

A cross-cultural collaboration in peer counseling practice: RUC-Stanford model of peer counseling program

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Abstract: Peer support in the field of mental health counseling has aroused increasing attention across the world. More college students tend to talk to their peers instead of professionals when they are in distress. In response to that, college professionals have explored a variety of ways to engage students in college mental health services. In China, most universities set up one psychological commissioner in each class and allow them to act as liaison between mental health services and the class. In the US, many universities have strived to develop peer counseling programs that offer standardized training for college students. Despite cultural difference between the East and West, there is much we can learn from these effective program models in the US. Thus, as mental health practitioners in China, we'd love to build a cross-cultural model so as to allow more students to benefit from mental health services. Starting from 2010, thanks to the help of Tricia Bolle, who used to be a Stanford peer counselor and is now the founder of DEI in Asia, we introduced the Stanford University Bridge peer counseling model, with over forty years' practice, and launched Chinese first university peer counseling program with one-on-one peer counseling services at Renmin University of China. Beyond the original Stanford model, we have also been exploring localizing the practice in a Chinese cultural context. We have utilized fundamental aspects of the peer counseling model to provide essential skills training for our mental health class representatives. Also we integrated additional mental health topics addressing issues more culturally specific to China into our lectures and moved peer counseling rooms into student residential halls. With these many fruitful experiences in cross-cultural practice in the area of university mental health, we'd love to share our thoughts and model with you all.

Keywords: peer counseling; peer support; China

1. The definition of peer counseling

College peer counseling has a history of over fifty years in the US, originated from students' spontaneous help and support with each other. Beginning in the mid 60's, paraprofessionals were largely hired in a wide range of counseling settings.

Specifically, various forms of psychological services, with the idea of "students-helping-students", quickly appeared in universities and colleges. By the mid to late 1970s, the term "paraprofessional" had been gradually supplanted by the term "peer counselor".

Peer counseling is defined as "to help and counsel people who are our equals-peers in age, status and knowledge by the use of active listening and problem-solving skills together with knowledge about human growth and mental health". It assumes that "people are capable of solving most of their own problems if given the chance", therefore the role of peer counselor is not to solve people's problems for them, but to assist them to find their own solutions by clarifying thoughts and feelings and by exploring various options and alternatives. Research has indicated that peer counseling can be as effective as professional counseling.

2. The peer counseling program in USA

The importance of peer counseling has been recognized by educators for a long time. Since the 1960s, programs on peer counseling have become popular mental health education programs across American universities and colleges. Many top universities, such as Stanford University, Harvard University and the University of California, Los Angeles, have launched the peer counseling program for more than half of a century. Normally, the following steps would be taken in order to start a campus peer counseling service: (1) select and sign up a certain number of students; (2) teach these students necessary counseling skills and knowledge; (3) trained students offer counseling service to their peers under supervision.

For instance, the Bridge Peer Counseling Center at Stanford University, found in 1971, has a history of more than 4 decades. It is a student-run 24-hour peer-counseling center that offers free confidential counseling services as well as comprehensive information and referral service. It primarily serves the Stanford undergraduate and graduate community, but is also open to the general public. Besides, the Bridge is staffed entirely by Stanford undergraduates and graduates. The training is composed of three different parts, lecture for teaching, discussion section for review and comprehension, and co-counsel for skill practice. Through these trainings, students could learn active listening and basic attending skills, paraphrasing, working with feelings and problem-solving skills. Volunteers who complete the 75-hour training program and also pass the final exam were qualified to become peer counselors and do face-to-face or phone counseling.

3. The exploration of peer counseling in China

Given the benefits of peer support and the huge gap between numbers of students in demand of psychological services and the number of the existing mental health professionals in China, it is necessary to integrate peer counseling into the college mental health services.

