

COUN 3321 INTRODUCTION TO THE HELPING RELATIONSHIP
College of Education
Department of Counselor Education
Fall 2017

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 Email: lcruzfox@shsu.edu
 Class meeting time: TR 11:00-12:20 pm
 Office Hours: TEC 323. After class and by appointment. I will attempt to reply to email within 48 hours. I may not reply during weekends.

Text/Readings: Brammer, L. M. & MacDonald, G. (2003). The helping relationship: Process and skills. Boston: Allyn & Bacon.

Course Description: This course will provide an introduction to the helping relationship, especially as it relates to counseling. Students will be challenged to consider their motivations, needs, and goals related to the art of helping. Students will engage in a community service learning project as part of exploring the nature of the helping relationship. Students will also be introduced to basic attitudes, dispositions, and skills needed for helping relationships and counseling.

Prerequisite: Sophomore standing or higher.

Standards Matrix: Upon successful completion of this course, students will be able to:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • TExES Standards EC-6 • ACEI Standards • NAEYC Standards • Conceptual Framework • Specialty Organization Standards(CACREP)
1. Students will identify their own personality needs and personal expectations as they relate to motivations for helping.	Read the textbook as assigned Journal Articles	Active participation in class discussions and activities Quizzes Examinations	ACEI 5.1 K5b
2. Students will identify challenges inherent in the helping professions relative to the various developmental stages.	Read the textbook, lecture, and class discussion Development and delivery of the Service Learning Project	Active participation in class discussions and activities Completion of the SLP Interview of helping professional or	PPR 4, 11 ACEI 3.4 K5 d, e

(CNE 231 is a required course for the undergraduate minor in Human Services)

		volunteer	
3. Students will discuss their attitudes and contributions concerning a specific service learning project.	Lecture, class discussion SLP presentation SLP journal	Active participation in class discussions and activities Presentation of SLP Completion of the journal	PPR 2 ACEI 5.1, 5.2 NAEYC 2 CF 3 K5 b, c, f
4. Students will discuss cultural considerations when engaging in helping activities.	Read the textbook, lecture, class discussion Inclusion of cultural considerations must be evident in the SLP	Active participation in class discussions and activities SLP Presentation Interview of helping professional or volunteer	PPR 5 G 21 M H 44 J ACEI 3.4 NAEYC 2 CF 3 K5b,c, d
5. Students will identify examples of basic helping/counseling communication skills.	Read the textbook Role-play and practice activities	Quizzes Examinations	PPR 2,3,5, 7 ACEI 3.4 CF 3 K5c, d, e
6. Students will describe specific helping strategies in counseling.	Read the textbook Role-play and practice activities	Quizzes Examinations	PPR 2,7 NAEYC 4a K5c, d, e, g
7. Students will identify ethical dilemmas and apply a ethical decision-making model.	Read the textbook, lecture, and class discussion Application of ethical-decision making model to helping relationship situations	Active participation in class discussions and activities Quizzes Examinations	PPR 4 K5b,d
8. Students will identify major concepts, principles, and theories related to an individuals' development through the life span as they relate to skills needed by helping professionals.		Active participation in class discussions and activities Quizzes Examinations	PPR 1 ACEI 1.0 NAEYC 4a CF 3 K5d

Web address for standards:

Web address for state standards: <http://www.tea.tx.state.us>

Web address for ACEI: <http://www.acei.org/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

Web address for NAEYC standards:

http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm

Web link for Conceptual Framework: <http://shsu.edu/~ncate/concept.html>

Web address for specialty organization, Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards: <http://www.cacrep.org/2009standards.html>

Web address for National Council for Accreditation of Teacher Education (NCATE) standards: <http://www.ncate.org/>

Course Format: This course will include lectures, discussion, power point presentations, video viewing, role-play activities, small group work, guest speakers, and service learning project presentation.

Course Content: Review the goals, needs, roles, and responsibilities of helpers and helpees within the helping relationship. Identify the characteristics of helpers and the processes and skills in the helping relationship. Ethical issues and multicultural considerations in the context of a helping relationship will be examined. Participate in a service learning project and examine and record personal attitudes and outcomes of the project.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice and training experiences.

Specific Course Requirements:

Civic Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. It is hoped that this experience will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen.

