

COUN 3321 03

INTRODUCTION TO THE HELPING RELATIONSHIP

College of Education

Department of Counselor Education

Instructor: Megan Garzaglass, MS, LPC
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Class meeting time: Thursday, 5:30 pm to 8:20 pm
TWC, Room 130

Office Hours: Before or After class or by appointment.

Class Format: Meet in person and occasionally online

Text/Readings: Brammer, L. M. & MacDonald, G. (2002). *The helping relationship: Process and skills*. (8th Ed.) Boston: Allyn & Bacon.

Course Description: This course will provide an introduction to the helping relationship, 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.

Course Objectives: The following objectives will be met during this course:

1. Discuss roles of counselors in different settings;
2. Identify different professional associations in the mental health field;
3. Have greater awareness of the people, theories, and organizations that have shaped the history of the counseling profession;
4. Recognize ethical and legal issues in the field of counseling; and Articulate a basic understanding of the process of counseling.
5. 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.

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 • <i>Conceptual Framework</i> • <i>Specialty Organization Standards(CACR EP)</i>

(COUN3321 is a required course for the undergraduate minor in Human Services)

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 & Bb discussions and activities Quizzes Examinations Service Learning Project (SLP)	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 & Bb discussions and activities Completion of the SLP Interview of helping professional or volunteer	PPR 4, 11 ACEI 3.4 K5 d, e
3. Students will discuss their attitudes and contributions concerning a specific Service Learning Project (SLP)	Lecture, class discussion SLP presentation SLP journal	Active participation in class & Bb 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 & Bb discussions and activities Presentation of SLP 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	Active participation in class & Bb discussions and 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 an 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 & Bb 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 & Bb 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 may include lectures, discussion, power point presentations, video viewing, role-play activities, small group work, guest speakers, and service learning project presentation, online quizzes, test other activities as assigned on blackboard.

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 weekly assigned textbook prior to each class meeting 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 and submit 4 reflections to record their experiences as a helper.** The reflections may include reactions to class discussion, SLP experiences, and personal experiences as a helper. A form for recording your journals is attached.
3. Students will engage in a helping relationship by completing a *service learning project* (SLP). The SLP requires 12 hours outside of class during the semester. However, field experience time will be given. (10 direct 2 non-direct)
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 or PhotoPeach).
5. Student choice: Students will interview a helping professional appropriate to their personal career goals (e.g. teacher, counselor, minister, social worker, volunteer worker, etc.). The interviewee should not be someone you know well. A list of questions and format will be given in class. A reflection of the experience will be given at the end of the paper. OR Students will video themselves giving a Public Service Announcement about an issue they are passionate about. The video should be 2 to 3 minutes in length. You may do it alone or in groups up to four persons.
6. Students will complete 8 quizzes and a final exam.
(quizzes on blackboard are always due on Tue night at 11:59pm)

IDEA Objectives:

Essential

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to the course.

Important

- Learning to apply course materials (to improve thinking, problem solving, and decisions).

Professionalism

Evaluation:

Please note: Regardless of number of points earned, students will not pass the course unless ALL assignments are completed. Students must turn in every assigned activity in order to pass the course. Please note that may have a 15 minute break in each class in which phone messages may be checked and returned.

1) Professionalism	20 points
Professionalism as demonstrated by not using your cell phone in class, attendance, participation, attitude, completion of assignments and following outlined expectations.	
<ul style="list-style-type: none"> • Students may not use cell phones during the class time. Wait for the break time. • In case of family emergency, students have to report to the instructor prior to the class meeting and turn their cell phones into the vibration mode. • Three tardies may result in one absence. Points will be deducted from your professionalism points. 	
2) Midterm Reflection	50 points
3) Service Learning Project (SLP)	
Service Learning proposal	10 points
Service Learning contract	10 points
Site evaluator's form	20 points
Log of hours (at least 10 direct hours 2 non-direct)	10 points
Presentation of Service Learning Project (writing skills count)	50 points
(10-15 minutes or 20 to 30 minutes for group)	
4) Quizzes (8 X 10 points) (online due on Tue night at 11:59pm)	80 points
5) Final Examination (online due 11:59pm on December 7)	100 points
6) Community service announcement OR Interview	50 points
7) Black board activities as assigned and 4 Reflections	50 points

TOTAL POINTS: 450 points

Grade Determination:	A = 405 - 450
	B = 360 - 404
	C = 314 - 359
	D = 270 - 313
	F = 0 - 269

Written Assignment policy: The Counselor Education Department uses the APA Manual writing style. ALL assignments should be typed in **12pt Times New Roman and double-spaced unless instructed otherwise.**

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 may miss 3 hours of class instruction (one class period) **without a penalty to the final grade, but an email to the instructor prior to the class meeting is expected.**
2. More than one absence may result in a letter grade reduction of the earned **final grade** for the class and a letter explaining BOTH absences must be written to the counseling faculty (one letter grade reduction for each absence beyond the sixth hour).
3. **NOTE:** Absences should not occur unless there is an emergency as time is given off from class to complete the Service Learning Project (field experience time). See attached schedule.