So far, many attempts have already been made to get students involved into the campus mental health services. The mental health commissioners system, a system which requires every class to have a mental health commissioner in charge of psychoeducational activities, is a Chinese classic attempt in this area. The recent survey showed that 61.8% Chinese universities had adopted the mental health commissioner system. After receiving several trainings or even without any training, these mental health commissioners are expected not only to help other peers explore their feelings, thoughts and concerns and eventually solve the problems, but also report any potential crisis in their class to the college counseling center. Although a lot of resources, i.e. money and time, have been invested in this system, the outcome is not as good as expected. Two potential reasons may explain for that. First, the psychological commissioners don't have the necessary skills to help others. For example, they don't know how to build a trusting relationship from peers. Second, the dual relationship is inevitable to affect the effectiveness of peer help. On one hand, it is difficult for mental health commissioners who take the both role of classmates and helpers to assist students wholeheartedly without the influence of personal interest and stereotype. On the other hand, students were also unwilling to fully open up to the mental health commissioners. Thus, although mental health commissioners have a passion to help, they would eventually get frustrated, doubt their own abilities and eventually give up.

Apart from the mental health commissioner system, Chinese universities also explored other forms of peer counseling. Usually, Chinese model of peer counseling would follow: selecting a group of student with a background of psychology, delivering training and coaching in counseling theories, and providing face-to-face or telephone counseling services. Compared to the US model we mentioned above, Chinese model of peer counseling showed two insufficiencies. One is the lack of systematic training. Students are in lack of opportunities to practice skills and integrate theories they learned into practice. As a result, they are easily at a loss when facing counselees. Second, due to a lack of awareness of ethics and program evaluation, counselee's privacy can't be fully protected and it's difficult to track and assess the counseling outcome.

4. The history of peer counseling practice in RUC

Given the problems existing in current peer support in China, we are aware of the necessity of building a brand-new and also professional peer counseling program. In

2009, with the help of Tricia Bølle, a former peer counselor and alumnus at Stanford, and the founder of DEI in Asia, Renmin University of China (in short, RUC) became the first university to launch Stanford-model peer counseling program among Chinese universities. In November, 2010, RUC, Peking University and DEI in Asia held the 1st “Peer Counseling for University Students” Workshop together. Dr. Martinez, a senior associate director of Counseling and Psychological Services at Stanford University and trainer and supervisor in the Bridge Peer Counseling Center (in short PCC), was invited to deliver the training on peer counseling skills and how to run a Stanford-peer-counseling project. Mental health professionals from seven Chinese universities attended the workshop. Following the workshop, Renmin University tried to train students into peer counseling with Stanford model by opening two courses on peer counseling to all undergraduates. In April, 2011, Mr. Haberech, vice-director of Stanford University Student’s Counseling Center visited Student’s Counseling Center of Renmin University. On November 23rd, 2011, Peer Counseling Center of RUC was open for use, with one counseling room in females’ dorm and the other in males’ dorm. It provides walk-in and phone counseling services for all undergraduates and graduates on campus from 7pm to 11pm every night. Students can walk in the counseling room or call the counseling hotline without making an appointment. There were 9 students passed the test, becoming the first group of peer counselors. In January, 2012, Peer Counseling Center of RUC was officially launched. And the 2nd “Peer Counseling for University Students” Workshop was held by RUC and DEI in Asia Project.

5. Training System of peer counseling program in RUC

RUC peer counseling program has a thorough and innovative training system, specializing in the following four aspects.

5.1. Involve a diverse population of students, without the limits of background and major

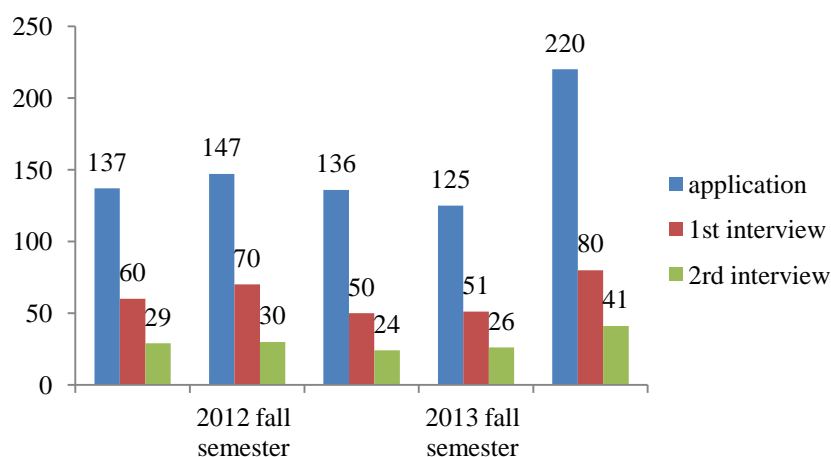
The training mode of peer counselor is quite different from that of traditional counselor, since the former’s training period is shorter and the background of students in former is more diverse. A set of scientific, operable, duplicable, measurable and goal-oriented training program is required for peer counseling program.

