COURSE DESCRIPTION: This course is designed to provide students with beginning skills and background in the use of a dyadic (two person) helping relationship for prompting personal growth and development of clients. These skills are valuable for students planning to enter a “helping profession” (e.g., clinical psychology, counseling psychology, social work, rehabilitation, recreation therapy, nursing, health and nutrition education, speech pathology, and so on). The goal of the course is to enable students to develop a foundation for becoming effective helpers, to understand the definition of specific skills and the rationale for their use, and to use these skills appropriately in helping interactions.

The course focuses on understanding and using basic interpersonal skills found to be crucial in helping other people. Furthermore, this course can be seen as a significant personal growth experience for participants, since use of helping skills in other contexts (i.e. with friends, relatives, etc.) will enhance relationships.

Because active learning depends on continuous self scrutiny, there will be an emphasis on assessment of skill level throughout the course. The course demands personal and interpersonal involvement. If you feel that you are not presently ready to undertake careful self-examination, you might consider postponing this course for awhile.

Lectures will include and go beyond the material presented in the text. As such, students are expected to read the book chapters corresponding to that day’s topic prior to class meetings and to attend all classes. Because this course is largely experience-based, much of the learning of helping skills will occur within class and lab sessions. It is vital that you attend every session. Failure to attend all sessions will result in the loss of significant numbers of points in the class (see below) and a lower grade.

Only verifiable medical excuses and family emergencies will be accepted for missed assignments. Late assignments may be dropped a letter grade for each day late.

Each student is expected to arrive for class ON TIME and fully prepared to participate in class discussions and assignments. Every student is strongly encouraged to present questions and opinions. In addition, simply being present, attentive, and interested contributes to class atmosphere and dynamics.
COURSE CONTENT:

1. **Learning basic helping skills.** EHUI: *Essential Interviewing: A Programmed Approach to Effective Counseling (6th ed)* provides a basic model of the helping process, plus definitions and examples of helping skills. During the three hour lab sessions, you will practice the skills described in the EHUI book. Lectures will examine the reasons why these skills are important and address key issues in skill development.

2. **Discussion and learning about issues in helping others.** The lectures will be used to examine the theory and rationale of helping skills that are taught in the labs and to discuss major issues in development of helping relationships and helping skills. The skills that you practice in a lab will be introduced in the lecture preceding it.

3. **Practice helping skills.** Practice of skills is perhaps the most crucial part of the course. As with any skill, the verbal and non-verbal behaviors which comprise effective helping must be developed through practice. We expect that students will make mistakes, but that feedback from trainers and from other students in the course will help them develop a sound core of helping skills. While much practice will occur in class, students will participate in a Practice Helping Interactions (PHI) outside the regular class periods. (Please purchase one 90-minute cassette tape since this helping interaction will be recorded. Taping allows for individualized feedback on your progress in learning skills.

REQUIREMENTS FOR WRITTEN WORK: Typed copy is strongly preferred. Hand-written material is acceptable, provided that it is clearly readable. Use of correct Standard English is expected, including appropriate punctuation, complete sentences and correct spelling.

GRADING: This course is designed to help you become competent in basic helping skills. Developing this competence requires active self-analysis and self-questioning. Activities are designed to encourage your professional growth, and an emphasis on individualized feedback is thus reflected in the course activities.

A. **Understanding the Helping Skills – Exams**

There will be two exams scheduled, a midterm exam on October 11, and a final (non-comprehensive) exam during Finals Week (date to be announced). These exams will assess your understanding of the readings and lectures and your knowledge of helping responses. The exams are 40 multiple choice questions each and are worth 40 points each.

B. **Use of Helping Skills – Homework**

Outside work is assigned after all lab sessions. These assignments will be discussed during labs and are required to be submitted for individualized feedback. Homework that is not turned in on time will not receive full credit. See p. 20 in the students’ packet for point totals for each assignment. The total points for the homework assignments is 45 points.
C. Practice Helping Interactions – PHIs

You will complete two taped helping interaction with classmates. Each PHI session is scheduled outside normal class time. You will sign up for the first PHI session with a TA and 2 – 3 other students, during your lab; the session is two hours in length. The second PHI may be done with another person of your choice. For each PHI your grade will have two components:

a. Evaluation of your skills as a helper
b. Evaluation of your written analysis of the PHI

Your first PHI will be worth 40 points, your second PHI will be worth 50 points.

