and it can be processed for comments, suggestions, etc.

FOGGING, ASSERTION and NEGATIVE INQUIRY can be demonstrated best when a leader criticizes another leader who uses these skills. As above, let some of the trainees try these techniques.

5. IDEAS TO KEEP IN MIND

Pass out the handout of “Assertive Behavior: Ideas to Keep in Mind” and go over any that you haven’t talked about previously.

A possible alternative to consider: You may want to include a discussion of the “Bill of Assertive Rights” in this section. Most books on assertiveness have some such lists. Examples of “Rights” might include the following; the right to change your mind, the right to make mistakes, and the right to say “I don’t know.”

6. ROLE-PLAY SITUATIONS

Using the role-play situation list or those from the GO-ROUND, have the peer counselors practice their assertiveness skills. Take time to elicit comments and suggestions after each exercise.

A possible alternative to consider: You may want to review counseling skills briefly before beginning the role-play situations.
7. CONCLUSION AND HOMEWORK

Review the session just completed and field questions from the group.

Then ask each member to name a situation where he or she would try to be more assertive (e.g., with parents, at school, at work, etc.).

Ask the members to practice this decision and be prepared to discuss results at the next meeting.
Session 4: Decision-Making

GOAL OF SESSION

- To teach a structured method of decision-making
- To sensitize trainees to the importance of letting each person make his or her own decisions.

MATERIALS NEEDED

- poster paper and markers (or chalkboard),
- role-play situations written up on cards.

RESOURCES: list of local programs that teach decision-making skills to prison inmates, if available in your area.

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<td>Review assertiveness homework assignment</td>
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<tr>
<td>2. GO-ROUND</td>
<td>Warm-up, heighten awareness of frequent use of decision-making</td>
</tr>
<tr>
<td>3. BRAINSTORMING</td>
<td>Create empathy for those making decisions</td>
</tr>
<tr>
<td>4. MINI-LECTURE</td>
<td>Create legitimacy, openness to approach</td>
</tr>
<tr>
<td>5. DIDACTIC PRESENTATION</td>
<td>Clarify process before application</td>
</tr>
<tr>
<td>6. CASE APPLICATION</td>
<td>Learn process by using it</td>
</tr>
<tr>
<td>7. ROLE-PLAY</td>
<td>Apply method to helping others, practice counseling skills</td>
</tr>
<tr>
<td>8. CLOSING</td>
<td>Wrap-up</td>
</tr>
</tbody>
</table>
SEQUENCE OF SESSION (with explanatory detail)

1. HOMEWORK REPORT

Have each trainee report on the results of the assertiveness homework assignment when they practiced being more assertive in different situations. Process each trainee’s report, soliciting feedback from the rest of the group.

2. GO-ROUND

Each person relates a decision made today, in as much detail as possible. The leader may want to point out the wide range of types of decisions, and/or make any other appropriate comments.

3. BRAINSTORMING

On a chalkboard or large poster paper, list all the possible feelings experienced by decision-makers. The leader should be ready to add ideas if the group is hesitant.

4. MINI-LECTURE

Leaders can point out that decision-making courses are being taught to prison inmates, school students, and people of all types and ages because the skill seems to be lacking in so many of us. Mention any local programs that you are familiar with.

5. DIDACTIC PRESENTATION

Using the outline, present the following steps: (Having them on a prepared piece of paper also helps.)

   a. See the situation clearly (get the facts!)
   b. Expand your list of possible options (brainstorm!)
   c. Evaluate each possibility
   d. Decide on a course of action
   e. Act on your decision
   f. Evaluate the decision
6. CASE APPLICATION

Using a situation appropriate for your group, take the group through the steps of the decision-making process, encouraging discussion, and listing options. Use the poster paper or chalkboard to help the trainees see the process develop, pointing out that a group sees more options than an individual.

Be sure to note that “good” decisions may differ from person to person, depending on needs, values, etc.

7. ROLE-PLAY

Choosing situations relevant to your group, pair off in counseled/counselor teams. Process the role-plays in group discussion. Be sure to point out that realistically, decisions of importance are not made in a few minutes.

8. CLOSING

Use an exercise suitable for your group in an effort to summarize learning and wrap-up the session.
Session 5: Family Issues

SESSION GOALS:

• To make trainees aware of the variability of families and how they function,
• To practice counseling skills

MATERIALS:

• several sheets of poster paper
• markers
• role-play situation cards

RESOURCES: family counselor if none of the leaders possesses expertise in this area

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<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td>1. GO-ROUND</td>
<td>Introduction</td>
</tr>
<tr>
<td>2. THINGS TO ACCOMPLISH/ROADBLOCKS</td>
<td>Illustrate life tasks at various ages or stages of development</td>
</tr>
<tr>
<td>3. FAMILY SCULPTING</td>
<td>Illustrate the family as a system and the pushes/pulls on each member of the system</td>
</tr>
<tr>
<td>4. VOLUNTEER FAMILY SCULPTING</td>
<td>Get trainees more involved</td>
</tr>
<tr>
<td>5. BRAINSTORM</td>
<td>Generate a list of problems that could be considered family problems</td>
</tr>
<tr>
<td>6. ROLE-PLAYING</td>
<td>Practice counseling skills</td>
</tr>
<tr>
<td>7. CONCLUSION</td>
<td>Review session, assign homework</td>
</tr>
</tbody>
</table>
SEQUENCE OF SESSION (with explanatory detail):

1. GO-ROUND

Starting with the leaders, have each person describe his or her “family.” Process this exercise discussing the following: varying definitions (i.e. nuclear vs. extended family) relevant statistics (i.e. 25 million step-parents in US, 45% of all children will be a member of single parent family at some time before they are 18, etc.), family media myths (“Leave it to Beaver,” “Father Knows Best,” etc.). This exercise seems to be effective in pointing out the variability of families and serves to highlight to uniqueness of each member.

Editor’s note: Leaders will want to update these 1979 statistics and may want to use other examples of media myths pertaining to families.

An alternative to consider: you may wish to use the following chart depicting American families:

```
<table>
<thead>
<tr>
<th>Family Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intact</td>
<td>57%</td>
</tr>
<tr>
<td>Single-parent Families</td>
<td>12%</td>
</tr>
<tr>
<td>Families of Remarriage</td>
<td>11%</td>
</tr>
<tr>
<td>Childless Couples</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
</tr>
</tbody>
</table>
```

Reminder: Please note that all figures and statistics will have to be updated in this ca. 1979 program model. – Ed.

2. “THINGS TO ACCOMPLISH/ROADBLOCKS”

Divide the group into four subgroups and give each subgroup a sheet of poster paper with two columns, one entitled “THINGS TO ACCOMPLISH” and the other “ROADBLOCKS.”

Assign ages 2, 15, 35, 65 to the subgroups. Ask participants to brainstorm lists for the subgroups. When they have completed their lists, have them post their papers for easier comparison.

When processing the exercise, note the similarities and differences between the tasks at each age level, the stages of development, and the growth of families over time as individual members mature.
3. FAMILY SCULPTING: A possible alternative to consider: If you have time, give several trainees opportunities to sculpt their families.

Using the trainees as pieces of “sculpture,” arrange them into two or more “families” who are interacting in some way (i.e. intermarriage, children running away, rivalry, etc.). Have their physical positions relate to their emotional positions (i.e. if Junior is closer to his father, have him stand closer to his father). Try to illustrate how families are structured, how they operate, and how they respond to stress.

Family sculpting can be used to show the open system aspect of families. Spend time to ask how each participant feels in his situation (where are the “pushes,” the “pulls”?).

Make a change in the situation (death, divorce, marriage) and demonstrate the possible repercussions. We find that the trainee enjoys the physical nature of the exercise. We find it the best way to illustrate the systemic aspects of family functioning.

A second possible alternative to consider: if role-playing in front of the group causes undue discomfort and self-consciousness, there are several possible remedies: (1) spend some time before the exercise reviewing counseling skills and strategies; (2) have the leaders involved in the first one of two situations; or (3) break into groups of three (counselor, counseled, observer) and have them report back to the main group.