Stanford-peer-counseling is one of the best candidates, since it has a systematic, comprehensive and clear training plan. It has a clear structure and procedure of counseling, dividing counseling into three parts that were exploring story, dealing with feelings and solving problem. For each part, there were specific steps and skills. First, this kind of design makes the standardized teaching and assessment possible. Second, it is not only helpful for students to master the counseling skills, but also makes it easier for them to deal with different topics, which enhance students’ confidence and motivation. Third, the standardized procedure expands the scope of

recruitment. A psychology background is not a requirement for students applying for peer counseling program. Their personality and disposition, such as agreeableness and the willingness to help others, are more important in the early-stage selection.

The 3rd peer counseling course began to open to all students in RUC to apply. The average number of application per semester is 140 while only 30 students would be enrolled at last as members. The strict selection procedure consists of the resume screening, the first round interview with the peer counselor as interviewers and the final interview with supervisors as interviewers. The enrollment rate is less than 25% (see figure 1). The majority of students enrolled are in their first or second year of study, with the major ranging from economics, journalism to chemistry. So far, there have been 7th groups of member and 166 members in total.

Figure 1 numbers of candidates in each recruitment step



5.2. Small class teaching & combination of lecture, discuss section and co-counsel

Peer counseling program place great value on students' ability of practice and application. In order to guarantee the maximization of each member's ability, the courses will be carried on in the form of small-size class, with less than 30 students in each class. Besides the weekly one and half hour lecture, 2 hour discussion section is mandatory for each member. Section, which led by two experienced peer counselors, includes experiential demonstrations and practice of counseling skills learned in lecture. What's more, students are also expected to do one practice co-counsel with a member of their section, then write and hand in a brief report about the co-counsel. Peer counselors would give feedback to each student according to the report. Such structure of training is very practical, which guarantees that students can apply new skills and knowledge to the actual counseling.

5.3. Emphasis on the ethical principles

The training program on PPC emphasizes the importance of ethnics. Similar with

profession counselors, peer counselors could exert great influence on counsees, both negatively and positively. In order to maximize the benefits and minimize the harms, peer counselors should pay attention to ethical issues. For example, counselors should keep counselee's personal information confidential. If they break the rule, releasing the cases to the third party, it would harm the counselee and impair the reputation of counselor. Thus, among the 18-week course, ethnics would be taught in the first three courses, which not only includes five fundamental ethical principles such as beneficent, justice, fidelity, autonomy and nonmaleficence, but also involves more detailed ethnical code for peer counselor such as "Don't give personal advice" and "Don't ask question beginning with why". These ethnical principles are the foundation of the effective counseling.

5.4. Peer counseling skills and common mental health topics

Students are required to finish both the primary course and advanced course, two credits per course. The former focuses on the basic counseling techniques, such as listening skills, paraphrasing, and summarization, while the latter introduces several mental health topics, such as academic stress, depression, eating disorders, self-identification, and intimate partner abuse. The reason why set up advanced course is to make members familiar with the common problems faced by students and then equip members with the ability to recognize and deal with the crisis. In the case of emergency, peer counselor should turn to the crisis counseling skills, collect data and give counselee a referral to the professional counseling center. As the go-between for students, peer counselors could build a good bridge for students that need help and crisis prevention system. That is, peer counseling become a complementary part for crisis prevention and coping system, meanwhile substituting the role of psychological commissioners to some extent.

