

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

Instructor: **Rachel Phelps, MA, LPC-S**
 Phone: 936-294-1713
 Email: rphelps@shsu.edu
 Class meeting time: M-F 11-11:50 pm
 Location: TEC 115
 Office Hours: Career Services 116 Call for appointments

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	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, 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 discuss 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>

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, 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, 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 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.

Evaluation:

Professionalism as demonstrated by attendance, participation, and attitude	50 points
Service Learning Project (SLP)	100 points
PowerPoint Presentation	70 points
PowerPoint Discussion Board	30 points
SLP Journal	100 points
Examinations (2 @ 100 points each)	200 points
TOTAL POINTS	550 points

Grade Determination:	A = 495-550
	B = 439-494
	C = 383-438
	D = 327-382
	F = 0-326

INSTRUCTOR POLICIES:

Late Policy: Students who arrive to class after the role 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 (2 classes) of class instruction without a penalty to the final grade, but an email to the instructor is expected. (2) More than two unexcused absences will result in loss of Professionalism points.

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: 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. 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 forbidden.

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>

Student Absences on religious holy days policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Students with disabilities policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed 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).

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

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. Students wishing to audit a class must apply to do so through the Registrar's Office.

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/>

TENTATIVE SEMESTER SCHEDULE

NOTE: This schedule is subject to change. Any changes will be announced in class. It is the student's responsibility to keep up with schedule changes. Make sure that you find out about any changes that may have occurred if you are absent from class.

Summer I Semester, 2008 Daily Plan
CNE 231, M-F 11:00-11:50

Text: The Helping Relationship: Process and Skills, 8th ed.

<i>Date</i>	<i>Lecture/Activity</i>	<i>Homework</i>	<i>Due Today</i>
June 3	Review Syllabus Introduction of the Service Learning Project (SLP)	Review Syllabus Research what service learning is. Helpful websites: www.nationalservice.gov www.learnandserve.gov www.servicelearning.org Begin researching potential service learning placement sites. Read Ch. 1	
June 4	Ch. 1 – Helping: What does it mean?	Read Ch. 1 Continue researching SLP options.	
June 5	Ch. 1 continued	Read Ch. 2 Continue researching SLP options.	
June 6	Ch. 2 Characteristics of Helpers Discuss SLP options. Review expectations for project and proposal.	Read Ch. 2 Continue researching SLP options. Prepare information on three SLP options.	
June 9	Ch. 2 continued	Read Ch. 3	DUE: • Top 3 SLP Proposal Locations
June 10	Ch. 3 – The Helping Process	Read Ch. 3	
June 11	Ch. 3 continued	Read Ch. 4	
June 12	Ch. 4 – Helping Skills for Understanding	Read Ch. 4	
June 13	Ch. 4 continued	Read Ch. 4	
June 16	Ch. 4 continued	Read Ch. 4	DUE: • SLP agreement form

June 17	Ch. 4 continued	Prepare for Midterm	
June 18	Midterm Examination Chapters 1-4	Read Ch. 5	
June 19	Ch. 5 – Helping Skills for Loss and Crisis	Read Ch. 5	
June 20	Ch. 5 continued	Read Ch. 6	
June 23	Ch. 6 – Helping Skills for Positive Action and Behavior Change	Read Ch. 6	
June 24	Ch. 6 continued	Read Ch. 7	
June 25	Ch. 7 – Ethical Issues in Helping Relationships	Read Ch. 7	
June 26	Ch. 7 continued	Read Ch. 8	
June 27	Ch. 8 – Thinking about the Helping Process	Read Ch. 8	DUE: • Reflection Journal • Online PowerPoint • SLP log
June 30	Ch. 8 continued	Prepare for Final Exam	DUE: • PowerPoint discussion
July 1	Final Examination		