

ECHD 3010 Helping Strategies: Introduction to Counseling and Human Development Services
Course Syllabus
Fall 2004

Instructor: Craig Childs
childs@uga.edu
Departmental Office Phone: 706.542.1812

Office Hours: By Appointment

Class Time and Location:
Tuesday & Thursday 12:30-1:45
409 Aderhold

Required Textbook:
Corey, G., & Corey, M.S.(2003). *Becoming a Helper*. 4th edition. Pacific Grove, CA: Brooks/Cole.
Additional texts and chapters may be assigned throughout the semester.

Course Description:
This course serves as an introduction to the field of counseling and human development services. Topics discussed include counseling theories and practice, intervention programs, basic crisis intervention, and recent trends in helping and human services.

Course Objectives:
Upon successful completion of ECHD 3010, the student will have

1. Developed further insight into what motivates them to help others
2. Acquired knowledge about several fields and career options in the helping professions.
3. Built a knowledge base and sensitivity to multicultural and ethical issues as they relate to the counseling process.
4. Furthered their own communication skills and developed other useful techniques common to all helping professions.

Assignments:
Assignments will be given to further understanding of the self, the field of counseling and human services, and course material. Busy work will be avoided in this course.

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| 1. Write a 3-5 page paper about someone who has helped you in your life. | 50 Points |
| 2. Helper Interview – Write a 3-5 page paper describing a meeting with a professional helper. Papers will be presented to the class so please be prepared. | 50 Points |
| 3. Select and research one non-UGA graduate program in the helping profession. Write a 5-7 page paper describing the program, admission criteria, how you gathered the information (book, Internet, etc.), and whether you would consider the program for yourself. This paper will be presented to the class. | 75 Points |
| 4. Final Exam | 50 Points |
| 5. Class Participation | 20 Points |
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| Total Possible Points: | 245 Points |

Grades:

Grades will be determined by student's quality of writing, evidence of insight, and promptness.

A=90-100%

B=80-89

C=70-79

D=60-69

F=59 and below

Instructor's Expectations:

1. Any form of academic dishonesty will not be tolerated, including plagiarism.
2. Academic dishonesty will be handled according to UGA policy.*
3. Please refrain from inappropriate use of profanity in this classroom.
4. Derogatory comments referring to race, religion, etc. will not be tolerated.
5. Respect others' opinions. This is a discussion course and, without respect, quality discussions cannot occur.

** Students in the Department of Counseling and Human Development Services found in violation of the University's academic honesty policies or codes of professional ethics are subject to review and possible permanent expulsion from the programs offered in the Department. Please see the following.*

*** Academic Honesty**

1. No student shall receive or attempt to receive assistance not authorized in the preparation of any laboratory reports, examinations, essays, themes, term papers, or similar requirements to be submitted for credit as a part of a course or to be submitted in fulfillment of a University requirement. When direct quotations are used, they should be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged.
2. No student shall knowingly give, or attempt to give, unauthorized assistance to another in such preparation.
3. No student shall sell, give, lend, or otherwise furnish to any unauthorized person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date or time in any course of study offered by the University, excluding questions and answers from tests previously administered.
4. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including tests, examinations, grade change forms, grade rolls, roll books, laboratory equipment, etc.

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Attendance

Undergraduate students are expected to be responsible for regular and punctual class attendance.

Attendance will affect student ability to participate in and contribute to class discussions and activities.

Participation: Twenty points of the grade are determined through class participation and contribution.

Active participation is essential and will be evaluated in the following way:

- Excellent – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little. [15-20 points]
- Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. [11-14 points]

- Minimally acceptable – Passive participation including being present, awake, alert, attentive, but not actively involved. [7-10 points]
- Unsatisfactory – Uninvolved including being absent, late, present but not attentive, sleeping, making irrelevant contributions that inhibit the progress of the discussion. [6 points or less]

Special learning needs: If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations.

Tentative Class Schedule

Th Aug. 19	Introduction to course
T Aug. 24	Review syllabus, class introductions, why are you here?
Th Aug. 26	Values discussion
T Aug. 31	Chapter 1 – Are the Helping Professions for you?
<u>Th Sept. 2</u>	Chapter 2 – Getting the Most From Your Education and Training (“Someone who has helped you in your life” paper due)
T Sept. 7	Chapter 3 – Helper, Know Thyself
Th Sept. 9	Chapter 4 – Understanding Life Transitions
T Sept. 14	Chapter 5 – Stages in the Helping Process
Th Sept. 16	Chapter 6 – Common Concerns of Beginning Helpers
T Sept. 21	Chapter 7 – Values and the Helping Relationship
Th Sept. 23	Chapter 8 – Cultural Diversity in the Helping Professions
T Sept. 28	Chapter 9 – Ethical and Legal Issues Facing Helpers
Th Sept. 30	Chapter 10 – Managing Boundary Issues
<u>T Oct. 5</u>	Chapter 11 – Working in the Community (Helper interview due)
Th Oct. 7	Chapter 12 – Understanding Special Populations
T Oct. 12	Chapter 13 – Working with Groups and Families
Th Oct. 14	Introduction to Communication Skills – Midterm of Semester
T Oct. 19	Introduction to Basic Helping Skills
Th Oct. 21	Helping Skills, Continued
T Oct. 26	Counseling Interventions
<u>Th Oct. 28</u>	Fall Break
<u>T Nov. 2</u>	Interview Presentations
<u>Th Nov. 4</u>	Interview Presentations
T Nov. 9	Introduction to Counseling Theories
Th Nov. 11	Counseling Theories continued.
T Nov. 16	Alcohol and Drug Counseling
Th Nov. 18	Advanced approaches to counseling: narrative and the postmodern

T Nov. 23 Issues influencing practice – social policy and managed care

Th Nov. 25 **Thanksgiving Day**

T Nov. 30 Chapter 14 – Stress and Burnout
Chapter 15 – Take Care of Thyself

Th Dec. 2 **Graduate Program Presentations**

T Dec. 7 **Graduate Program Presentations**

Th Dec. 9 **Graduate Program Presentations and Review**

Final Exam TBA