5.5. Strict evaluation system consisting of a paper test and mock counseling

Evaluation system of PPC also highlights the importance of practical ability. Our training objective is to cultivate good peer counselors who can deal with the real cases, rather than students who only remember every sentence in the textbook without understanding its meaning. The final evaluation is comprised by a one-hour paper test and two rounds of mock one-on-one one-hour counseling. The first round focuses on the master of basic skills (e.g. listening, attending, paraphrasing et al) and the correctness and completeness of procedure, with the new member as the counselee and junior peer counselor as the observer. More attention is paid to overall effectiveness of counseling and the ability to cope with crisis in the second round, during which senior peer counselor plays the role of counselee.

Only if the students pass both paper test and interviews, can they become the peer counselor. By the end of the fall semester in 2013, more than 126 students have participated in the peer counseling training program, while only 37 become peer

counselors at last, with a passing rate lower than 30%. In the team of peer counselor, there are 26 female and 11 male (see figure 2). The majority of peer counselors are students in third or fourth grade. What's more, three peer counselors are master students. Due to the lack of limitation in major, the peer counselors are from 13 different schools, which accounts for nearly half of the total schools in RUC.

figure 2 the gender distribution of peer counselors

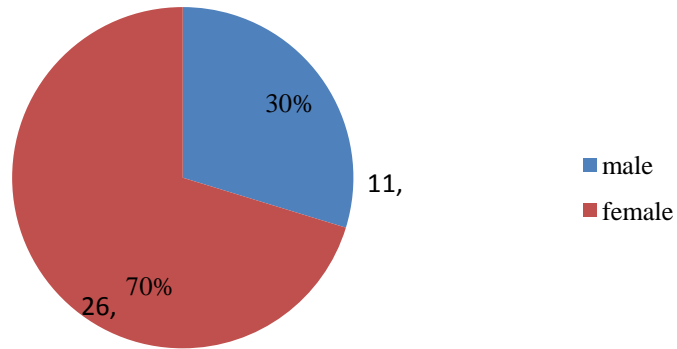


figure 3 the grade distribution of peer counselors

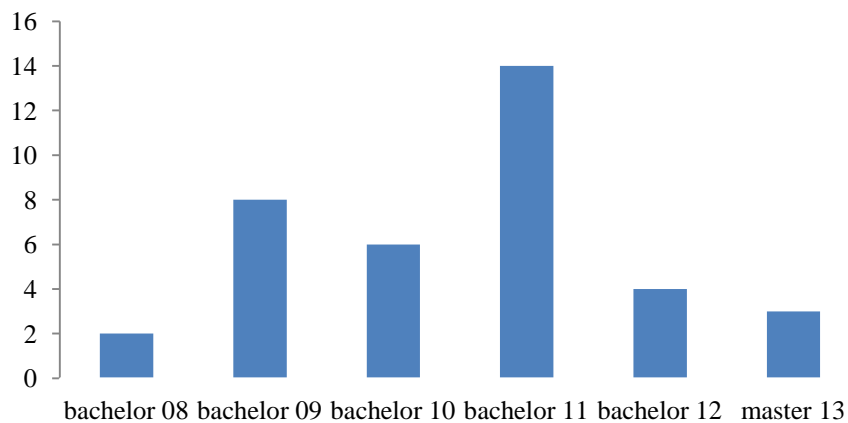
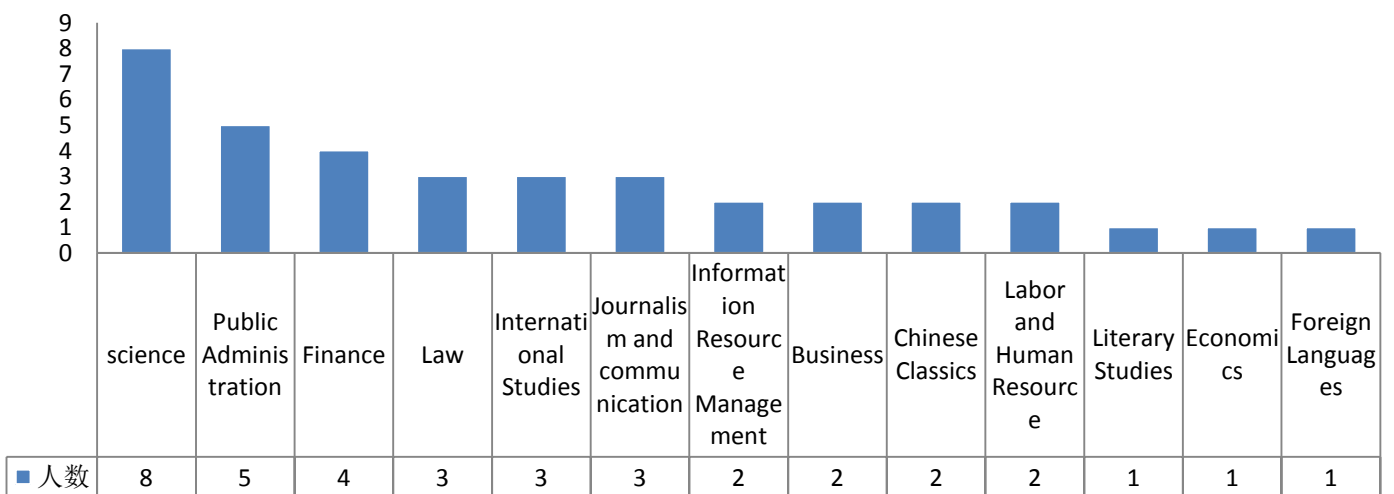


