

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

**Instructor:** **Rachel Phelps, MA, LPC-S**  
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 Class meeting time: MW 11-12:20 pm  
 Location: TEC 131  
 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:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <ul style="list-style-type: none"> <li>• <b>State Standards, - SB, NCATE</b></li> <li>• <i>Specialty Organization Standards(CACREP)</i></li> </ul>
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 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.

**Evaluation:**

Professionalism as demonstrated by attendance, participation, and attitude	50 points
Service Learning Project (SLP)	150 points
Portfolio	25 points
Class presentation of SLP	25 points
SLP reflections (4@ 10 points each)	40 points
Quizzes (6 @ 10 points each)	60 points
Examinations (2 @100 points each)	200 points
<b>TOTAL POINTS</b>	<b>550 points</b>

<b>Grade Determination:</b>	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 absences will result in loss of Professionalism points. (3) Regardless of whether absences are excused, students who accumulate more than three absences will be required to give a 30 minute presentation to the class on a topic to be determined by instructor (one presentation for each absence beyond the third) or have their final grade dropped by one letter grade. (4) A drop of a letter grade will occur upon the fifth absence and will occur for each subsequent absence.

**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](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](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.

### Spring Semester, 2008 Daily Plan CNE 231, MW 11:00-12:20

*Text: The Helping Relationship: Process and Skills, 8<sup>th</sup> ed.*

<i>Date</i>	<i>Lecture/Activity</i>	<i>Homework</i>	<i>Due Today</i>
<b>Jan 16</b>	<i>Ice Breaker</i> Review Syllabus Brief introduction of the Service Learning Project (SLP)	Review Syllabus Research what service learning is. Helpful websites: <a href="http://www.nationalservice.gov">www.nationalservice.gov</a> <a href="http://www.learnandserve.gov">www.learnandserve.gov</a> <a href="http://www.servicelearning.org">www.servicelearning.org</a> Begin researching potential service learning placement sites.	
<b>Jan 21</b>	<b>MLK Day</b> <b>No class</b>	Read Ch. 1 Continue researching SLP options.	
<b>Jan 23</b>	Ch. 1 – Helping: What does it mean? Detailed description of the Service Learning Project	Review Ch. 1 Prepare information on three SLP options.	
<b>Jan 28</b>	Ch. 1 cont. Discuss SLP options. Review expectations for project and proposal.	Read Ch. 2 Select SLP and begin writing proposal.	
<b>Jan 30</b>	<b>Quiz-Chapter 1</b> Ch. 2 – Characteristics of Helpers	Review Ch. 2 Complete rough draft of proposal.	
<b>Feb 4</b>	Ch. 2 cont.	Read Ch. 3 Review Ch. 2	<b>Rough Draft of Proposal Due</b>
<b>Feb 6</b>	<b>Quiz-Chapter 2</b> Ch. 3 – The Helping Process	Review Ch. 3	
<b>Feb 11</b>	Ch. 3 cont.	Review Ch. 3	

<b>Feb 13</b>	Ch. 3 cont. Experiential activity	Review Ch. 3 Read Ch. 4, pp. 70-76	
<b>Feb 18</b>	<b>Quiz-Chapter 3</b> Ch. 4 – Helping Skills for Understanding: Listening Skills	Complete SLP Proposal and forms. Review Ch. 4, pp. 70-76 Read Ch. 4, pp. 77-83	
<b>Feb 20</b>	Practice listening skills Experiential activity Ch. 4 – Helping Skills for Understanding: Leading and Reflecting Skills	Review Ch. 4, pp. 77-83 Read Ch. 4, pp. 83-95	
<b>Feb 25</b>	Ch. 4 Helping Skills: Challenging, Interpreting, and Informing Skills	Review Ch. 4 pp. 83-95 Read Ch. 4, pp. 95-97	<b>Full Proposal Packet Due</b>
<b>Feb 27</b>	Ch. 4 Helping Skills: Summarizing Skills	Review Ch. 4-all skills	<b>Reflection Paper 1 Due</b>
<b>March 3</b>	Experiential activity Midterm review	Review for Midterm	
<b>March 5</b>	<b>Midterm Examination Chapters 1-4</b>	Read Ch. 5	
<b>March 10-14</b>	<b>SPRING BREAK No Class</b>	<b>Enjoy Your Break but...</b> Read Ch. 5	
<b>March 17</b>	Ch. 5 – Helping Skills for Loss and Crisis	Review Ch. 5	
<b>March 19</b>	Ch. 5 cont. Activity	Review Ch. 5 Read Ch. 6	<b>Reflection Paper 2 Due</b>
<b>March 24</b>	<b>Quiz-Chapter 5</b> Ch. 6 – Helping Skills for Positive Action and Behavior Change	Review Ch. 6	
<b>March 26</b>	Ch. 6 cont. Experiential Activity	Review Ch. 6	

<b>March 31</b>	Ch. 6 cont. Experiential Activity	Review Ch. 6 Read Ch. 7	
<b>April 2</b>	<b>Quiz-Chapter 6</b> Ch. 7 – Ethical Issues in Helping Relationships	Review Ch. 7	
<b>April 7</b>	Ch. 7 cont.	Review Ch. 7	<b>Reflection Paper 3 Due</b>
<b>April 9</b>	Ch. 7 cont Experiential Activity	Review Ch. 7 Read Ch. 8	
<b>April 14</b>	<b>Quiz Chapter 7</b> Ch. 8 – Thinking about the Helping Process	Review Ch. 8	
<b>April 16</b>	Ch. 8 cont.	Review Ch. 8	
<b>April 21</b>	Ch. 8 cont. Review expectations for presentation and portfolio.	Prepare for SLP presentation and complete Portfolio.	<b>Reflection Paper 4 Due</b>
<b>April 23</b>	SLP Presentations		
<b>April 28</b>	SLP Presentations		
<b>April 30</b>	SLP Presentations		
<b>May 5</b>	SLP Presentations		
<b>May 7</b>	SLP Presentations Closing – discussion of overall experiences Final review	Prepare for final exam	<b>Portfolio Due</b>
<b>May 14</b>	<b>Final Examination</b> <b>11:00-1:00</b>	<b>Have A Great Summer</b>	