4. VOLUNTEER FAMILY SCULPTING

Ask one of the trainees to sculpt his or her own family. Have the trainees select other trainees (or leaders) to portray family members. Depending upon the willingness of the volunteer, you may be able to explore family interactions. Be wary of privacy invasions.

5. BRAINSTORM

On a large sheet of poster paper, brainstorm a list of possible family problems. Discuss:

(1) How these problems might be presented to a peer counselor.
(2) What are the underlying problems?
(3) What could a peer counselor do?
6. ROLE-PLAYING

Have the trainees practice their helping skills using either (1) role-playing cards typed in advance; (2) problems listed in the exercise above; or (3) the trainees’ own issues.

Use the “fishbowl approach,” having the non-involved members acting as observers. Take time to process each exercise, allowing anyone who wishes to offer constructive criticism.

7. CONCLUSION

Review the session briefly, soliciting comments from the group. Ask the trainees to come prepared next week with questions involving legal issues.
Session 6: Legal issues

SESSION GOAL: To expose trainees to sources of legal assistance, information, and career options.

MATERIALS:

- poster paper and markers (or chalkboard)
- role-play situation cards

RESOURCES: Local lawyer referral service

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OPENING</td>
<td>Warm-up, awareness of variety of reasons for use of justice system</td>
</tr>
<tr>
<td>2. GUEST SPEAKER</td>
<td>Exposure to a career, an “inside” view of the justice system, and authoritative advice on legal difficulties</td>
</tr>
<tr>
<td>3. ROLE-PLAY</td>
<td>Involvement, practice in counseling skills, awareness of issues involved</td>
</tr>
</tbody>
</table>

SEQUENCE OF SESSION (with explanatory detail)

1. OPENING

Using the poster paper, have each group member describe an experience or contact with some part of the justice system. This exercise usually leads to a wide range of stories, from parking tickets to arrests to real estate closings.

It is helpful to point out the variety of legal situations and categories present in the group and to brainstorm a few extras if they are overlooked. At this point, people also tend to comment on how they feel about the legal system and its representatives: awed, afraid, skeptical, etc.
2. GUEST SPEAKER

We have used lawyers, probation officers, and police officers. The trainees seem most interested in lawyers, and we think that a lawyer is most helpful. Trainees tend to focus on sensational storytelling, and if the group leaders want certain information to emerge, we suggest that they prepare the speaker and/or lead the discussion.

Some topics that might be included are:

- How and when to get a lawyer
- How to act (or help) when you (or a friend) are arrested
- What is a “record” and what are its effects
- Drug and alcohol laws, search and seizure
- Status offenses
- Careers in the justice system

A possible alternative to consider: Instead of one guest speaker, a panel of people with different roles in the judicial system might be helpful.

3. ROLE-PLAY

We recommend using a situation that involves a confrontation with a police officer to raise issues of feeling, attitudes, choices of responses, consequences, etc.

A second level of role play might be with legal problems: questions around such issues as abortions, running away, having information about a crime, reporting a rape, domestic violence, etc. This type of role-play should elicit referral information pertinent to your state and community.

GENERAL COMMENTS:

The topic of the entire session could be broadened to include all areas of authority, so that trainees could discuss conflicts with school authorities, employers, and others they encounter. In this case, the session can focus on tactics for coping with situations in which teenagers do not have power, so that they can think about ways to achieve their goals without making things worse for themselves.
Session 7: Mental Health and Crisis Intervention

SESSION GOALS:
- To demystify the mental health profession,
- To present strategies for dealing with crisis

MATERIALS:
- role-play cards
- poster paper
- markers

HANDOUTS:
- “Stress Test.”
- “Crisis Intervention”
- “Drug IQ Test”

IMPORTANT NOTE: Ideally, this session should be held in a mental health facility.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. GO-ROUND</td>
<td>“Ice-breaker”</td>
</tr>
<tr>
<td>2. ROLE DIFFERENCES</td>
<td>Learn differences in philosophy and methods.</td>
</tr>
<tr>
<td>3. TOUR</td>
<td>Acclimate trainees to facility.</td>
</tr>
<tr>
<td>4. “STRESS TEST”</td>
<td>Develop idea of changes causing stress and health problems.</td>
</tr>
<tr>
<td>5. CRISIS INTERVENTION</td>
<td>Discuss crisis types and causes and what can be done.</td>
</tr>
<tr>
<td>6. ROLE-PLAYS</td>
<td>Practice counseling skills.</td>
</tr>
<tr>
<td>7. CONCLUSION</td>
<td>Review session, assign homework.</td>
</tr>
</tbody>
</table>
SEQUENCE OF SESSION (with explanatory detail):

1. GO-ROUND

Ask the trainees what they think of when they hear the terms “mental health or “mental illness.”

A possible alternative to consider: Ask each member to relate if he or she (or a relative or friend) has had any contact with a mental health professional. If the trainee is willing, he or she may elaborate on the situation, preserving anonymity if preferred.

2. ROLE DIFFERENCES

The guest speaker(s) or leader then discuss(es) the differing philosophies, models, job duties, and training of mental health professionals (social workers, psychiatrists, psychologists, psychiatric nurses, technicians, etc.). Discuss how each of them might define “crazy.”

A possible alternative to consider: You may want to have a panel discussion format, inviting several mental health professionals with different perspectives. Have them discuss their training, duties, positive and negative aspects of their jobs, etc.

3. TOUR

Lead the trainees on a tour of the facility. This activity will vary with the facility, but in most cases, trainees will admit to having false preconceptions.

During (or before or after) the tour, explain how a case is handled (admission, assessment, treatment, release) at this (or other) facility.

A possible alternative to consider: If you feel your group needs it, you may want to review the counseling skills presented thus far. It may also help to have a leader demonstrate first.

Another alternative is to form groups of three (counselor, counselee, observer) who performs their role-plays in different parts of the room and then report back to the main group.

4. STRESS TEST

After a brief discussion of the concept of stress, administer the “Stress Test.” The trainees usually find this test fascinating; many will probably want to share their results. Emphasize that the point totals indicate only a probability of health effects.
5. CRISIS INTERVENTION

Using a chalkboard (or poster paper and markers), brainstorm: (1) causes of a crisis; (2) types of crises; and (3) how to handle a crisis.

The leaders use the handout, “Crisis Intervention,” to prompt the trainees when they can go no further. Pass out the handout after the exercise, for the trainees’ future reference.

6. ROLE-PLAY

Using either the situations elicited in Activity 1 or role-play situation cards, have the trainees practice their counseling skills. Process each situation thoroughly for comments, suggestions, etc.

7. CONCLUSION

Review the session briefly. Pass out the “Drug IQ Test” and have the trainee complete it for next week’s session.
Session 8: Substance Abuse

SESSION GOAL: To provide information and resources to trainees concerning substance use and abuse

MATERIALS: role-play situation cards

RESOURCES: Guest speaker, pamphlets and/or other material provided by guest speaker,

HANDOUTS: Answers to Drug IQ Test; List of Local Community Resources (to be prepared by leaders)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DRUG IQ TEST</td>
<td>Test knowledge, initiate topic and questions</td>
</tr>
<tr>
<td>2. GUEST SPEAKER</td>
<td>Supply an insider’s viewpoint, present role model for trainees</td>
</tr>
<tr>
<td>3. COMMUNITY RESOURCES</td>
<td>Provide sense of what is available in the community to combat substance abuse</td>
</tr>
<tr>
<td>4. ROLE-PLAYS</td>
<td>Practice counseling skills, heighten awareness of community resources</td>
</tr>
</tbody>
</table>

SEQUENCE OF SESSION (with explanatory detail):

1. DRUG IQ TEST

Pass out “Answers” sheet to the “Drug IQ Test” given out last week for homework. Have the trainees check their answers and allow time for comments. It is probably not necessary to go over each question as the answers are accompanied by explanations. *Editor’s note: Leaders may want to review this test to see if it needs updating.*
2. GUEST SPEAKER

Have the speaker describe his or her training, and the nature of the job. The speaker should be prepared to talk about the following: physiological effect, psychological and physical dependence, root causes of drug use and abuse, types of treatment available, and the effect of substance abuse on family and friends.