figure 4 the major distribution of peer counselors



6. Localization and the formation of the RUC-Stanford model of peer counseling program

As it develops at RUC, the original Stanford model of peer counseling program was gradually modified to best serve RUC students. Therefore, a unique RUC-Stanford model of peer counseling program was formed.

6.1. Based on one-to-one counseling, open the "Night Psychological Emergency" in dormitories

As a good complement of psychological counseling center, the "Peer Counseling Center" is based on and developed from the traditional counseling model of psychological counseling center in terms of features, settings and service. The open hour of "Peer Counseling Center" is from 7 pm to 11 pm, while psychological counseling center is from 9am to 7pm. Two peer counseling rooms are located in the boys' and girls' dormitories respectively, where are very convenient for students to go. The decoration of room is based on the colors of green and white, conveying the feeling of freshness, warmth and liveliness.. The center provides face-to-face and phone counseling, following the principles of confidentiality, anonymity and one-to-one. Peer counseling approach, focused on short-term problem solving, is suitable for coping with the emotional distress triggered by short-term problem. In case of long-term development problems, the peer counselor would transfer the counselee to the psychological counseling center which is more professional.

6.2. Promoting professional knowledge & Spreading warm and caring

Besides the one-to-one counseling services, "Peer Counseling Center" also holds a variety of activities related to mental health on campus. Consistent with the idea of "students-helping-students" all activities are planned, designed, organized and implemented by the members of peer counseling program. Two main types of activities were carried out in the past three years. One popularizes the mental health knowledge such as crisis signals, listening and helping skills in the form of workshops about different topics while the other focuses on spreading warm and positive energy on campus by diverse outdoor activities. These activities not only increase the popularity of peer counseling center services, but also raise students' awareness and attention to their own mental health.

6.2.1. Workshops help build a professional team in mental health education

The rigorous training mode of peer counseling provides peer counselors with solid peer counseling skills and campus mental health-related knowledge, becoming the "student expert" in the field of mental health and counseling. Therefore, we try to explore an effective way to train more students and further establish a professional team in the mental health education with the help of these "student expert".