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 the role has been taken are considered late. Late students are responsible for checking with their assigned helping group for notes or handouts. The professor will not be able to repeat material for students who are tardy or absent. **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.

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 professionalism points.

Professional Behaviors Related to Technology: Use of cell phone, text messaging, email/laptop, tape recorder, iPad, iPod's/MP3 Players: Students are to **turn off all cell phones, iPads, and laptops 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 iPod or MP3 player is not permitted. Use of iPad or laptop **is not allowed. Any student observed violating this policy will have points deducted from Professionalism for each instance.** In case any student is expecting a phone due to family medical issues or emergency, please keep me informed prior to the class and turn your cell phone into the vibration mode.

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 use any other electronic or mechanical recording devices without the permission of the professor and fellow students who would be included.

Writing Center: The Sam Houston Academic Success Center for Reading and Writing serves offer ASC tutors to provide one-on-one and small group instruction for reading and writing. <http://www.shsu.edu/centers/academic-success-center/writing/> (936)294-3680

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/> (936) 294-1950, Email: helpdesk@shsu.edu, Hours: Mon.-Thurs. 8:00am - 9:00pm, Fri. 8:00am - 6:00pm

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.

Make-up Work: **Late work will be taken at a reduction of points only if prior arrangements have been made with the professor.** Students should find a “buddy” in class who can collect any handouts for you and who can share missed notes or assignments with you if you are absent. The professor will not be able to “reteach” or re-explain material given during class.

TENTATIVE SEMESTER SCHEDULE

Note: Changes may have to be made. If so, they will be communicated in class or on email. You are responsible for knowing any changes even if you are absent when changes are announced.

8-24	Introductions and discuss of helping Syllabus introduction assignments explanations
8-31	Johari Window importance of words Discussion of PSA Project/Split into groups HOMEWORK: Read Chapter 1
9-7	Chapter 1 Helping what does it mean? Group discussion good vrs bad helpers. discuss Characteristics of helpers HOMEWORK: Proposals due upload to blackboard 9/13 11:59pm Read Ch 2
9-14	Class will not meet Field Assignment – Service Learning Project HOMEWORK: Read Chapter 3 Complete first Reflection on Blackboard due 9/20 11:59pm
9-21	Chapter 2 Continued. Review for Quiz HOMEWORK: Quizzes over Chapter 1,2 on Blackboard due 9/27 at 11:59pm
9-28	Chapter 3- helping process HOMEWORK: Post SLP contract on Black Board due 10/4 11:59pm Quiz over Chapter 3 Due by 10/4 11:59pm Read Ch 4
10-5	Chapter 4-helping skills Chapter 5 Quiz review HOMEWORK: MIDTERM Due on Black board by 10/11 11:59 Read Ch 5
10-12	Chapter 5 Discussion HOMEWORK- Quizzes over Ch4 and 5 due by 10/18 11:59pm Reflection 2 due by 11:59pm 10/18
10-19	Chapter 6 discussion HOMEWORK: Read Ch 6 quiz CH 6 due 10/26 11:59pm Black board activity due 10/25 by 11:59pm
10-26	Class will not meet Field Assignment – Service Learning Project HOMEWORK: Read Ch 7 Complete Reflection 3 by 11:59pm 11/1
11-2	Chapter 7 HOMEWORK: Interview due start of class 11/9 Read Ch 8
11-9	Chapter 8 HOMEWORK: Quizzes over Ch 7 and 8 due by 11:59 11/15
11-16	Presentations Tentative HOMEWORK: Complete Reflection 4 by 11:59 11/22

11-23	THANKSGIVING Class will not meet Field Assignment – Service Learning Project
11-30	SLP Presentations- turn in log hours and eval Final exam open on black board
12-7	SLP Presentations Final Exam Due by 11:59pm on black board

INTERVIEW OF A PRACTICING PROFESSIONAL GUIDELINES

Students will interview a helping professional **appropriate to their personal career goals** (e.g. teacher, counselor, minister, social worker, volunteer worker, etc.) and submit a written summary. We will discuss your findings informally in class. The point of this assignment is for you to gain insight into what you will experience while working in your chosen field.

Choose at least 10 of the following questions for your interviewee. **Feel free to adjust the questions to fit the specific interviewee. You may substitute up to two questions of your own if you feel they are more appropriate for your interviewee.**

Instructions: Use the following format for your interview:

Student's Name:

Date and time of interview:

Name of Interviewee:

Credentials or description of interviewee and duties:

Type the questions in bold and give responses below each question. Type responses verbatim or summarize if responses are lengthy. You may need to record the interview. Question further if answers are not complete or if the interviewee uses acronyms or terms you don't understand. Type your paper double spaced and use 12 point Times New Roman font. Conclude with a paragraph of reflection on what you learned or experienced in this interview. Choose 10 of these 12 questions.