It is important that the speaker use a non-threatening but honest approach so the trainees are encouraged to ask questions. The speaker should be encouraged to bring visual aids and/or pamphlets to supplement his or her presentation.

A possible alternative to consider: Although we consider alcohol a drug, many treatment facilities deal with alcoholism to the exclusion of other drug addictions and vice-versa. Therefore, the background of the particular guest speaker may be a major determinant of the session’s content, and the leaders should make an effort to balance the presentation so that both alcohol abuse and other substance abuse are covered.

It may be helpful to invite two speakers, one with a background in alcoholism (e.g., Alcoholics Anonymous) and the other with an orientation towards other drugs.

Another alternative would be to devote two sessions to substance abuse.

3. COMMUNITY RESOURCES

Pass out the List of Community Resources and discuss it briefly. The guest speaker may be able to offer some insight here.

4. ROLE-PLAY

Conduct a few role-plays utilizing typical issues and situations that teens experience. Allow ample time for processing each role-play, noting especially the use of referral resources mentioned in Activity 3.
Session 9: Sexuality

SESSION GOAL: To provide information and resources about birth control, pregnancy, responsibility and general sexuality issues

MATERIALS:
• role-play situation cards
• blank cards

RESOURCES:
• Guest speaker from community health and/or sex education agency,
• Materials (pamphlets, charts, birth control devices, etc.) brought by guest speaker.

HANDOUTS:
• Peer Counseling Training Program Evaluation
• List of Community Resources (to be prepared by leaders)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WARM-UP</td>
<td>Sensitize group to their own sexuality</td>
</tr>
<tr>
<td>2. GUEST SPEAKER</td>
<td>Disseminate information</td>
</tr>
<tr>
<td>3. ROLE-PLAYS</td>
<td>Practice counseling skills</td>
</tr>
<tr>
<td>4. CONCLUSION</td>
<td>Review session, assign homework</td>
</tr>
</tbody>
</table>

SEQUENCE OF SESSION (with explanatory detail):

1. WARM-UP

Group members are asked to close their eyes and think about the first time they were told about sex (and/or when they first became aware of their own sexuality). Using guided imagery techniques, have them explore their feelings, fears, responses, etc. After a few moments ask them to open their eyes and share what happened during the exercise.
2. GUEST SPEAKER

The speaker should be prepared to address the following: basic anatomy of male and female reproductive systems, physiological effects of sexual activity, birth control methods, attitudes toward sexuality, individual responsibility, pregnancy, abortion, and childbirth. Choose models and birth control samples (IUD’s, condoms, diaphragms, pillpaks) that can be passed around. These are extremely helpful in defusing possible discomfort. Questions should be encouraged.

If you feel some trainees may be hesitant, hand out blank cards for questions that can be collected at the end of the speaker’s presentation. Monitor the trainees’ reactions and when confusion is evident, attempt to clarify.

A possible alternative to consider: a guest speaker may be unnecessary if one of the leaders has expertise in this area.

3. ROLE-PLAYS

Pass out the list of community resources and then have the trainees practice their counseling skills around issues of sexuality. Topics that could be included on the situation cards include: sex roles and stereotypes, homosexuality (fears of abnormality), peer pressure toward sexual activity, dating issues, pregnancy, abortion, etc. Process each role-play thoroughly for feelings, comments, suggestions etc.

A possible alternative to consider: as in previous sessions, you may want to: (1) review briefly the counseling skills; (2) have the leaders demonstrate first; or (3) break up into triads (in lieu of “fishbowling”). Process each role-play thoroughly for feelings, comments, suggestions, etc.

4. CONCLUSION

Review the session briefly and pass out “Peer Counseling Training Program Evaluation” which the trainees are asked to complete for the last session.
GENERAL COMMENTS:

We suggest that this session be placed towards the end of the course so the group has time to develop trust. The leaders should be attuned to the fact that many trainees will be dealing with highly personal feelings and the leaders should respect personal privacy. It is important that the speaker be able to put the group at ease and foster an open attitude towards sexuality. It is recommended that at least one of the leaders have prior contact with the speaker to ensure a successful session.
Session 10: Evaluation

SESSION GOALS:
- To evaluate program content, staff performance, and trainee learning from the point of view of both trainees and trainers
- To summarize the program and help trainees become aware of their accomplishments and of the group’s development

MATERIALS:
- poster paper and markers (or chalkboard)
- time-line (prepared in advance)
- situation cards (prepared in advance)
- cardboard (or heavy paper, like manila folders cut in half) and string for feedback exercise

HANDOUTS:
- “Peer Counseling Training Program Evaluation”
- “options survey”

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. OPENING EXERCISE</td>
<td>Warm-up, group closeness</td>
</tr>
<tr>
<td>2. COURSE REVIEW</td>
<td>Summary of learning and group experiences,</td>
</tr>
<tr>
<td></td>
<td>opportunity to share reactions and feelings</td>
</tr>
<tr>
<td>3. DISCUSSION</td>
<td>Clarify limits, roles, and skills of trainees</td>
</tr>
<tr>
<td>4. APPLICATIONS</td>
<td>Reinforce information learned</td>
</tr>
<tr>
<td>5. FOLLOW-UP OPTIONS SURVEY</td>
<td>Discover trainees preferences for further work,</td>
</tr>
<tr>
<td></td>
<td>training</td>
</tr>
<tr>
<td>6. FEEDBACK EXERCISE</td>
<td>Express feelings to each other, provide closing</td>
</tr>
<tr>
<td></td>
<td>experience</td>
</tr>
</tbody>
</table>
SEQUENCE OF SESSION (with explanatory detail):

1. OPENING EXERCISE

After collecting the “Peer Counseling Training Program Evaluations,” conduct an appropriate opening exercise. One option is a game we call “Knots” or “Pretzel.” The group stands in a tight circle, arms extended. Each person grasps the hands of two other people, not next to him, forming a knotted group. Then the group must figure out how to untangle itself into a circle.

A possible alternative to consider: another possible opening exercise is a stem question in which the group members fill in the blank:

“Now that the course is almost over, I feel ____________________________.

2. COURSE REVIEW

Put a HUGE piece of paper on the wall, with a time-line of the course at the top, listing the name of each session. Invite staff and trainees to use markers to record their comments and feelings, changes they noted, special things that happened, things learned, etc. Drawings are acceptable, too.

Afterwards, talk about what was written, giving the opportunity for people to question each other, react to comments, etc. Be sure to talk about how the group has progressed.

3. DISCUSSION

Have the staff then lead a discussion on the role of a peer counselor, including thoughts on how to use what has been learned, knowing your limits, and what new skills can be used. Leaders should be ready to add input if the trainees are hesitant.

4. APPLICATIONS

Using poster paper on the wall (or chalkboard), have group brainstorm resources they have learned about. Listing by categories helps organize knowledge (i.e. mental health, sexuality, emergency food, legal assistance, etc.). Further reinforcement could result from using situations, asking trainees to hypothesize as to what they could do in each case. This is a time when staff can inject issues and information that might have been missed in earlier sessions.
5. FOLLOW-UP OPTIONS SURVEY

List options that are suitable for your group so that they can indicate their interests and availability. Issues to consider are supervision skill level, free time, etc. Some trainees may want further training.

6. FEEDBACK EXERCISE

Give each group member (including leaders) a piece of heavy paper to hang on his or her back (manila folders cut in half with twine tied to the corners work well).

Have people circulate, writing on each other’s papers any comments or feelings that they would like to express to each other. Encourage them to write as much as they want.

Afterwards, give individuals the opportunity to share what was written in their papers, comment on their reactions to feedback received, or ask each other for clarification.

GENERAL COMMENTS:

If you plan to have a graduation ceremony, this is a good time to reinforce information on time, place, etc.
Bibliography


Kranzow, Glenn. *Peer Counseling Handbook*. Special Education Department, Lake County, Illinois, 60031.


Session One Handouts
Barriers to Effective Communication

1. ORDERING, COMMANDING

These messages tell the client that you don’t trust his or her judgment.

2. WARNING, THREATENING

These can make the client fearful and many produce resentment and anger.