Over the two years, "student expert" team has organized many workshops in different topics, with the range from interpersonal communication, pressure regulation to crisis

coping. The most successful and popular workshop are "Love Life and Love Yourself" suicide crisis workshop, "Why not be relaxed" pressure regulation workshops and "Science tell you how to fall in love" intimate experience workshop. These workshops were usually open for leaders of students' organization, members of class committee or resident assistants, since these students could share what they have learned in their own group or even hold the similar workshops for other students. What's more, since the trainers are peer counselors who, as students, know students' needs and tastes well, they would deliver the training in the way which could attract and help students, such as combining the knowledge with the daily examples and sharing their own experience.

What's more, peer counseling program also attempts to combine with psychological commissioner system in RUC. In November 2013, with the help of students' affairs office and the management center of dormitory, peer counseling center organized a training project for psychological commissioners, with the purpose of equipping them with necessary skills and knowledge to perform their duty well. The 2-week training project consisted of a lecture and two discussion sections, each of them lasting at least three hours. More than 200 students participated in the project as trainees, including undergraduates, master and doctor students. They were divided into 20 groups, each group led by two qualified leaders who received related training before. According to the feedback survey at the end of the project, 70% of trainees thought the project was very helpful or helpful. This training is a win-win situation where psychological commissioner become more professional and peer counseling center get more recognized and popular.

All in all, no matter workshops for student leaders or training project for psychological commissioners, the training model, different from the previous one, has three outstanding features and advantages. First, it is in a more interactive way. Trainees would be divided into different group, with about 10 students per group. Every group is led by two trainers from peer counseling center. Since the small number of people per group, students could have more opportunities to ask questions, discuss topics and get involved. Second, the training is more interesting. Peer counselors can hold the activity and share their similar experience in the perspective of peer, using lively language, which makes it easier to understand for trainees. Finally, the training is more practical and experiential-based. Instead of implanting obscure and abstract term and knowledge, it focuses on the application of what have been taught in the training on real world.

6.2.2. Other activities delivery warm and positive energy

Over the past two years, "Peer counseling Center" have hold outdoor activities almost once a month, which are trying to promote the warmth, harmony, mutual aid and loving atmosphere on campus. There are some special events, which have been

widely welcomed and loved by students, such as “A love letter to express love” and “Peer Hug”.

"A love letter to express love" postcard sending activity firstly held on the eve of the Mother's Day in May. Under the warm theme of "Flowers and Thanksgiving", peer counseling center designed various postcards with the different topics, including family, friendship, love and others. Students could write down their love, blessing and thankfulness to anyone they want. These postcards were collected and sent out for student freely by peer counseling center. There are 13 versions of postcards, such as "Best girlfriends", "Coolest Teacher", “Sweetest Roommates”. On the 3rd and 4th May, 2012, the "Peer Center" held "A love letter to express love" postcard sending activity for the first time. In less than three hours at noon, nearly 2,000 postcards were given out to students. The Peer counseling center sent out 637 ones, of which 179 are addressed to the local city and 458 to the other cities. Given the fact the this activity received good comments and responses, "A love letter to express love" postcard sending activity was carried out again in sub-campus of RUC in Suzhou in May and in main-campus in November, which kept being strongly welcomed by student. The idea of "Peer Hug" comes from the public benefit activities of "FREE HUG" in Europe. It was introduced to Chinese universities by the members of peer counseling center. This activity aims to eliminate loneliness, enhance emotional connection, deliver warmth and love on campus. In October 25, 2012, “Peer Hug” was first held near the teaching area of RUC. Members of peer counseling center walked around the campus, holding up and waving signs that read, “Free Hugs”. They gave warm hugs to the passers-by and strangers initiatively. What’s more, a member dressed up as a lovely bear which drawn lots of public attention. Many students even asked for taking pictures with the bear. In just an hour, the bear hugged more than 100 students. It created such a harmonious and warm atmosphere that the students on the street, even international students, spontaneously started to embrace each other. All in all, “Peer Hugs” achieved satisfactory results at last.

