

THE UNIVERSITY OF GEORGIA
FALL SEMESTER 2008
ECHD 3020: HELPING STRATEGIES

Course: ECHD 3020: Helping Strategies: Intro to Counseling and Human Development Services
Time: Tuesdays/Thursdays, 12:30-1:45 p.m. **Location:** 417 Aderhold

Instructor: Michael Zimmermann **E-Mail:** mzimmerm@uga.edu
Office Hours: By appointment – Monday through Friday **Office:** 414 Aderhold

Required Reading

Corey, G. & Corey, M.S. (2007). *Becoming a Helper*. 5th edition. Pacific Grove, CA: Brooks/Cole.

Additional articles and readings will be handed out in class throughout the semester. The syllabus and handouts will be available on the University of Georgia's WebCT (<http://webct.uga.edu>).

Course Description

This course serves as an introduction to the field of counseling and human development services. In addition, it serves to help you explore your own interests in becoming a helping professional. Topics to be discussed will include counseling theory and practice, intervention programs, basic crisis intervention, and recent trends in helping and human services. The class format will consist of lectures, class discussions, films, and guest speakers depending on availability.

Course Objectives

At the end of this course 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.

Participation and Attendance

Participation: You are expected to participate in class activities and discussions. Participation not only adds to the quality of discussions, but also demonstrates that the class is completing assigned readings and understanding the material. When you do not participate, other students are forced to pick up your slack. 50 points of the grade is determined through instructor evaluation of 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 [45-50 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 [40-44 points].
- *Minimal acceptability* - Passive participation including being present, awake, alert, attentive, but not actively involved [30-39 points].
- *Unsatisfactory* - Uninvolved including being absent, late, present but not attentive, sleeping, reading the newspaper, making irrelevant contributions that inhibit the progress of the discussion [0-29 points].

Attendance: You are expected to attend every class. Attendance will be taken in the form of a signup sheet at the beginning of each class. It is your responsibility to make sure you have signed the attendance sheet. If you do not sign in, you are considered absent. You are permitted three unexcused absences. **Each absence beyond the third absence will result in your overall grade in the course being reduced by 25 points.** Excused absences require documentation, such as a doctor's note. Whether an absence will be counted as excused will be handled

on a case-by-case basis. It is also important that you be on time for class. If you are more than 5 minutes late (by my watch) you will be marked late. Every other time you are late will count as an absence. If you miss more than 20 minutes of class (whether at the beginning or end of class) you will be counted absent. **NOTE: It is a violation of the university's Academic Honest policy to sign another student's name on an attendance sheet.**

Attendance Extra Credit: If you do not have any unexcused absences (including absences from being late multiple times), you will receive **15 points of extra credit for perfect attendance**. If you have only one unexcused absence, you will receive **5 points** of extra credit.

Absences and Tardiness: Failure to attend class on the date of an exam/activity without prior arrangement will result in a zero for the exam/activity. Prior arrangements for exams are only made for unusual circumstances and are at the discretion of the instructor. Verification (e.g., from the Health Center) must be provided to support requests for absences for illnesses. Excused absences, in which prior arrangements are not possible, (i.e. accident requiring hospitalization, death of an immediate family member, sudden illness, etc.) will be handled on a case-by-case basis and make-up exams will be administered as soon as possible after the missed exam. Students are not to ask classmates about the content of the exam or to discuss the exam with other students.

Major Course Assignments

All assignments are expected to be typed, doubled-spaced, using 1" margins, 12-point Times New Roman font. APA style is also expected, unless stated otherwise. If you do not know APA style, there are many web resources that can help. Failure to comply with APA style will result in point deductions.

Paper #1: The first assignment is a paper (2-4 pages, double spaced, plus cover page) in which you will write about yourself, why you chose this class, and why you are interested in the helping professions. More details of this assignment will be provided.

Helper Interview and Paper #2: You will interview someone who works in a helping profession (such as a social worker, counselor, psychologist, family therapist, etc.) This person should hold at least a master's degree in their field. It may take time to find someone to interview, so you are advised to identify someone as early as possible. You will summarize your interview and your personal reactions to your interview in a 3-5 page paper (double spaced, plus cover page). You will need to turn in the contact information (name, affiliation, and phone number at minimum) of your interviewee one week before the paper is due. Details of this assignment will be provided.

Group Presentation: You will select and research a specific mental health issue (i.e. depression, eating disorders, suicide prevention, schizophrenia, etc.). A list of available topics will be provided, although you are welcome to present on a different topic with instructor approval. Topics will be chosen on a first come first served basis. You will work in groups of 2 to 4 students and will be responsible for presenting your topic as part of a group presentation at the end of the semester (see class schedule). Your presentation will last 5-7 minutes per group member (i.e. 10-14 minutes total for a group of two, 15-21 minutes for a group of three, etc.). Your grade will be determined by a rubric that will be handed out in class.

Additional assignments: You will participate in class activities throughout the semester. Some of these activities will require you to turn in short assignments, written journal reactions, or turn in a group summary at the end of class. Some activities will require you to complete a short assignment between classes. It is not possible to make up missed activities unless you have a valid excuse for missing class. It is the *student's* responsibility to contact the instructor about any missed activities or assignments due to absence.

