

CNE 231 INTRODUCTION TO THE HELPING RELATIONSHIP
College of Education
Department of Educational Leadership and Counseling
Summer II 2008

Instructor: **Tiffany Bates, M. A., LPC**
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 Office Hours: By Appointment Only
 Class meeting time: M-F 12:00pm -1:50pm
 Location: TEC 340

Text/Readings:

Required Text: Brammer, L. M., & MacDonald, G.(2003). *The helping relationship: Process and skills.* (8th ed). 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

Upon completing this course, the student should be able to demonstrate significant knowledge and skills regarding:

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> – SB, NCATE • <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 as assigned	Active participation in class discussion Quizzes Examinations	NCATE –Standard 1 K -5, a, b
2. Students will identify challenges inherent in the helping professions.	Read the textbook, lecture, class discussion Development and delivery of the Service Learning Project	Active participation in class discussion Completion of the SLP	NCATE –Standard 3 SB -1b K-5,a,b

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 discussion Presentation of SLP Completion of the journal	NCATE –Standard 3 K-5, a, b, c, d, e, g
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 discussion SLP Presentation	NCATE –Standard 4 SB – b8 K – 5, a, d, g
5. Students will identify examples of basic helping/counseling communication skills.	Read the textbook Role-play and practice activities	Quizzes Examinations	SB - b1 K -c
6. Students will describe specific helping strategies in counseling.	Read the textbook Role-play and practice activities	Quizzes Examinations	SB - b1, b2 K -c
7. Students will identify ethical dilemmas and apply an ethical decision-making model.	Read the textbook, lecture, class discussion Application of ethical-decision making model to helping relationship situations	Active participation in class discussion Quizzes Examinations	SB – b8 K -g

Web address for state standards (State Board of Education Certification –SBEC):

<http://www.sbec.state.tx.us/SBECOnline/default.asp>

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

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, role-play activities, small group work, 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.

Course Requirements:

1. Students are responsible for reading the textbook and outside readings as assigned by faculty.
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 too the helping relationship.
3. Students will engage in a helping relationship by completing a service learning project.
4. Students will keep a journal to record their reflections throughout the service learning project.
5. Students will present a class audio/visual presentation of their service learning project.
6. Students will complete examinations, weekly quizzes, midterm, and final.

Instructor Policies:

Late Policy: Students who arrive to class after the roll has been called are considered late. Students who arrive to class more than 20 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.

Attendance Policy: (1) Students may miss 3 hours of class instruction without a penalty to the final grade. Students are responsible for obtaining information presented in class. Additional absences will result in the loss of *Professionalism* points. An absence on the last day of class may result in a one letter reduction of the course grade.

Make-up Work: Late work will only be accepted in emergency situations at the discretion of the instructor. Students who do not attend a class are still responsible for completing assignments given or due on that day. In cases of illness or other excused absences, assignments should be sent electronically to instructor via email.

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.**

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 students with respect.

Professional Behaviors Related to Technology: (Includes use of cell phone, text messaging, email/laptop, tape recorder, iPods/MP3 Players) Students are to turn off all cell phones while in the classroom. Students exempted from this policy include active members of firefighting organizations, emergency medical services organizations, commissioned police officers, on-call employees of any political subdivision of the state of Texas, or agencies of the federal government. Exempted students are expected to set the emergency-use devices on silent or vibrate mode only.

Under no circumstances are cell phones or any electronic devices to be used during times of examination. Students may tape record lectures provided they do not disturb other students in the process. Prior notification of taping is expected. No emailing, text or instant messaging during class. Use of iPod or MP3 Player is not permitted. Use of a laptop is permitted for note-taking purposes only. Internet access during class is strictly prohibited.

SHSU Guidelines**Academic Dishonesty:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. 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/administrative/faculty/sectionb.html#dishonesty>

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).

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. See *Student Syllabus Guidelines*.

Visitors in the Classroom:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the instructor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Evaluation (See ATTACHED Course Calendar)

GRADE DETERMINATION:

A	=	760-682
B	=	681-602
C	=	601-522
D	=	521-443
F	=	442 and Below