3. PREACHING, LECTURING

These may cause guilt feelings and may lead to the client’s resisting the “shoulds” and “ought to’s” even more strongly. The client may feel you think he or she is inferior and inadequate.

4. GIVING ADVICE, SUGGESTIONS, AND/OR SOLUTIONS

These messages tell the client that you don’t have confidence in his or her decision-making ability. The client may become dependent or develop inferiority feelings.

5. JUDGING, SHAMING, BLAMING, RIDICULING, CRITICIZING

These messages are very destructive. They make the client feel inadequate, stupid, worthless, and bad.

6. PRAISING, REASSURING, HUMORING

False praise may lead the client to mistrust your perceptions. The client may feel that you don’t truly realize the depths of his or her feelings or that you don’t believe these feelings are important.

7. ANALYZING, DIAGNOSING

If the interpretations are correct, the client may feel threatened and exposed; if the interpretations are incorrect, the client may feel frustrated and angry.

8. PROBING, INTERROGATING

Asking questions in an accusatory way indicates to the client that you don’t trust him or her.
Guidelines for Reflective Listening

Here are some guidelines that may be helpful to you as you learn to do reflective listening. In reflective listening:

1. Say the same thing in a different way, with different words, or reflect how you perceive the person to be feeling.

2. Stick with where the person is. Don’t lag behind, or go farther than he or she has already suggested.

3. Speak with the same feeling the client has; feel it with the client.

4. Use reflective listening only when you can feel accepting of the other person.

Use reflective listening when the other person:

1. talks about or expresses feelings (sometimes nonverbal)

2. has a problem

3. is sharing ideas which are important to him

4. is angry, assaulting, resistant

Use reflective listening when you:

1. are unsure what the other person means

2. think you understand and want to check it out

3. want to “share” or be with the other person.

When you listen, you are saying to the other person:

“You are important. I want to understand you.”

From Peer Program for Youth by Ardyth Hebeisen
When to Use “I” Messages

The “I” message is a way of sharing what is going on inside you. It can tell other people the effect they have on us. Sometimes a good “I” message will change the way other people act.

Send “I” messages when the other person:

1. is a problem to you in some way
2. seems unclear about what you trying to communicate

Send “I” messages when you:

1. are inclined to give advice, criticize, or preach; note that you may come across as wanting to “win” or as someone who thinks he has the right answer
2. have been using reflective listening and now want or need to tell what’s going on inside you
3. have an experience or feeling you want to share.

If you are doing reflective listening and you feel a strong stirring or restlessness inside you, that may be a signal that you have some feelings that could be shared. You may need to send an “I” message, or you may be unable to continue listening authentically.

“I” messages about the positive things you experience with other people can multiply good feelings. Practice sending these, too. When sending “I” messages, be sure to send all your feelings. If you send only half, your message might not come across straight.

Here it is so important to be open and honest. Being a real person—sharing yourself with another person—is the key.

When you share yourself through an “I” message, you are telling the other person: “My needs are important. I would like you to know me. I will let you know me.”

From Peer Program for Youth by Ardyth Hebeisen
Session 2 Handout
## Stages of Interviewing & Useful Communication Skills

<table>
<thead>
<tr>
<th>Interview Stages</th>
<th>Beginning</th>
<th>Information Gathering</th>
<th>Problem Definition</th>
<th>Decision Making</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust</td>
<td>Who is Involved?</td>
<td>Critical Aspect</td>
<td>Use other People</td>
<td>Closure</td>
<td></td>
</tr>
</tbody>
</table>

### Things to consider in each stage

<table>
<thead>
<tr>
<th>Skills</th>
<th>Reflective Listening</th>
<th>Open-ended questions</th>
<th>Checking Out</th>
<th>Feedback</th>
<th>Recap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal</td>
<td>Reframing</td>
<td></td>
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Session 3 Handouts
### A Comparison of Passive, Assertive and Aggressive Behavior

<table>
<thead>
<tr>
<th>Characteristics of the Behavior</th>
<th>Passive</th>
<th>Assertive</th>
<th>Aggressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotionally dishonest, indirect, inhibited, self-denying</td>
<td>Emotionally honest, (appropriately) direct, expressive, self-enhancing</td>
<td>Emotionally honest, (inappropriately) direct, expressive, self-enhancing at the expense of others</td>
<td></td>
</tr>
</tbody>
</table>

| Your feelings about yourself when you engage in this behavior | Hurt, anxious at the time, probably angry later | Confident, self-respecting at the time, self-respecting later | Superior, deprecating at the time, probably guilty later |
|---------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------|
| Guilty or superior | Valued, respected | Hurt, humiliated |

<table>
<thead>
<tr>
<th>Other person’s feelings about himself when you engage in this behavior</th>
<th>Irritation, pity, disgust</th>
<th>Respect</th>
<th>Angry, vengeful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other person’s feelings toward you when you engage in this behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glossary of Systematic Assertive Skills
From When I Say No I Feel Guilty, by Manuel Smith

Especially effective in commercial situations:

BROKEN RECORD

A skill that by calm repetition--saying what you want over and over again--teaches persistence without you having to rehearse arguments or angry feelings beforehand, in order to be “up” for dealing with others.

Clinical effect after practice: Allows you to feel comfortable in ignoring manipulative verbal side traps, argumentative baiting, irrelevant logic, while sticking to your desired point.

Communication in a social setting:

SELF-DISCLOSURE

A skill that teaches the acceptance and initiation of discussion of both the positive and negative aspects of your personality, behavior, lifestyle, intelligence, to enhance social communication and reduce manipulation.

Clinical effect after practice: Allows you comfortably to disclose aspects of yourself and your life that previously caused feelings of ignorance, anxiety or guilt.

FREE INFORMATION

A skill that teaches the recognition of simple cues given by a social partner in everyday conversation to indicate what is interesting or important to that person.

Clinical effect after practice: Allows you to feel less shy entering into conversation while at the same time prompting social partners to talk more easily about themselves.

Coping with criticism:

FOGGING

A skill that teaches acceptance of manipulative criticism by calmly acknowledging to your critic the probability that there may be some truth in what he says, yet allows you to remain your own judge of what you do.
Clinical effect after practice: Allows you to receive criticism comfortably without becoming anxious or defensive, while giving no reward to those using manipulative criticism.

NEGATIVE ASSERTION

A skill that teaches acceptance of your errors and faults (without having to apologize) by strongly and sympathetically agreeing with hostile or constructive criticism of your negative qualities.

Clinical effect after practice: Allows you to look more comfortably at negatives in your own behavior or personality without feeling defensive and anxious, or resorting to denial of real error, while at the same time reducing your critic’s anger or hostility.

Prompting others to be assertive, not manipulative:

NEGATIVE INQUIRY

A skill that teaches the active prompting of criticism in order to use the information (if helpful) or exhaust it (if manipulative), while prompting your critic to be more assertive, less dependent on manipulative ploys.

Clinical effect after practice: Allows you more comfortably to seek out criticism about yourself in close relationships while prompting the other person to express honest negative feelings and improve communication.

WORKABLE COMPROMISE

In using your verbal assertive skills, it is practical, whenever you feel that your self-respect is not in question, to offer a workable compromise to the other person. You can always bargain for your material goals unless the compromise affects your personal feelings of self-respect. If the end goal involves a matter of your self-worth, however, there can be no compromises.
Assertive Behavior: Ideas to Keep in Mind

1. Assertive behavior is often confused with aggressive behavior. However, assertiveness does not involve hurting the other person physically or emotionally.

2. Assertive behavior aims at equalizing the balance of power, not in “winning the battle” by putting down the other person or rendering him or her helpless.

3. Assertive behavior involves expressing your legitimate rights as an individual. You have a right to express your own wants, needs, feelings and ideas.

4. Remember: Other individuals have a right to respond to your assertiveness with their own wants, needs, feelings and ideas.