Questions:

1. Where did you get your education and/or licensing credentials?
2. What type of clients do you normally see/what type of students do you work with/what persons do you typically help?
3. What have you learned in your work experience that you wish you would have known before beginning your career?
4. If you could go to school again, would you study the same field? What would you do differently?
5. What is the most challenging part of your helping career or experiences?
6. What is the most rewarding part of your helping career or experiences?
7. What kinds of emotions or feelings (positive and/or negative) have you experienced in your people-helping duties?
8. When do you feel helping is truly helpful and when do you feel it enables a person to become more dependent on others? Give an example.
9. What do you feel has been your best contribution to helping someone or some group so far?
10. What are the liabilities or possible problems associated with your helping career/experiences?
11. What personal qualities are most important for helpers in your career/experience?
12. What advice do you have for someone like me who will enter a similar field soon?

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 friend or family member or anyone you already know.
4. Student should research more than one SLP option before selecting a site.
5. Student will submit a proposal including contact information and complete a contract with agency or school. Contract should be approved by course instructor before starting direct hours.
6. Student will submit a written summary of their SLP experience on the form provided.
7. Student will submit a signed time log recording time spent on SLP on the form provided.
8. Student will give class presentation with visual on SLP at end of semester.
9. SLP will consist of at least 10 **direct** hours (12 total).

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 COUN3321)

Indirect hours - these hours include what you do to prepare to do your direct hours, such as contacting the site and interviewing for the volunteer position, reading brochures or information about sites, reading a book or article or preparing your presentation. You may count only two hours for these activities.

IDEAS FOR SERVICE LEARNING PROJECTS

1. Volunteer with the Boys & Girls Club
2. Volunteer with a shelter for women
3. Serve as an advisor for youth at a local church or other community organization
4. 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 and continue to meet with them to discuss their concerns (limit to three persons in the group)
5. Provide on-going tutoring for an at-risk student
6. Plan and supervise social activities for residents of Carriage Inn or other retirement home
7. Develop a relationship with a resident of a nursing home and visit that person for 10 hours over the semester.
8. Supervise scouting group in earning a badge and be available to mentor them
9. Serve as a mentor for a SHSU freshman, showing him or her how to meet people and get involved in various student organizations
10. “Adopt” an elderly person you do not know very well, and establish a relationship with him/her. Be available to visit with that person and ask about his/her past, thoughts, goals, memories, etc.

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 that 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.

Proposal for Service Learning Project

Place:

My activities will be:

I will establish helping relationship(s) in the following way(s):

The person who will validate my hours is:

I interviewed with the person fellow on this date_____.

You may contact this person at this number to verify my plans:

Name:_____

Phone: _____

I anticipate the following schedule for my helping activities:

Contract for Service Learning Project

For the student: _____

I agree to engage in 10 hours of direct service for a helping project that makes a contribution to the community and that relates to the skills and information learned in class. I will not begin logging my hours until my professor has approved my proposal. I will abide by the policies of the organization and will consult with my professor if difficulties arise. I understand I am responsible for engaging safely in my proposed helping activity. I will have my log of hours validated by the appropriate person at my site.

Student

Date

For the site representative:

I agree to allow this student to volunteer at my site and will contact the professor, Megan Garzaglass, MS, LPC, at (916) 834-9747 if I have concerns. My name and contact information is:

Service Learning Project Evaluation Form

Student's name: _____

Name of facility, organization or person receiving helping service:

What service(s) did the student provide?

How was this student's service helpful?

What suggestions do you have for us that would improve this service project?

Signature: _____

Date: _____

Instructions:

Using good writing skills, report on your SLP using the following format. You should have at least one paragraph for each item below. Be sure to tie in your learnings with your project.

Guidelines for SLP Presentation

Discuss where you helped, your helping services, and your reasons for choosing this site or individual.

How do you feel about the experience of helping for these twelve hours? Discuss the various emotions and thoughts you experienced during this project.

What do you think were your contributions and how impactful were they?

What, if anything, would you do differently?

How does your experience relate to what we have covered in class or in the textbook? Cite page or reference the handout or discussion.

Midterm Reflections

SLP Reflection for COUN 3321

Name: _____ **Date:** _____

Reflection Question(s):

Midterm Reflection:

What helping project are you doing (50 to 100 words)

Who is involved and how it is helping? (75 to 125 words)

How many hours do you have thus far? _____

What are your plans for the remainder of the hours? (75 to 100 words)

Reflection Journal #_____

Name-

- 1. What was the topic/ experience-**
- 2. In three sentences and three sentences only, Summarize what was discussed or learned.**
- 3. What did you like about the topic/experience and why and what did you not like about the topic/experience and why.**

This will be typed and uploaded to Black board as assigned. Some topics may include reactions to class discussion, SLP experiences, and personal experiences as a helper.