



COUN 3321 Introduction to Helping Relationships
College of Education, Department of Counselor Education
REVISED

Instructor: Melinda Perzan, Ed.D
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Office hours: By appointment before or after class

Class Format: Hybrid (Face to face, online and field based)
Class location: Teacher Education Center
Class day: MWF
Time: 12:00 – 12:50 Room TEC 113

Description:

This course introduces 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.


Textbook:

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. Develop a 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 includes knowledge of the literature of the discipline and 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 <i>Conceptual Framework</i>  <i>Specialty Organization Standards(CACREP)</i>
1. Students will identify their own personality needs and personal expectations as they relate to motivations for helping.	Read the textbook and journal articles as assigned	Active participation in class discussions and activities Quizzes Examinations	ACEI 5.1 K5 b
2. Students will identify challenges inherent in the helping professions relative to the various developmental stages.	Read the textbook, reflect on the lecture, and participate in class discussions Develop and deliver findings from research of the required Service Learning Project (SLP)*	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.	Read the textbook, reflect on the lecture, and participate in class discussions SLP paper and presentation	Active participation in class discussions and activities Presentation of SLP	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, reflect on the lecture, and participate in class discussions Research how inclusion of cultural considerations is 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 K5 b, 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 K5 c, 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 K5 c, d, e, g
7. Students will identify ethical dilemmas and apply an ethical decision-making model.	Read the textbook, reflect on the lecture, and participate in class discussions Application of ethical-decision making model to helping relationship situations	Active participation in class discussions and activities Quizzes Examinations	PPR 4 K5 b, 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 K5 d

Specialty Program Association (SPA) standards:

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards can be accessed through <http://www.cacrep.org>

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

- Developing clear understanding of, and commitment to personal values.

Specific Course Requirements:

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 through **civic engagement**. 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 additional 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.
3. Ethical issues and multicultural considerations will be emphasized as they apply to the helping relationship. Students will **complete reflections (5)** to provide evidence of meeting this requirement.
4. Students will engage in a helping relationship by **completing a service learning project (SLP)**. The SLP requires 10 hours during the semester. Some field experiences time will be given.
5. 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).
6. 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**. A debriefing with the class of the experience will be essential to meet with course requirement.
7. Students will complete **8 quizzes** and **1 final exam**.

Evaluation:

1. **Participation**- This ability to learn the necessary material to pass this course is going to depend upon **your** level of participation.
 - a. If you are absent you are not able to participate, and this will result in a reduction of your participation grade and ultimately, your final grade. There is NO make-up for missed assignments during regularly scheduled classes. More than three absences will result in a drop of one letter grade on your final grade.
 - b. Use of technology is limited to usage that pertains to class activities. Texting, web browsing, checking emails etc. are not considered as necessary for class. **Professionalism** is demonstrated by not using your cell phone in class, presenting a positive attitude, and being prepared for class activities, such as reading assignments in advance, reviewing power points or other activities to support active participation in class.

- c. 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**

- 2. **Reflections (5)**—must be 2 full typed pages, 12-point font, one-inch margins, and double spaced (5 X 10 points); points deducted for spelling/grammar/formatting errors **50 points**

- 3. **Service Learning Proposal** **10 points**

- 4. **Service Learning Project Contract** **10 points**

- 5. **Service Learning Project (SLP)**—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) **100 points**

- 6. **Quizzes (8 @ 10 points each)** **80 points**

- 7. **Helping Professional Paper and Presentation** **50 points**

- 8. **Online Assignments (approx. 5)** **50 points**

- 9. **Final Exam** **75 points**

- TOTAL POINTS** **500 points**

Grade Determination

Below find the range of points given to determine your final grade:

A = 500-450
B = 449-400
C = 399-350
D = 349-300
F = 299 or less

Tentative Class Schedule

Wednesday 1/17 F2F	<i>Weather Day</i>	
Friday 1/19 F2F	Introductions Review Abbreviated Syllabus Discussion of Professionalism	Read Chapter 1 <i>Helping: What Does It Mean?</i>
Monday 1/22 F2F	Helper versus Helpee To Be or Not to Be A Helper	
Wednesday 1/24 F2F	Lecture Group Activities: Maslow's Hierarchy of Human Needs Johari Window	Review Helping Tools
Friday 1/26 Online	Blackboard Review and Online Assignment	Discussion Board Post
Monday 1/29 F2F	Class Discussion: Discussion of SLP, Quizzes, Reflections, and PSA Science and Art of Helping	
Wednesday 1/31	Lecture and Discussion: Coping Skills Review for quiz	
Friday 2/3 Online	Read Ch. 2 <i>Characteristics of Helpers</i>	Ch. 1 quiz BB
Monday 2/5	Class discussion and group activity: Facilitative Characteristics Levels Six Essential Interview Conditions	
Wednesday 2/7	Lecture and discussion: Helper personal qualities and values The Responsibility Continuum	Reflection 1 Due Today