5. An assertive encounter with another individual may involve negotiating a workable compromise.

6. By behaving assertively, you open the way for honest relationships with others.

7. Assertive behavior is not only concerned with what you say, but how you say it.

8. Assertive words accompanied by appropriately assertive “body language” make your message clearer.

9. Assertive body language includes the following:
   a. Maintaining direct eye contact
   b. Maintaining an erect posture
   c. Speaking clearly, calmly, evenly (not “whiny”), loud enough
   d. Using facial expression and gestures to add emphasis to your words
   e. Firm handshake (when appropriate)

10. Assertive behavior is a skill that can be learned and maintained by frequent practice.
Session 7 Handouts
Stress Test

Everyone undergoes change. Too much change, however, can produce stress. The following “stress test” was developed by T. H. Holmes and R.H. Rahe to objectively measure the amount of change (stress) a person is experiencing. Look over the following “events” and add up the point values to determine your personal score.

<table>
<thead>
<tr>
<th>Event</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Death of Spouse</td>
<td>100___</td>
</tr>
<tr>
<td>2. Divorce</td>
<td>73___</td>
</tr>
<tr>
<td>3. Marital separation</td>
<td>65___</td>
</tr>
<tr>
<td>4. Jail term</td>
<td>63___</td>
</tr>
<tr>
<td>5. Death of close family member</td>
<td>65___</td>
</tr>
<tr>
<td>6. Personal injury or illness</td>
<td>53___</td>
</tr>
<tr>
<td>7. Marriage</td>
<td>50___</td>
</tr>
<tr>
<td>8. Fired at work</td>
<td>47___</td>
</tr>
<tr>
<td>9. Marital reconciliation</td>
<td>45___</td>
</tr>
<tr>
<td>10. Retirement</td>
<td>45___</td>
</tr>
<tr>
<td>11. Change in health of family member</td>
<td>44___</td>
</tr>
<tr>
<td>12. Pregnancy</td>
<td>40___</td>
</tr>
<tr>
<td>13. Sex difficulties</td>
<td>39___</td>
</tr>
<tr>
<td>14. Gain of new family member</td>
<td>39___</td>
</tr>
<tr>
<td>15. Business readjustment</td>
<td>39___</td>
</tr>
<tr>
<td>16. Change in financial state</td>
<td>38___</td>
</tr>
<tr>
<td>17. Death of a close friend</td>
<td>37___</td>
</tr>
<tr>
<td>18. change to different line of work</td>
<td>36___</td>
</tr>
<tr>
<td>19. change in number of arguments with spouse</td>
<td>35___</td>
</tr>
<tr>
<td>20. Mortgage over $50,000</td>
<td>31___</td>
</tr>
<tr>
<td>21. Foreclosure of mortgage or loan</td>
<td>30___</td>
</tr>
<tr>
<td>22. change in responsibilities at work</td>
<td>29___</td>
</tr>
<tr>
<td>23. Son/daughter leaving home</td>
<td>29___</td>
</tr>
<tr>
<td>24. Trouble with in-laws</td>
<td>29___</td>
</tr>
<tr>
<td>25. Outstanding personal achievement</td>
<td>28___</td>
</tr>
<tr>
<td>26. Spouse begins or stops work</td>
<td>26___</td>
</tr>
<tr>
<td>27. Change in living conditions</td>
<td>25___</td>
</tr>
<tr>
<td>28. Revision of personal habits</td>
<td>24___</td>
</tr>
<tr>
<td>29. Trouble with boss</td>
<td>23___</td>
</tr>
<tr>
<td>30. change in work hours</td>
<td>25___</td>
</tr>
<tr>
<td>31. Change in residence</td>
<td>20___</td>
</tr>
<tr>
<td>32. Change in recreation</td>
<td>19___</td>
</tr>
<tr>
<td>33. Change in church activities</td>
<td>19___</td>
</tr>
<tr>
<td>34. Change in social activities</td>
<td>18___</td>
</tr>
<tr>
<td>35. Mortgage or loan less than $50,000</td>
<td>17___</td>
</tr>
<tr>
<td>36. change in sleeping habits</td>
<td>16___</td>
</tr>
<tr>
<td>37. Change in number of family get-togethers</td>
<td>15___</td>
</tr>
<tr>
<td>38. Change in eating habits</td>
<td>15___</td>
</tr>
<tr>
<td>39. Vacation</td>
<td>13___</td>
</tr>
<tr>
<td>40. Christmas</td>
<td>13___</td>
</tr>
<tr>
<td>41. Minor violation of the law</td>
<td>11___</td>
</tr>
</tbody>
</table>

**KEY**

- **Under 150**    no adverse reaction
- **150-199**      ‘mild’ problem - 37% chance of developing some stress-related physical symptoms
- **200-299**      “moderate” problem - 51% chance of developing some stress-related physical symptoms
- **300-and above** “threatening” problem - 80% chance of developing some stress related physical symptoms.

Crisis Intervention

I. Model of Crisis Intervention

- People’s ways of coping not currently adequate.
- People do not feel they have social support.
- People have too much hitting them for them to deal with.
- People need someone to temporarily take some responsibility from them.
- People do not know where to go next.
- People feel a loss of structure.

II. Types of Crises

- The straw that broke the camel’s back.
- Transitional crisis.
- Sudden traumatic event crisis.
- Suicidal depression.
- Impending event crisis.

III. How to Handle a Crisis

- Identify nature of problem, source and severity.
- Identify usual coping methods.
- Identify potential resources.
- Talk with them in a way that makes them comfortable (right place, atmosphere, etc.)
- Let them know they came to the right person.
- Help structure what they will do in the near future.
- Assist them in whatever referral you might make.
- Have them check in periodically.
- Identify constructive outlets they can use for their energy.
- Make sure you do not bite off more than you can chew; get them to a professional if needed.
Drug IQ Test
HOW MUCH DO YOU REALLY KNOW?

1. The easiest family of drugs to overdose on is:
   a. amphetamines
   b. barbiturates
   c. hallucinogens

2. In the vast majority of cases, THC sold in the US is:
   a. a chemical, lab-produced from marijuana
   b. LSD
   c. animal tranquilizers

3. Paraquat is:
   a. a new type of speed
   b. an insecticide that is sprayed on pot
   c. an almond flavored brandy

4. Which of these looks and smells most like marijuana?
   a. catnip
   b. oregano
   c. green tea

5. Which of these can you overdose from easiest when mixed with alcohol?
   a. marijuana
   b. antibiotics
   c. barbiturates

6. Nutmeg, when taken in large quantities causes:
   a. elation, hallucinations similar to LSD
   b. nausea and headaches
   c. speed-like sensations
7. There is a lab in California that tests drugs sent in by anyone. Of all the drugs they tested, what percent were really what they were bought as?
   a. 80%
   b. 50%
   c. 10%

8. Which of these is NOT a side effect of using speed
   a. paranoia
   b. high blood pressure
   c. feelings of love and peace

9. What is the major danger in eating Morning Glory seeds that you buy in a store?
   a. an overdose is possible
   b. sickness and vomiting is possible due to poisons in seeds
   c. depression and sleepiness

10. Cocaine’s effects are that of a
    a. stimulant
    b. depressant
    c. narcotic

11. The drug that originally helped keep German and Japanese soldiers in a killing mood during W.W.II is known as:
    a. amyl nitrate (snappers)
    b. secobarbital (reds)
    c. speed

12. The most physically addicting is:
    a. caffeine
    b. tobacco
    c. marijuana
13. Which is the nation’s number one drug killer:
   a. barbiturates
   b. alcohol
   c. heroin

14. Say someone you know has overdosed on a downer, either a barbiturate or methaqualone (quaaludes, sopers). The best emergency help you can give him is:
   a. an injection of amphetamine
   b. artificial respiration

15. Of all the drugs abused by man in the Western world, the single chemical which causes the largest number of deaths is alcohol. Occupying the no 2 spot in directly related deaths is:
   a. heroin
   b. tobacco
   c. barbiturates

16. What is the easiest way to avoid accidentally killing yourself?
   a. don’t mix your drugs
   b. know what you taking before you take it
   c. don’t take any drugs
Session 8 Handout
Answers to the Drug IQ Test