6.3. The localization of “Peer Center”, meeting the needs of Chinese students

Since the introduction of the Stanford "Bridge" project into Renmin University of China in 2009, “Peer Center” has made a lot of progress and kept engaging in localization. In 2011, the 1st peer counseling course for students was co-taught by teachers respectively from RUC and Stanford University. During the process of teaching, we found that there are clear differences in communication styles between two countries. For example, Americans tend to express feelings, rejection and also be actively responsible for their own decisions while Chinese are more reluctant to do the same. As the Chinese old saying goes, “Domestic shame should not be made public”. People were taught to keep personal feelings and events, especially negative ones, in secret in their childhood. Thus, Chinese peer counselors have to spend more

time on learning how to encourage counselee to share his story and feelings, how to help counselee explore and clarify his feeling and emotions. What's more, it is also a challenge for Chinese peer counselor to not break the principle of "do not give suggestions", since that's what Chinese usually do in the daily life. To address these difficulties, many researches have been made to find how to establish good counseling relationship and eventually help counselee effectively in the context of China.

In addition, we translated the textbook in Stanford Peer Counseling Program, *Peer Counseling: Skills, Ethics and Perspectives (Second Edition)* written by Vincent J. D'Andrea and Salovey D' Andrea. The Chinese version was published in 2013. . The weekly one-hour case supervisory meeting is led by the full-time professional counselors in psychological counseling center of university, during which peer counselors would share and discuss difficulties they faced in the counseling. This arrangement gives great opportunities for peer counselors to learn from and support each other, facilitating the development and transplanted of peer counseling on the Chinese campus.

6.4. Be complementary with professional counseling center

Peer counseling center and professional counseling center complete well with each other in many aspects. In the terms of open time, professional counseling center open from 9am to 7pm. However, it is usually at night when students feel lonely, depressed or sad and need find someone to talk to. For those people who want to seek help after 7pm, peer counseling center is a good alternative option. In the terms of counselor, the counselors in the professional counseling center are professionally trained and about 30-50 years old. Actually, many students are unwilling to talk their problems with these counselors for different reasons, such as for the fear that their misdeed would be reported to the school officials which results in punishments. These students who prefer to share their thoughts and feeling with peers could turn to peers counseling counter for help.

In addition, these two counseling center facilitate each other as well. On the one hand, peer counseling, which focuses on solving the minor short-term problems, usually finds it difficult and tough to fully solve the long-term problems or severe problems, such as self-identification, self-abasement or homosexuality. In that situation, peer counselors could refer the counsees to the professional counseling center.

Additionally, counselors in the professional counseling center could provide specialized training or supervision for the peer counseling center. On the other hand, peer counseling center help promote the psychological counseling center and let more student know and be willing to seek professional help under trouble. Peer counseling center keep educating the public about the basic counseling knowledge and helping them have a correct understanding of counseling. Since the power of word-of-mouth,

that is the recommendations from peers are often effective, the professional counseling center would become more and more popular and recognized.

6.5. Interaction and cooperation between schools

Peer counseling center also positively participated in inter-school interaction and cooperation of all kinds, during which the center would learn from other's strong points to offset own weakness and also teach other become better.

On October 17, 2013, teacher and students in peer counseling center participated in the 8th national psychological commissioner system seminar. Many representatives showed great interest in peer counseling program and a willingness of cooperation in the future. On November 19, 2011, invited by the Education Committee, a professional counselor and four peer counselors delivered a workshop about basic communication skill for 28 student representatives from universities in Beijing. On November 20, 2011, peer counseling program communicated with the "Edelweiss" Mental Health Project, a project providing peer psychological service via phone in Beijing Normal University. Members from each project shared their practical experience and thoughts about peer counseling. In the May of 2013, a delegation from RUC peer counseling center had visited the Bridge Counseling Center at Stanford for a week.

6.6. A bridge for students to follow their counseling dream

The peer counseling center provides a golden platform for students to learn, practice and exercise counseling skills, who are interested in counseling, especially for students who don't major in psychology. Although the psychology project is common in the Mainland of China, there is no special project for psychological counseling. What's more, the price of related workshops usually are too expensive for students, so it is not easy for students to obtain counseling knowledge and skills, let alone the personal experience of being a counselor. The peer counseling center gives a great chance to students interested in counseling. In 2012, two peer counselors, majoring in law, were admitted into the master or PhD program related in psychology in famous American universities. In 2013, three peer counselors also successfully received letters of admission from well-known American universities, such as University of Illinois at Urbana-Champaign.