1. Students are responsible for reading the textbook and outside readings as assigned.
2. Students will learn about the processes and skills in helping relationships by actively participating in class discussions, practice activities, and demonstrations. Ethical issues and multicultural considerations will be emphasized as they apply to the helping relationship. Students will complete five reflections—1 page, double spaced, and typed. **No handwritten work will be accepted.**
3. Students will engage in a helping relationship by completing a Service Learning Project (SLP). The SLP requires 10 hours during the semester.
4. Students will present their Service Learning Project to the class in a manner consistent with professional counseling conferences (e.g. poster session, PowerPoint presentation or presentation using other technology such as Prezi.)
5. Students will interview a helping professional or volunteer appropriate to their personal career goals (e.g. teacher, counselor, minister, social worker, volunteer worker, etc.) and submit a 3 page written summary.
6. Students will complete examinations; online quizzes, midterm, and final.

IDEA Objectives:**Essential**

- Learning to apply course materials (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to the course.

Important

- Acquiring skills in working with others as a member of a team (or group).
- Developing a clearer understanding of, and commitment to, personal values.

Evaluation:

- | | |
|---|-------------------|
| 1) Professionalism as demonstrated by not using your cell phone in class, attendance, participation, attitude, completion of assignments and following outlined expectations. | 25 points |
| 2) Reflection Journal – topics on page 12 of syllabus (5 X 10 points)
Reflections must be at least 1 full typed page, double spaced (no more than 2 pages)
Times New Roman, 12 point font, 1-inch margins | 50 points |
| 3) Service Learning Project contract | 15 points |
| 4) Service Learning Project (SLP)
Proof of 10 hours of Volunteer Opportunity (at least 6 direct and 4 indirect hours)
Written report of Service Provided (3 pages)
Class presentation of SLP, approximately 10 minutes | 100 points |
| 5) Quizzes (8 X 10 points)
Blackboard Quizzes are always due on Sundays at midnight | 80 points |
| 6) Midterm Examination | 100 points |
| 7) Final Examination | 100 points |
| 8) Interview with a professional | 30 points |
| TOTAL POINTS | 500 points |

Grade Determination:	A	=	450 - 500
	B	=	400 - 449
	C	=	350 - 399
	D	=	300 - 349
	F	=	0- 299

Written Assignment policy: ALL assignments will be typed in 12pt Times New Roman double-spaced. No other format will be accepted and a grade of 0 will be recorded. Assignments must meet the page requirement.

Extra Credit Opportunities:

Students who attend class every time will receive 10 points (added to their total points).
Students who miss up to three classes will receive 5 points (added to their total points).

Disability Statement: Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Attendance Policy: (1) Students will adhere to the university attendance policy. Students may miss 3 hours (2 classes) of class instruction without a penalty to the final grade, but an email to the instructor is expected. (2) More than 2 absences will result in loss of Professionalism points; three absences will result in the student's grade being lowered one letter grade.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work and should seek information from a classmate.

Late Policy: Students who arrive to class after attendance has been taken are considered late. Students who arrive to class more than 10 minutes late are considered absent. Late students are responsible for checking with the instructor to assure the attendance is noted. Three late arrivals will count as one absence. Leaving early will count in the same way as arriving late. Students who leave class early three times will accumulate one absence. **Three absences will result in the student's grade being lowered one letter grade.**

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.* All students are expected to engage in all academic pursuits in a manner that is above reproach. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students should be receptive to expressed opinions and experiences. Respect for all persons is expected. Failure to adhere to this expectation will result in deduction of points.

Professional Behaviors Related to Technology: Use of cell phone, text messaging, email/laptop, tape recorder, iPod's/MP3 Players: Students are to **turn off all cell phones while in the classroom.** Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. **No emailing, text or instant messaging, during class.** Use of laptop is not allowed. **Any student observed violating this policy will have 10 points deducted from Professionalism for each instance.**

Audio/visual Recording of Class Content: Students who wish to tape record lectures or class content must request permission from the instructor prior to doing so. The nature of counseling courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteers for interviews or for the service learning project. This requires that we respect the privacy of those volunteers. Therefore, students must secure permission from the instructor prior to taping. If permission to tape is granted, students must cease taping when fellow students share personal or confidential information during class.

In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.