1. B (barbiturates)
2. C (animal tranquilizers) Almost always, every hit of THC (sometimes called angel dust of cannabinoids) sold on the streets is PCP, an animal tranquilizer used mostly on apes. It is not legally used on humans because of its bizarre side effects.
3. B (an insecticide that is sprayed on pot) Paraquat is being sprayed on Mexican marijuana fields to kill the crops but farmers are harvesting and sending the pot back to the US before it dies.
4. A (catnip) It looks and smells like marijuana but it doesn’t get any one high. It is often used to “cut” grass.
5. C (barbiturates) There have been no findings that marijuana mixed with alcohol is any more dangerous than either alone. Although you don’t overdose from the combination of antibiotics and alcohol, the antibiotics will not do their job as well then taken with alcohol.
6. B (nausea and headaches) The hallucinogenic chemical in nutmeg (MDA) cannot be taken in enough quantity to get high before the nutmeg makes you sick.
7. 7. B (50%) Only half of all drugs that this agency sees are really what they are represented to be. If pot is taken out of the statistic then the percentage drops even lower to 30%.
8. C (feelings of love and peace) Speed, besides causing physical damage, produces paranoia and fear in some. Even on one diet pill, cheerful people often get a little depressed. It is certainly not a drug of love.
9. B (sickness and vomiting)
10. A (stimulant)
11. C (speed) Most speed preparations developed during W.W.II were used keep soldiers awake and in killing mood.
12. B (tobacco)
13. B (alcohol) by a wide margin
14. B (artificial respiration) Believe it or not, an amphetamine is not opposite of a downer and vice versa. Giving amphetamines to a person overdosed on barbiturates can cause even more damage and lead to death a lot sooner. Artificial respiration is the best emergency treatment in nearly all downer overdoses until the ambulance arrives.
15. B (tobacco) With all the drugs of potential abuse now known to man, the two top killers are still alcohol and tobacco.
16. First choice is C — don’t take any drugs. If that isn’t the answer you decided on, A and B are both important; know what you are taking and please don’t mix them. Mixing drugs is one time where one plus one does not equal two.
Session 9 Handouts
Peer Counseling Training Program Evaluation

Feel free to use the back of this sheet if you run out of space. Don’t be afraid to be ruthless!

1. From your participation in this program, you gained . . .

2. What did you see as your role in the group?

3. How would you rate the co-leaders? (Things to consider: effectiveness as teachers, sensitivity to needs of group members, etc.)

4. How would you rate the resource people? (Hint: were they informative, did they broaden your views, did they relate well to the group?) You may rate them individually if you wish.
5. How would you rate the organization of the course itself? (Were the topics relevant? Was the program too long or too short? Were the sessions too long or too short?)

6. What are your feelings about the group members? (Things you might consider: size of the group, the make-up of the group: male/female, black/white, introverts/extroverts, etc.) Did you feel comfortable as part of the group?

7. Some of the most valuable and/or most enjoyable aspects of the program were . . .

8. Some of the least valuable and/or least enjoyable aspects of the program were . . .

9. If you were helping organize the next Peer Counseling Training Program you would improve the program in the following ways:
Evaluation: Pre-testing and Post-testing

The purpose of our evaluation material was to measure changes in attitudes and skills of peer counseling trainees during the training sequence. Our tools were chosen for their ability: (1) to assess how well our course objectives had been achieved; (2) to give leaders feedback on course content and process; and (3) to ascertain the extent to which participants would be interested in supplementing their course experience in the future.

To determine if trainees had changed in their attitudes and skills, four evaluation tools were used as pre-post measures. The focus of control scale (Rotter, 1963) was administered to determine changes in perception of personal ability to control events in their daily lives.* The dogmatism scale (Rokeach, 1960)* was used to assess changes in open-mindedness over the duration of the course. A response style questionnaire (Kranzow) was administered to measure changes in the tendency to give supportive, probing, evaluative and understanding responses to hypothetical counseling situations. Finally, a values questionnaire (Feather, 1975) was given to assess personal values at the end of the course as compared to the beginning. The pretest battery was given prior to the first training session and the posttest battery was completed subsequent to the last meeting.

Additionally, trainees were given a feedback questionnaire by the group leaders. This tool was intended to permit trainees to offer constructive criticism concerning course content and to provide general impressions of training sessions. The last tool presented members with a list of follow-up activities which could be offered following the course to supplement skills or to put learning to concrete use. These latter two questionnaires were administered during the last session.

*Keys to grading the Rotter Scale and the Rokeach Scale are not provided in this manual. Ed.
Your Initials________________ Date__________________

**Rotter Scale**

Each of the following 29 items consists of 2 choices. Please circle the letter preceding the choice which most resembles the one you believe. Even though neither choice may exactly represent your belief, please select the one which is closest.

*Example*  
1.a. Children always seem to be like their parents.  
1.b. Children always turn out different than their parents.

<table>
<thead>
<tr>
<th></th>
<th>1a. Children get into trouble because their parents punish them too much.</th>
<th>1b. The trouble with most children nowadays is that their parents are too easy with them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a.</td>
<td>Many of the unhappy things in peoples’ lives are partly due to bad luck.</td>
<td>2b. People’s misfortunes result from the mistakes they make.</td>
</tr>
<tr>
<td>3a.</td>
<td>One of the major reasons why we have wars is because people don’t take enough interest in politics.</td>
<td>3b. There will always be wars, no matter how hard people try to prevent them.</td>
</tr>
<tr>
<td>4a.</td>
<td>In the long run people get the respect they deserve in this world.</td>
<td>4b. Unfortunately, an individual’s worth often passes unrecognized no matter how hard he tries.</td>
</tr>
<tr>
<td>5a.</td>
<td>The idea that teachers are unfair to students is nonsense.</td>
<td>5b. Most students don’t realize the extent to which their grades are influenced by accidental happenings.</td>
</tr>
<tr>
<td>6a.</td>
<td>Without the right breaks, one cannot be an effective leader.</td>
<td>6b. Capable people who fail to become leaders have not taken advantage of their opportunities.</td>
</tr>
<tr>
<td>7a.</td>
<td>No matter how hard you try some people just don’t like you.</td>
<td>7b. People who can’t get others to like them don’t understand how to get along with others.</td>
</tr>
<tr>
<td>8a.</td>
<td>Heredity plays the major role in determining one’s personality.</td>
<td>8b. It is one’s experiences in life which determine what that person is like.</td>
</tr>
<tr>
<td>9a.</td>
<td>I have often found that what is going to happen will happen.</td>
<td>9b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.</td>
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</tr>
<tr>
<td>10a.</td>
<td>In the case of the well prepared student there is rarely if ever such a thing as an unfair test.</td>
<td></td>
</tr>
<tr>
<td>10b.</td>
<td>Many times exam questions tend to be so unrelated to course work that studying is really useless.</td>
<td></td>
</tr>
<tr>
<td>11a.</td>
<td>Becoming a success is a matter of hard work; luck has little or nothing to do with it.</td>
<td></td>
</tr>
<tr>
<td>11b.</td>
<td>Getting a good job depends mainly on being in the right place at the right time.</td>
<td></td>
</tr>
<tr>
<td>12a.</td>
<td>The average citizen can have an influence in government decisions.</td>
<td></td>
</tr>
<tr>
<td>12b.</td>
<td>This world is run by the few people in power, and there is not much the little guy can do about it.</td>
<td></td>
</tr>
<tr>
<td>13a.</td>
<td>When I make plans, I am almost certain that I can make them work.</td>
<td></td>
</tr>
<tr>
<td>13b.</td>
<td>It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.</td>
<td></td>
</tr>
<tr>
<td>14a.</td>
<td>There are certain people who are just no good.</td>
<td></td>
</tr>
<tr>
<td>14b.</td>
<td>There is some good in everybody.</td>
<td></td>
</tr>
<tr>
<td>15a.</td>
<td>In my case getting what I want has little or nothing to do with luck.</td>
<td></td>
</tr>
<tr>
<td>15b.</td>
<td>Many times we might just as well decide what to do by flipping a coin.</td>
<td></td>
</tr>
<tr>
<td>16a.</td>
<td>Who gets to be the boss often depends on who was lucky enough to be in the right place first.</td>
<td></td>
</tr>
<tr>
<td>16b.</td>
<td>Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.</td>
<td></td>
</tr>
<tr>
<td>17a.</td>
<td>As far as world affairs are concerned, most of us are the victims of forces we can neither understand, or control.</td>
<td></td>
</tr>
<tr>
<td>17b.</td>
<td>By taking an active part in political and social affairs the people can control world events.</td>
<td></td>
</tr>
<tr>
<td>18a.</td>
<td>Most people don’t realize the extent to which their lives are controlled by accidental happenings.</td>
<td></td>
</tr>
<tr>
<td>18b.</td>
<td>There is really no such thing as “luck.”</td>
<td></td>
</tr>
<tr>
<td>19a.</td>
<td>One should always be willing to admit mistakes.</td>
<td></td>
</tr>
<tr>
<td>19b.</td>
<td>It is usually best to cover up one’s mistakes.</td>
<td></td>
</tr>
<tr>
<td>20a.</td>
<td>It is hard to know whether or not a person really likes you.</td>
<td></td>
</tr>
<tr>
<td>20b.</td>
<td>How many friends you have depends upon how nice a person you are.</td>
<td></td>
</tr>
<tr>
<td>21a.</td>
<td>In the long run the bad things that happen to us are balanced by the good ones.</td>
<td></td>
</tr>
<tr>
<td>21b.</td>
<td>Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.</td>
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</tr>
<tr>
<td>22a.</td>
<td>With enough effort we can wipe out political corruption.</td>
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</tr>
<tr>
<td>22b.</td>
<td>It is difficult for people to have much control over the things politicians do in office.</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>23a.</td>
<td>Sometimes I can’t understand how teachers arrive at the grades they give.</td>
<td></td>
</tr>
<tr>
<td>23b.</td>
<td>There is a direct connection between how hard I study and the grades I get.</td>
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</tr>
<tr>
<td>24a.</td>
<td>A good leader expects people to decide for themselves what they should do.</td>
<td></td>
</tr>
<tr>
<td>24b.</td>
<td>A good leader makes it clear to everybody what their jobs are.</td>
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</tr>
<tr>
<td>25a.</td>
<td>Many times I feel that I have little influence over the things that happen to me.</td>
<td></td>
</tr>
<tr>
<td>25b.</td>
<td>It is impossible for me to believe that chance or luck plays an important role in my life.</td>
<td></td>
</tr>
<tr>
<td>26a.</td>
<td>People are lonely because they don’t try to be friendly.</td>
<td></td>
</tr>
<tr>
<td>26b.</td>
<td>There’s not much use in trying too hard to please people; if they like you, they like you.</td>
<td></td>
</tr>
<tr>
<td>27a.</td>
<td>There is too much emphasis on athletics in high school.</td>
<td></td>
</tr>
<tr>
<td>27b.</td>
<td>Team sports are an excellent way to build character.</td>
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</tr>
<tr>
<td>28a.</td>
<td>What happens to me is my own doing.</td>
<td></td>
</tr>
<tr>
<td>28b.</td>
<td>Sometimes I feel that I don’t have enough control over the direction my life is taking.</td>
<td></td>
</tr>
<tr>
<td>29a.</td>
<td>Most of the time I can’t understand why politicians behave the way they do.</td>
<td></td>
</tr>
<tr>
<td>29b.</td>
<td>In the long run the people are responsible for bad government on a national as well as on a local level.</td>
<td></td>
</tr>
</tbody>
</table>
Your Initials________________ Date_________________

