

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

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 Office Hours: By Appointment Only
 Course Meeting Day/Time: Thursdays 5:30 PM- 8:20 PM

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.

Standards Matrix:

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

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

engaging in helping activities.			
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 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 discussion Quizzes Examinations	SB – b8 K - g

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

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

Web address for specialty organization, Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards: <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, 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 helpes 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 the 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 to 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; quizzes, midterm, and final.
7. Students will use technology to receive and provide information essential to the class. Discussion boards, assignments, quizzes, and grades will be available through blackboard.
8. Students should submit reflections and proposal to writing center for correction and accurate use of grammar.

Evaluation:

Professionalism as demonstrated by attendance, participation, attitude, completion of assignments and following outlined expectations.	50 points
Service Learning Project (10 hours)	100 points
Class presentation of SLP	50 points
SLP Journal/Reflections	30 points
Portfolio	60 points
Quizzes (6)	60 points
Midterm and Final Examinations	200 points
Extra Credit Opportunity (4 opportunities by timeline)	<u>20 points</u>
TOTAL POINTS	570 points

Grade Determination:	A	=	550-495
	B	=	494-440
	C	=	439-385
	D	=	384-330
	F	=	329 and Below

Late Assignments: Automatic five point deduction each day after the due date. Extra credit opportunities are available.

Assignment Format: All assignments should be in type-written format.

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: Students may miss 3 hours of class instruction without a penalty to the final grade. Students are responsible to obtain information presented in class from a classmate. Additional absences are loss of 28 points thereafter.

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.

Emergency Closing Procedures: NHMCCD is a member of the School Closing Notification System developed by Read Communication in conjunction with the Harris County Office Emergency Management. To check if the University Center is closed due to an emergency, long onto <http://www.tuc.edu>, click on "What's New?" and then click on <http://school-closings.net>.

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/syllabus/>

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/administrative/faculty/sectionb.html#dishonesty>

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. 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 laptop is not allowed.

Food: University Center's policy is that there is no food allowed in classrooms, library, room 200, or the computer lab. However, drinks are allowed in classrooms.

Addendum to Course Syllabus: Changes can be made to the course syllabus at the discretion of the instructor.

Extra Credit Opportunities: Students are provided opportunities for extra credit. The purpose is in case maximum points are not obtained on assignments. No late extra credit will be accepted and students should be ready according to course calendar.

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. We help students learn prewriting, revising, and editing skills by working with them on their writing tasks. Writing Center consultants will provide a critique and suggest ways of revising, editing, and formatting your written work. Please provide information regarding the purpose and audience of the paper and any other specifics that may help the consultants. **Please allow at least 48 hours for the Writing Center staff to review your paper.** This response time may be longer for lengthy papers or if you submit the paper on Friday, Saturday, or Sunday. If you would like, call 936-294-3681 to confirm that the staff has received your paper.

E-mail your papers in Microsoft Word format to: wctr@shsu.edu

Blackboard: Blackboard will be used by the instructor and students as a vehicle for communication (email and discussion boards). Assignments and quizzes should be posted for grading/review. Course syllabus and assignment expectations will be posted. Grades will be recorded and given through blackboard. 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.