Instructor's Expectations of Students

1. Any form of academic dishonesty will not be tolerated.
2. Academic dishonesty will be handled according to UGA policy.*
3. Respect your classmates. This is a discussion-based course and without respect, quality discussions cannot occur. No form of discrimination will be tolerated.
4. Students are expected to come to class prepared, having read all required material. Many of your readings will be on WebCT, it is your responsibility to check it frequently.
5. No electronics (cell phones, laptops, texting, etc.) will be allowed to be used while in class.
6. If you would like to set up an appointment to meet with me, email me with your question or concern before the meeting. If it concerns a specific grade, you must wait 48 hours (cooling off period) before you set up the appointment.

7. I stop checking my email at 5 pm, if you email me after then; I might not get it before the next day's class. So email me before 5 pm. There will be a 2- to 3-day turnaround on a reply.

*All academic work must meet the standards contained in "A Culture of Honesty" (<http://www.uga.edu/ovpi/honesty/acadhon.htm>). **All students are responsible for understanding the academic honesty policy. Not knowing the rules is not an excuse for violating the policy.**

Diversity

This course will be taught with consideration given to diversity and multiculturalism. Multicultural competence is essential in any helping profession. Major aspects of diversity that will be addressed include race, ethnicity, gender, socioeconomic status, sexual orientation, religion, geographic location, and disability status. Students will be expected to demonstrate their understanding of diversity issues, while refraining from offensive or derogatory comments that are unproductive to the discussions.

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. Academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services in order to receive academic accommodations.

Grading Procedures and Policies

A	= 100-93%
A-	= 92-90%
B+	= 89-86%
B	= 85-83%
B-	= 82-80%
C+	= 79-76%
C	= 75-73%
C-	= 72-70%
D	= 69-60%
F	= 59% and below

- Please be sure to hand in all written assignments at the beginning of class, on the dates they are due. **There will be a deduction of 10% for each class period an assignment is late.** Assignments will be considered late immediately after class is dismissed. Late assignments due to illness or emergency will be handled on a case-by-case basis. Hard copies are required for all assignments due to the risk that e-mailed copies will be deleted by the university's filtering software.
- Hard cutoffs are used to determine final grades. There will be opportunities for extra credit during the semester, thus no additional extra credit will be given at the end of the semester.
- Final Exam Policy – No time and date departures from the examination schedule will occur without prior approval of the dean of the school or college and the Vice President for Instruction. "Two University policies focus on final examinations. University policy requires that final examinations be held for courses as scheduled and listed in the University final examination schedule for each semester."

Grading Criteria:

Assignments, Activities, and Journal Reactions	50 points
Paper #1: Autobiographical Sketch paper	50 points
Paper #2: Helper Interview paper	75 points
Group Presentation	200 points
Mid-Term Exam	100 points
Final Exam	200 points
Participation	50 points
Total Possible Points	725 points
Total Possible Extra Credit	15 points

Course Schedule

Date		Topic	Reading
Week 1	Aug 19 Aug 21	Introductions and Syllabus Are the Helping Professions for You?	- Ch. 1
Week 2	Aug 26 Aug 28	Helper, Know Thyself Helper, Know Thyself – con't	Ch. 3
Week 3	Sept 2 Sept 4	Common Concerns of Beginning Helpers Psychological Theories	Ch. 4 Ch. 5
Week 4	Sept 9 Sept 11	Psychological Theories, Cont.; Paper #1 due The Helping Process	Ch. 5 Ch. 6
Week 5	Sept 16 Sept 18	Diversity and Multicultural Competence Stereotypes and Prejudice	Ch. 7 TBA
Week 6	Sept 23 Sept 25	Knowing Your Values; Top 50 List due Ethical and Legal Issues Facing Helpers; Interviewee contact info due	Ch. 8 Ch. 9
Week 7	Sept 30 Oct 2	Managing Boundary Issues Midterm Test	Ch. 10
Week 8	Oct 7 Oct 9	Introduction to Communication Skills Introduction to Communication Skills, cont.; Paper #2 due	WebCT #1
Week 9	Oct 14 Oct 16	Stigma of Seeking Help Counseling Interventions	
Week 10	Oct 21 Oct 23	Stress, Burnout, and Self-Care Crisis Intervention; Communication Skills assignment due	TBA TBA
Week 11	Oct 28 Oct 30	Social Justice Work Alcohol and Drug Abuse Counseling	Ch. 13 P322-326
Week 12	Nov 4 Nov 6	Alcohol and Drug Abuse Counseling, Cont. Graduate Student Panel; Questions due	Ch. 11 WebCT #2
Week 13	Nov 11 Nov 13	Counseling Groups Counseling Groups, con't	Ch. 13
Week 14	Nov 18 Nov 20	Group Presentations Group Presentations	- -
	Nov 25 Nov 27	No Class – Thanksgiving Break No Class – Thanksgiving Break	- -
Week 15	Dec 2 Dec 4	Group Presentations Course wrap-up and exam review	- -
Week 16	Dec 10 Dec 16	No Class – Friday Schedule Final Exam (3:30-6:30p)	

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.