Rokeach Scale

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1,+2,+3, or -1,-2,-3, depending on how you feel in each case.

+1: I agree a little  -1: I disagree a little
+2: I agree on the whole  -2: I disagree on the whole
+3: I agree very much  -3: I disagree very much

____1.  The United States and Russia have just about nothing in common.

____2.  The highest form of government is a democracy and the highest form of democracy is a
government run by those who are most intelligent.

____3.  Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately
necessary to restrict the freedom of certain political groups.

____4.  It is only natural that a person would have a much better acquaintance with ideas he
believes in than with ideas he opposes.

____5.  Man on his own is a helpless and miserable creature.

____6.  Fundamentally, the world we live in is a pretty lonesome place.

____7.  Most people just don’t give a “damn” about others.

____8.  I’d like it if I could find someone who would tell me how to solve my personal
problems.

____9.  It is only natural for a person to be rather fearful of the future.

____10.  There is so much to be done and so little time to do it in.

____11.  Once I get wound up in a heated discussion I just can’t stop.
12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

14. It is better to be a dead hero than to be a live coward.

15. While I don’t like to admit this even to myself, my secret ambition is to become a great person, like Einstein, or Beethoven, or Shakespeare.

16. The main thing in life is for a person to want to do something important.

17. If given the chance I would do something of great benefit to the world.

18. In the history of mankind there have probably been just a handful really great thinkers.

19. There are a number of people I have come to hate because of the things they stand for.

20. A person who does not believe in some great cause has not really lived.

21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

22. Of all the different philosophies that exist in this world, there is probably only one which is correct.

23. A person who gets enthusiastic about too many causes is likely to be a pretty “wishy-washy” sort of person.

24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

26. In times like these a person must be pretty selfish if he considers primarily his own happiness.
___27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

___28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one’s own camp than by those in the opposing camp.

___29. A group which tolerates too many differences of opinion among its own members cannot exist for long.

___30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

___31. My blood boils whenever a person stubbornly refuses to admit he’s wrong.

___32. A person who thinks primarily of his own happiness is beneath contempt.

___33. Most of the ideas which get printed nowadays aren’t worth the paper they are printed on.

___34. In this complicated world of ours the only way we can know what’s going on is to rely on leaders or experts who can be trusted.

___35. It is often desirable to reserve judgment about what’s going on until one has had a chance to hear the opinions of those one respects.

___36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one’s own.

___37. The present is all too often full of unhappiness. It is only the future that counts.

___38. If a man is to accomplish his mission in life it is sometimes necessary to gamble “all or nothing at all”.

___39. Unfortunately, a good many people with whom I have discussed important social and moral problems don’t really understand what’s going on.

___40. Most people just don’t know what’s good for them.
OBJECTIVE #1: To assist the peer counselor trainee in recognizing his or her own facilitative style.

Administer the questionnaire “Styles of Counseling” and provide sufficient time for follow-up discussion on facilitative styles. It is important that the counselor trainee recognize and have an understanding of how he or she operates within the framework of the counseling encounter.

STYLES

Questionnaire – the purpose of this questionnaire is to help point out to you what your style is, how you operate.

INSTRUCTIONS

In this questionnaire there are ten examples of possible exchanges between counselor and students. The counselor starts each exchange. The student replies. The counselor’s response to the student is presented as a multiple-choice problem. You are to check the counselor response that you feel is the type of response you would be more likely to favor, if you were in the situation. The wording used may not strike you as being the best, but disregard this factor as long as the response is the same type as you would favor.

I. COUNSELOR: How are you? I’m Jim. What can I do for you?

STUDENT: Well, I’m not too sure. I have a situation I’m not clear about and I don’t know if I should speak to my parents about it or whether I should do it on my own or speak to someone else about it, or just what. And I thought— well, I mentioned to one of my teachers and he suggested I ought to see you, so here I am.

COUNSELOR:

1. A little too confusing to dope out all alone isn’t it?
2. Well, I hope that I can help. That’s what we’re here for, to help you get lined up.
3. Let me get a piece of paper here. Okay, Shoot! What’s the story?
4. Chances are there are a lot of things to consider, there usually is.
5. Well, it strikes me that you’re doing the right thing here. Good planning can be a real help.

II. COUNSELOR: All right Joan, what is it you wanted to see me about?

JOAN: I wanted to talk to you about my boyfriend, what you think about whether or not I should go steady with him. My whole relationship with him is such a changeable thing. One day we are all set to go steady and the next day we want to call it all off. I think we can make a go of it, if he will be a little more considerate of my feelings. I know I’m what you call a neurotic, but why can’t he help me overcome it?