Writing Center: Under the direction of the English department, The [Sam Houston Writing Center](#) will support the [Across-the-University Writing Program](#) and writing enhanced classes by providing a place for writers to receive one-on-one attention to their writing.

Blackboard: Blackboard may be used by the instructor and students as a vehicle for communication (email and discussion boards). For more information, please log onto Sam Houston State University website to obtain a student manual. <http://distance.shsu.edu/>

Co-curricular Transcript: It is recommended that students post hours obtained through service learning project and future SLP/community service projects to their co-curricular transcript. For additional information, please contact cocurricular@shsu.edu.

Assignments: **ALL** assignments are graded on how well they address the requirements of the assignment. The amount of effort that you put into your assignments will be revealed in the quality of your work. **Work must be typed and submitted electronically by midnight on the due date.**

Make-up Work: Late work will be taken at a 50% point reduction up until the last day of class. Students who do not attend a class are still responsible for completing assignments given or due on that day.

TENTATIVE SEMESTER SCHEDULE

Note: Change may have to be made. If so, they will be announced in class. You are responsible for knowing of any changes even if they are absent when changes are announced. Extra credit deadlines are not included in the schedule.

<i>Date</i>	<i>Lecture/Activity</i>	<i>Due Today</i>
Aug 24 <i>Thursday</i>	Introductions, ice breaker activity	
Aug 29 <i>Tuesday</i>	No classes	
Aug 31 <i>Thursday</i>	No classes	
Sept 5 <i>Tuesday</i>	Review Syllabus Discussion of Professionalism and Accountability	
Sept 7 <i>Thursday</i>	Discussion of SLP and Reflections, Quizzes, Exams, and Professional Interviews Active Shooter video, Safety Plan dialogue	
Sept 12 <i>Tuesday</i>	Chapter 1 Helping: What does It Mean? The many forms of the helping relationship, form groups based on career goals	Chapter 1 quiz (online) due Sunday at midnight
Sept 14 <i>Thursday</i>	SLP and work on first reflection journal assignment	Reflection journal 1: answer one question from “Topics for Reflection” list (attached to the syllabus)
Sept 19 <i>Tuesday</i>	Chapter 2 Characteristics of Helpers	Chapter 2 quiz (online) due Sunday at midnight
Sept 21 <i>Thursday</i>	SLP--search for sites	
Sept 26 <i>Tuesday</i>	Chapter 3 The Helping Process	Chapter 3 quiz (online) due Sunday at midnight
Sept 28 <i>Thursday</i>	Guest Speakers	Reflection journal 2: answer 1 additional question from “Topics for Reflection” list (attached to the syllabus)

Oct 3 <i>Tuesday</i>	Chapter 4 Helping Skills for Understanding	Chapter 4 quiz (online) due Sunday at midnight
Oct 5 <i>Thursday</i>	Review for Midterm Exam	<i>Email instructor regarding SLP plans (site)</i>
Oct 10 <i>Tuesday</i>	EXAM 1: IN CLASS , bring a Scantron and a number 2 pencil	Reflection journal 3: answer 1 additional question from “Topics for Reflection” list (attached to the syllabus)
Oct 12 <i>Thursday</i>	SLP	SLP Contract Due (upload on Blackboard)
Oct 17 <i>Tuesday</i>	Chapter 5 Helping Skills for Loss and Crisis	Ch. 5 quiz (online) due Sunday at midnight
Oct 19 <i>Thursday</i>	Guest Speakers	
Oct 24 <i>Tuesday</i>	SLP	
Oct 26 <i>Thursday</i>	SLP	Reflection journal 4: answer 1 additional question from “Topics for Reflection” list (attached to the syllabus)
Oct 31 <i>Tuesday</i>	Chapter 6 Helping Skills for Positive Action and Behavior Change	Ch. 6 quiz (online) due Sunday at midnight
Nov 2 <i>Thursday</i>	Guest Speakers	
Nov 7 <i>Tuesday</i>	Chapter 7 Ethical Issues in Helping Relationships	Ch. 7 quiz (online) due Sunday at midnight
Nov 9 <i>Thursday</i>	Guest Speakers	
Nov 14 <i>Tuesday</i>	SLP	Interview of practicing

		professional summary due
Nov 16 <i>Thursday</i>	Chapter 8 Thinking About the Helping Process	Ch. 8 quiz (online) due Sunday at midnight
Nov 21 <i>Tuesday</i>	SLP	Reflection journal 5: answer 1 additional question from "Topics for Reflection" list (attached to the syllabus)
Nov 23 <i>Thursday</i>	THANKSGIVING BREAK	
Nov 28 <i>Tuesday</i>	FINAL EXAM: IN CLASS , bring a Scantron and a number 2 pencil	
Nov 30 <i>Thursday</i>	Presentations	SLP Reflection Journal & post-SLP response form Due
Dec 7 <i>Thursday</i> 12-2PM	Presentations	SLP Reflection Journal & post-SLP response form Due