7. Enlightenment and Expectation

With practice experience of "Peer Counseling Center" in recent two years, we can deeply feel the vitality and contribution brought to us students and our schools by this peer counseling model which comes from the US but with distinctive pattern of localization. But at the same time, we found that there are still some fields we can take further actions to develop in this model. By reviewing the practice experience we have had, we are expecting to promote a better development for the "Peer Counseling Center".

7.1. Deepen localization of practice & publish Chinese casebook

"Peer Counseling Center" will further deepen the practice and development in localization. We will carry out some research and discussion on some special phenomenon arisen in our operation of "Peer Counseling Center", such as "frequenter" phenomenon, doctors' prominent theme on "exploring the meaning of life", dissatisfaction about no suggestion and referral refuse. We intend to develop following programs: First, strengthen the supervision on the localization development and refine it to meet the needs of different groups. Then establish mentoring program between the old counselor and the new counterpart, while providing counseling from full-time counselors in psychological center. Second, assemble the typical case arisen in "Peer Counseling Center" into a book and publish the case set about peer counseling, which can summarize our localization experience in the operation of "Peer Counseling Center" and promote the level of localized application in teaching and practice. Third, promote the development of psychological center and strengthen the construction of specialized team of consultants and operational management system, making it more capable of receiving referrals from "Peer Counseling Center" and improve the impression students have on psychological center, which can reduce the working pressure of peer counselors.

7.2. More cooperation with various schools and departments

At present, "Peer Counseling Center" is still relying on apartment to carry out activities and service. Organization, planning, publicity and promotion of activities and service are all completed by the "Peer Counseling Center" independently. Despite the excellent quality and profession, we still have limited audience. So relying on the faculties and strengthen cooperation with departments in operation will help us to optimize the service and help to students and improve the awareness of center. Besides, all the actions can also contribute to the achievement of the growth and development goals set for students. In the year of 2013, "Peer Counseling Center" intends to deepen the cooperation with departments. According to their needs, we plans to design some training programs about communication, teamwork, emotional management for specific populations, such as freshman, students backbone, poor students and other groups, to provide better service for students.

7.3. Facilitate international communication

"Peer Counseling Center" is an important achievement of our school about strengthening international cooperation in the field of students work. We introduced this peer counseling program from Stanford University and invited senior deputy director of the Counseling Center at Stanford University, Dr. Martinez and other professionals conduct workshops to our school twice. Ms. Tricia Bolle, who is Former peer counselor at Stanford, also visits NPC to give some assistance on teaching each semester. Besides, other peer counselors from Stanford also give a lot of support and

assistance in the construction and development of our "Peer Counseling Center". In the year of 2013, we hope to deepen cooperation on the basis of the results, and create more opportunities for exchange and cooperation with Stanford. On the one hand, we can send representatives to take a visit to "Peer Counseling Center" at Stanford and carry out some discussion and communication on intercultural consulting practice issues about peer psychological. On the other hand, we hope to invited Dr. Martinez and peer counselors at Stanford to open their some summer school courses that can deliver new teaching achievement to peer counselors in NPC and those interested in psychological counseling. Through the actions above, we hope we can deepen the cooperation and exchanges with Stanford University.

7.4. Organize national seminar about peer counseling

We are the leader in domestic universities to operate US pattern "Peer Counseling Center" in localization way, which achieve excellent results and explore a new operational model of peer counseling with great breakthrough and innovation. Since 2009, all the efforts and exploration we devoted to this work help us accumulated a lot of valuable practice experience that we expected to share with other peers. Through the organization and participation of peer support workshop, we hope to have more opportunities for communication and discussion on peer support practice while sharing experience and enhancing thinking and connection. Besides, we expected to promote our training and operation model on peer counseling to peer support work in other domestic universities with new enlightenment and thinking and lead the development peer support model of universities in China.