COUNSELOR:

1. Well, now I certainly can’t give an answer to your situation just like that, but I do think it is clear that whatever decision you reach should be one which is the best for both of you.
2. I’d like to hear a little more about what you feel he could help you overcome.
3. I’m wondering how much of your relationship might be a way of looking for help for something inside that troubles you: the same thing that brings you to me.
4. While you say you can’t get along at times, I think it may be possible to work something out. It may not be as poor a situation as it seems.
5. I gather the whole situation is a somewhat confusing one to you and one for which you want to work out an answer right away.

III. COUNSELOR: Hi Ed, how’d the game with the upper classmen go?

ED: Aw, to hell with ‘em. I tried to do my best, but when Joe got so darned mad when I missed the basket it just made me— Well, I try, but when they as much as tell me that my best isn’t enough, it just points out to me more and more clearly that I’m just a sad sack.

COUNSELOR:

1. Look Ed, have you ever just stopped to consider the source? Like the guy that got kicked in the face by the mule?
2. In other words, when someone attacks you, you tend to feel guilty about it.
3. In other words, when you did your best and he found fault, it tended to make you feel rather worthless.
4. Now look my friend, if you’re going to let something like that throw you, you are a sad sack for sure.
5. Tell me, Ed, is it only in ball games that you feel that way?
IV. COUNSELOR: I wanted to talk with you, Tom, about the difficulties that seem to exist between your group and the newspaper staff.

STUDENT: Well if you ask me, it’s high time that pack of mutts got straightened out. Every time they print that sheet all they do is criticize. They run down every last thing we do. I’ve done every thing I can to work with them. They act so superior. They ought to put a good foot forward for a change. But, I’ll help in any way I can.

COUNSELOR:

1. I’d like to hear your side of the story completely. Want to tell me more about it?
2. What you say about them may be true, Tom, but let’s remember that we’ve got to work together to exist.
3. From the way you see it, I can understand how it would be very provoking.
4. I gather you resent being made to feel inferior.

V. COUNSELOR: All right Marion, we have half an hour now. Would you like to go ahead in your own way?

STUDENT: I don’t know how to begin. It just seems that everything here is so negative. In all the classes they just tear things apart— and put nothing in their place. Now it really doesn’t bother me but I like to see the good side of things. To me religion has always meant a lot, but with all this analysis and taking things apart and explaining things mechanically, it just makes me wonder if there really is a God. And I want to see things constructively.

COUNSELOR:

1. You feel disturbed by these destructive activities.
2. Sometimes it takes a lot of thinking to put together conflicting ideas.
3. You want to be constructive but these destructive activities stand in your way, is that it?
4. I’d like to get a little clearer idea of how this conflict works out.
5. Have you thought of the possibility of asking your teachers just how they relate the two sides? Maybe you can be helped by a more complete discussion.
VI. COUNSELOR: Come in, what can I do for you?

STUDENT: I’d like to get some help from you on my schedule for next semester. I’ve talked with several people about what I ought to take but they all tell me different things and it’s so hard for me to know what to choose. I’m only a sophomore and I just don’t know what is best, so I decided finally to come to someone who could give me some expert advice.

COUNSELOR:

1. From what you’re saying it seems you’re somewhat confused and you feel that this is something that requires outside help. It’s too hard to decide all by yourself.
2. Are you speaking now of what major field you want to get into, or what you are going to take for electives?
3. Well, now maybe if you depended a little more on yourself, on what you can do and want to do, instead of what others say, you’d get along a little better.
4. I’m wondering if your difficulty is more a matter of developing self-reliance than a matter of selecting courses.
5. Sure, I’d be glad to help. Sometimes it’s a bit brutal getting adjusted to the high school setup.

VII. COUNSELOR: I expect, Al, that you know why you’ve been sent for. Bringing cigarettes into the school was a violation of the school rules. Were you aware of that?

STUDENT: Yes, I am aware of that and I appreciated the fact that it was a foolish thing to do. I do not intend to try to justify myself in any way. It was childish. I can understand that such things are not acceptable by the school. I had an impulse to try it and I got caught. I am ready to accept the consequences.

COUNSELOR:

1. All right Al. I’d suggest you keep up the same attitude. I don’t like to jump any more than you like to be jumped. I’ll let you know what the Dean decides.
2. All right Al. I gather you wish to stand squarely on your own two feet in this matter. I’ll let you know what the Dean decides.
3. You feel then, that the treatment is just. You’ll be hearing from the Dean soon.
4. I hope you’ll recognize that this is something the Dean’s office must do and that we don’t like it any more than you do. You’ll be hearing from the Dean soon.
5. What’s the score on this now? What the devil prompted you to do this?
VIII. COUNSELOR AT STUDENT UNION: How do you feel about coming here, Debra?

STUDENT: I think it’s wonderful! I’ve never had a chance like this before in all my life. People are so friendly here. Oh, of course, I realize there are others here who are just learning too, but I don’t feel afraid anymore. I think this school should be congratulated for providing the chance for students who might otherwise go through school as wall-flowers.

COUNSELOR AT STUDENT UNION:

1. That’s great Debra. I’m glad you’re getting so much out of it.
2. You’ll probably simmer down a bit as it becomes old stuff to you, but it’s sure fun now, isn’t it?
3. Keep at it Debra, you’re on the right track.
4. I’m wondering whether this same feeling is carrying over into other areas of your life.
5. Feeling pretty pleased and grateful, is that it?

IX. DORMITORY COUNSELOR: How are things coming along, Joe?

STUDENT: Okay, except for that new roommate I got stuck with. He thinks he knows everything — a big shot. But I’ll figure out some way to handle him. And he’ll know he’s been handled too. I’m not taking any stuff from a peanut like that.

DORMITORY COUNSELOR:

1. You feel you must be out in front of him that, it’s really important for you to be the better man, isn’t that it?
2. Do you think that’s a very constructive attitude to take toward him?
3. Why should this thing be so important to you?
4. You feel pretty angry with him and want to put him in his place, is that it?
5. I see what you mean. A guy like that is a real pain in the neck.
X. COUNSELOR: All right, Ralph, what was it you wanted to talk about?

STUDENT: What I wanted to do is narrow down my vocational interest to a couple of areas where I would have financial security and yet would still give me a feeling of intellectual achievement. It seems to me that the time has come when this immature lack of direction of mine has got to be straightened out.

COUNSELOR:

1. Just how far has your thinking gone in this problem?
2. You know where you want to go and it’s time you got there, is that it?
3. That’s a fine goal, Ralph. Let’s see what we can do about it.
4. I expect that first we’ll have to get a measure of your strengths and weaknesses and interests and then see how things stack up.
5. Um hm, I see. You’re beginning to become concerned about growing up.
Value Survey

Please rank the following list of values in the order of importance to YOU, as guiding principles in YOUR life. Next to the value you feel is most important, place a 1; next to the second most important put a 2, until you have completed all 18.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>RANK</th>
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<tbody>
<tr>
<td>Ambitious (hard-working, aspiring)</td>
<td></td>
</tr>
<tr>
<td>Broad-minded (open-minded)</td>
<td></td>
</tr>
<tr>
<td>Capable (competent, effective)</td>
<td></td>
</tr>
<tr>
<td>Cheerful (light-hearted, joyful)</td>
<td></td>
</tr>
<tr>
<td>Clean (neat, tidy)</td>
<td></td>
</tr>
<tr>
<td>Courageous (standing up for your beliefs)</td>
<td></td>
</tr>
<tr>
<td>Forgiving (willing to pardon others)</td>
<td></td>
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<tr>
<td>Helpful (working for the welfare of others)</td>
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<tr>
<td>Honest (sincere, truthful)</td>
<td></td>
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<tr>
<td>Imaginative (daring, creative)</td>
<td></td>
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<tr>
<td>Independent (self-reliant, self-sufficient)</td>
<td></td>
</tr>
<tr>
<td>Intellectual (intelligent, reflective)</td>
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<tr>
<td>Logical (consistent, rational)</td>
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<tr>
<td>Loving (affectionate, tender)</td>
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<tr>
<td>Obedient (dutiful, respectful)</td>
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<tr>
<td>Polite (courteous, well-mannered)</td>
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<tr>
<td>Responsible (dependable, reliable)</td>
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<tr>
<td>Self-controlled (restrained, self-disciplined)</td>
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