Ideas for Service Learning Projects

1. Volunteer with the Boys & Girls Club
2. Volunteer with YMCA (ex: Conroe YMCA Leap of Faith equine assisted therapy program)
3. SAAFE House in Huntsville
4. Develop and present a children's worship hour at a church
5. Serve as an advisor for youth at a church
6. Present workshops for juniors and seniors on preparing for college (i.e., college essay, completing the forms for scholarships and financial aid, etc) and what to expect the first year
7. Provide on-going tutoring for at-risk students (note: if you want to volunteer with a school, you'll probably need an in)
8. Plan and supervise social activities for residents of **Carriage Inn** or other retirement home
9. Supervise scouting group in earning a badge
10. Serve as a mentor for a SHSU freshman, showing him or her how to meet people and get involved in various student organizations

NOTE: Make sure that your project allows you to develop a relationship with another person and practice helping skills discussed in class.

There are many wonderful volunteer opportunities that allow you to help, but do not allow the direct contact needed to develop a helping relationship. Choose your project wisely and do NOT begin your hours until I have approved your proposal.

Service Learning Project

Service learning defined:

A teaching method where guided or classroom learning is deepened through service to others in a process that provides structured time for reflection on the service experience and demonstration of the skills and knowledge acquired; definition by what it does for the student-structured way that connects classroom content, literature and skills to community needs, students will: (1) apply academic, social and personal skills to improve the community; (2) make decisions that have real, not hypothetical, results; (3) grow as individuals, gain respect for peers, and increase civic participation; gain a deeper understanding of self, the community and society; develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while and through helping others. (Kaye, 2004, pg. 7).

Expectations

1. Project cannot be paid.
2. Project cannot be something that the student is already doing for employment.
3. The helping relationship cannot be with a close friend or family member.
4. Student should research more than one SLP option before selecting a site.
5. Student will submit proposal including contact information and complete a contract with agency or school. Contract should be approved by course instructor before starting hours.
6. Student will keep a weekly reflection journal. Each journal entry should be typed, double-spaced.
7. Student will submit a time log recording time spent on SLP.
8. Student will give class presentation on SLP at end of semester.
9. SLP will consist of at least 6 direct hours and 4 indirect hours.

Direct hours - Students' service directly affects and involves the recipients. The interactions are person-to-person and face-to-face, such as tutoring younger children or working with parents related to prevention or intervention to enhance academic success. (REQUIRED FOR COUN 2331)

Indirect hours - these hours include what you do to prepare to do your direct hours, such as reading a book or making a presentation

QUESTIONS FOR REFLECTION

You will be asked to write on five of the following questions throughout the semester. For each question, write a 1 page (no more than 2 pages) reflection that complies with the writing policy. Write out the question you are answering at the top of each journal entry. Check the schedule to see when the entries are due.

1. What does it mean to help someone?
2. Recall a time you were able to help someone and recall a time you were not able to help.
How did this feel for you?
3. What characteristics do you think good helpers have?
4. Who has helped you most in your life and in what manner did they help you?
5. Describe the traits that you think a good helper has.
6. Do you think a person's culture has an influence on how they are helped or how they help others?
7. If you could do one thing in life for one person or group of people, what would it be?
Why?
8. If you have experienced a loss in your life, explain what helped you most during that time.
9. Think back to a time in your life when you needed to make a change. How were you able to make this change? What and whom helped the most?
10. Have you ever known of someone that acted unethically? How did you react at the time?
Would you react differently at this time in your life?
11. How do you think your personal values in life might influence your ability to help someone else?
12. When you imagine yourself as a helper in your career, what are you doing? Who are you working with? Where are you? What led you here?