Friday 2/9 Online	Read Ch. 3 <i>The Helping Process</i>	Ch. 2 quiz BB
Monday 2/12	Lecture and Group Activity: Stages in the Helping Process	
Wednesday 2/1	Role Play: Building the Helping Relationship Checking IN—assignments and course requirements	
Friday 2/16 Online	Read Ch. 4 <i>Helping Skills for Understanding</i>	Ch. 3 quiz BB
Monday 2/19	Lecture and class discussion: Skills for Understanding-Listening Practice and role play Helping Professional Interview Update	SLP Proposals due today
Wednesday 2/21	Class discussion and group activity: Leading, reflecting, challenging, interpreting, informing, and summarizing	Reflection 2 Due Today
Friday 2/23 Online	Read Chapter 5 <i>Helping Skills for Loss and Crisis</i>	Ch 4 quiz BB
Monday 2/26	Lecture and class discussion: Human Conditions of Concern	
Wednesday 2/28	Group Activity: Eight Helping Strategies	
Friday 3/2 online assignment	Read Chapter 6 <i>Helping Skills for Positive Action and Behavior Change</i>	Ch. 5 quiz BB
Monday 3/5	Lecture and class discussion: The Rational Problem-Solving Process Group Activity—Modeling	SLP Contract Due Today

Wednesday 3/7	Class Discussion: Behavior Changing Skills Modeling, rewarding, extinguishing, contracting and aversive control	Reflection 3 Due Today
Friday 3/9 online assignment		Ch. 6 quiz BB (opens early)
Monday 3/12 through Friday 3/16	SPRING BREAK	
Monday 3/26 Online	Checking IN—Review updates and read article via Blackboard and Discussion Board Post	Discussion Board Post Read chapter 7 <i>Ethical Issues in Helping Relationships</i>
Wednesday 3/28	Lecture and Class Discussion: Difference between Ethics and the Law; Activity: Helper Self Care	
Friday 3/30 online assignment	Blackboard Journal Article and Discussion Board Post	Discussion Board Post
Monday 4/2	Class Discussion: Difficulty in Interpersonal Relationships between Helper and Helpee	
Wednesday 4/4	Class Activity: Defining Informed Consent	Reflection 4 Due Today
Friday 4/6 online assignment		Chapter 7 Quiz BB Read chapter 8 <i>Thinking About the Helping Process</i>
Monday 4/9	Group Activity: Identification of General Theories of Helping Process Pair/Share: Personal Theory of Helpfulness Sign up for Presentations	

Wednesday 4/11	Helping Professional Interview Debrief: Insights and Future Actions	Helping Professional Interview Paper Due
Friday 4/13 online assignment		Ch. 8 quiz BB
Monday 4/16	Class Activity: Application of course materials to aid in problem solving and decision making in the helping relationship	Reflection 5 Due Today
Wednesday 4/18	Class Activity: Practice skills and competencies, and identify points of view necessary for helping professionals	
Friday 4/20 online assignment	Prepare and Practice: Service Learning Project	
Monday 4/23	<i>Presentations</i>	SLP Log Due Written Summary of SLP is Due by start of class on Monday, April 23 (12:00 pm)
Wednesday 4/25	<i>Presentations</i>	
Friday 4/27 online assignment	<i>Feedback</i>	Blackboard Discussion Board Post
Monday 4/30	<i>Presentations</i>	
Wednesday 5/2	<i>Presentations</i>	
Friday 5/4 online assignment	<i>Feedback</i>	Blackboard Discussion Board Post
Monday 5/7	<i>Class Discussion: Pulling It All Together</i>	Final Exam

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 Messages in Academic Classrooms and Facilities #100728](#)
- 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., 3 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 each three classes 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. No make-up work or extra credit work will be given.

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 or other appropriate 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 and 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.