Sam Houston™ STATE UNIVERSITY

COUN 3321-04 Introduction to Helping Relationships

College of Education, Department of Counselor Education

Instructor: Tina Ainsworth, PhD, LPC, LSOTP
OFFICE LOCATION: Counselor Education Center
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Email Address: stdtma16@shsu.edu
Office hours: By appointment before or after class

Class Format: Meet in person and occasionally online

Class day and time: Monday, Wednesday , Friday

Coun 3321-01 -   11:00 – 11:50   Room TEC 107
Coun 3321.04   12:00 – 12:50   Room TEC 113

Class location: Teacher Education Center

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.

Textbooks:

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

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.

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • **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 volunteer	PPR 4, 11 ACEI 3.4 *K5 d, e*
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	PPR 5 G 21 M H 44 J ACEI 3.4 NAEYC 2 *CF 3* *K5b,c, d*

		volunteer	
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

Program specific URL address for *Specialty Program Association (SPA) standards*:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards: http://www.cacrep.org

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IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

- Learning to apply course materials (to improve thinking, problem solving, and decision-making).
- Developing specific skill, competencies, and points of view needed in the field most closely related to this course.

Important:

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

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 <u>5 reflections that are 2 pages typed.</u>**

3.   **Students will engage in a helping relationship by completing a *service learning project* (SLP). The SLP requires <u>10 hours</u> during the semester. Some field experience time will be given.**

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.   **Students will interview a helping professional or volunteer 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.**

6.   **Students will complete 8 quizzes and 2 exams.**

Evaluation:

   Participation- This ability to learn the necessary material to pass this course is going to hinge on the level of participation you are willing to engage in. If you are constantly absent you are not able to participate and this will result in a reduction of your participation grade and overall grade. Use of technology is limited to usage that pertains to class activities and texting, web browsing, checking emails etc. are not considered as necessary for class. Professionalism is demonstrated by not using your cell phone in class, attitude, and preparation for class activities (Reading assignments in advance, reviewing power points etc.). Participation in class discussions and group/partner discussions throughout the semester is expected. There will be multiple opportunities to participate in small group discussions and provide input to persons who will act as speakers for the group.

                                                                                                75 points

Reflections– Sample topics found within syllabus, must be at least 2 full typed pages, Times New Roman 12 point font, one inch margins, and double spaced

(5 X 10 points) 50 points

Service Learning Proposal   **10 points**

Service Learning Project contract-   **10 points**

Service Learning Project (SLP)-   **100 points**
(Comprised of proof of 10 hours of Volunteer Opportunity-at least 8 direct and 2 indirect hours -20 points, Written report of Service Provided -40 points, site supervisor evaluation - 10 points) Class presentation of SLP, approximately 10 minutes (30 points)

Quizzes (8 X 10 points)-   **80 points**

PSA Presentation   **25 points**

Online   Assignments   **50 points**

  TOTAL POINTS

400 points

Grade Determination: **A**   **=**   **400-365**

                                          B   **=**   **364-320**
                                          C   **=**   **319-295**
                                          D   **=**   **294-250**
                                          F   **=**   **249 or less**

Tentative Class Schedule

Wednesday 9/6	Review Syllabus Discussion of Professionalism Discussion of SLP, Quizzes, Reflections, and PSA	- **Read Ch. 1**
Wednesday 9/6	Johari Window Importance of words Sympathy versus empathy	
Friday 9/8 Friday online assignment	Discussion of PSA PROJECT/Split into groups	Watch "Child of Rage"
Monday 9/11	Ch. 1 – Helping: What does it mean? Group Discussions	
Monday 9/11	Ch. 1 – Helping: What does it mean? Discussion Bad Helpers vs Good Helpers	**Ch. 1 quiz (inclass)** **Read Ch. 2**
Wednesday 9/13 Friday online assignment	**Discuss SLP Sites** Ch. 2 – Characteristics of Helpers	
Monday 9/18	Ch. 2 cont. Review for quiz	**Ch. 2 quiz (in class)** **Read Chapter 3**
Wednesday 9/20 Friday online assignment	Ch. 3 – The Helping Process	**Proposals due**
Monday 9/25	Ch. 3 cont. Review for quiz	
Wednesday 9/27 Friday online assignment		**Ch. 3 quiz (in class)** *Reflection 1 Due* **Read Ch. 4**
Monday 10/2	Ch. 4 - Helping Skills for Understanding SLP Update	
Wednesday 10/4 Friday online assignment		**Ch 4 quiz in class** **Read Chapter 5**

Monday 10/9	Discussion Chapter 5	**Reflection 2 Due**
Wednesday 10/11 Friday online assignment	Discussion Chapter 5	Read Chapter 6
Monday 10/16	Discussion Chapter 6	
Wednesday 10/18 Friday online assignment	Discussion Chapter 6	**Chapter 6 quiz in class**
Monday 10/23		**Reflection 3 is due** Read chapter 7
Wednesday 10/25 Friday online assignment	Discussion Chapter 7	
Monday 10/30	Discussion Chapter 7	
Wednesday 11/1 Friday online assignment		**Reflection 4 is due**
Monday 11/6		**Chapter 7 Quiz**
Wednesday 11/8 Friday online assignment	Sign up for Presentations	**Read chapter 8**
Monday 11/13	Chapter 8 Discussion	**Reflection 5 is due**
Wednesday 11/15 Friday online assignment	Chapter 8 Discussion	
Monday 11/20	*Presentations*	**Chapter 8 quiz in class**
Wednesday 11/22 Friday online assignment	Thanksgiving Holiday	
Monday 11/27	*Presentations*	**Written Summery of SLP is Due**
Wednesday 11/29 Friday online assignment	*Presentations*	**Final Exam Due in class**

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Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
    - [Procedures in Cases of Academic Dishonesty #810213](#)
    - [Students with Disabilities #811006](#)
    - [Student Absences on Religious Holy Days #861001](#)
    - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
    - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
    - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
    - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
    - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

ATTENDANCE EXPECTATIONS

Tardy Policy: Students who arrive to class after the role has been taken are considered late. Students who arrive to class more than 15 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.

Attendance Policy**:** Students may miss 3 hours of class instruction (i.e., 2 class sessions) without a penalty to the final grade, but an email to the instructor regarding the absence is REQUIRED prior to the missed class or Professionalism points will be deducted. For more than 3 hours of class time is missed, a deduction of a letter grade will be assessed.

Course Expectations

Late Assignments: Assignments are due as stated. Late work will not be accepted..

Assignments: Each assignment is graded according to how well it addresses the requirements for the assignment. The quality of your work will reflect the amount of effort that you invest in it. Work must be typed: Times New Roman, 12- point font, one inch margins. No handwritten assignments accepted.

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and fellow students with respect.

Professional Behaviors Related to Technology: Students are expected to be professional in the use of electronics. NO TEXTING allowed. Laptops and other electronic devices are expected to be used for educational purposes.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.