D. Quizzes

On 6 of the Tuesday lectures there will be a pop quiz following a video which will demonstrate the skills that we are discussing in lecture and practicing in lab that week, or following lecture. You will answer questions during the video, discuss your answers following the film, and hand it in for 5 points at the end of class. The quizzes will consist of 30 points of your total course grade.

E. Your Involvement in Class-Attendance

Students who are present at all 12 labs may receive full credit (35 points) for this aspect of the course. Attendance at 11 labs will result in a maximum of 32 points; attendance at 10 labs will result in 29 points; and attendance at 9 or fewer labs will result in no credit for attendance. Attendance is worth 11 percent of the grade for this course. If you lose all the points for attendance, that will lower you one full letter grade in the course.

F. Trainers’ evaluations:

Your trainer’s assessment of your interest and constructive involvement in the training, participation in class, your willingness to receive and give constructive feedback, and your overall improvement in helping skills. Evaluation criteria may be found in the packet on pp. 18-19. (10 points for mid-term evaluation and 10 points for end-of-course evaluation.)

REQUIRED TEXTS:

HDFS 411 Course Packet- Fall 2005. This is available in the Penn State Bookstore on campus.

One 90-minute cassette tape. (Access to a tape recorder is recommended).
Points for the final grade break down as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2 @ 40 = 80</td>
</tr>
<tr>
<td>Homework</td>
<td>12 = 45</td>
</tr>
<tr>
<td>PHI #1</td>
<td>1 @ 40 = 40</td>
</tr>
<tr>
<td>PHI #2</td>
<td>1 @ 50 = 50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>6 @ 5 = 30</td>
</tr>
<tr>
<td>Lab Attendance</td>
<td>12 @ 3 = 35</td>
</tr>
<tr>
<td>Trainers’ evaluations</td>
<td>2 @ 10 = 20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
</tr>
</tbody>
</table>

You can earn a maximum of 300 point.

282 – 300     A  
270 – 281     A-  
261 – 269     B+  
249 – 260     B  
240 – 248     B-  
231 – 239     C+  
210 – 230     C  
180 – 209     D  
179 ↓          F

THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THE COURSE SYLLABUS IF NECESSARY. STUDENTS ARE RESPONSIBLE FOR NOTING THOSE CHANGES.

ACADEMIC INTEGRITY: Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Penn State University. Academic dishonesty includes, but is not limited to, cheating, plagiarism, forgery, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized prior possession of examinations, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of other students, and lying to the instructor. Anyone shown to be academically dishonest will receive an “F” class grade and will be reported to the Office of Judicial Affairs.
### Course Outline HDFS 411

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 30</td>
<td>Course Overview, Introduction to Helping, Effective Feedback</td>
<td></td>
</tr>
<tr>
<td>Sept 1</td>
<td><strong>STAGE:</strong> Development <strong>SKILL:</strong> Effective Feedback</td>
<td>EHUI, Ch 1 Packet pp. 1-2, 5-6</td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>Focusing and Following, Structuring</td>
<td>EHUI Ch. 2 &amp; 12</td>
</tr>
<tr>
<td>8</td>
<td><strong>STAGE:</strong> Development <strong>SKILL:</strong> Feedback, Focusing and Following</td>
<td>HW #1 Due</td>
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<tr>
<td></td>
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<tr>
<td>13</td>
<td>Reflection of Feeling</td>
<td>EHUI Ch. 4</td>
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<tr>
<td>15</td>
<td><strong>STAGE:</strong> Development <strong>SKILL:</strong> Reflecting Feeling</td>
<td>Packet pp. 3-4 HW #2 Due</td>
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<tr>
<td>20</td>
<td>Reflection of Content</td>
<td>EHUI Ch. 5</td>
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<tr>
<td>22</td>
<td><strong>STAGE:</strong> Development <strong>SKILL:</strong> Reflecting Content</td>
<td>HW #3 Due</td>
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<tr>
<td>27</td>
<td>Effective Inquiry</td>
<td>EHUI Ch. 3</td>
</tr>
<tr>
<td>29</td>
<td><strong>STAGE:</strong> Development &amp; Inventory <strong>SKILL:</strong> Effective Inquiry</td>
<td>HW# 4 Due Sign-up for PHI #1</td>
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<td></td>
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<tr>
<td>Oct 4</td>
<td>Enlisting Cooperation</td>
<td>EHUI Ch. 6 &amp; 13</td>
</tr>
<tr>
<td>6</td>
<td><strong>STAGE:</strong> Development &amp; Inventory <strong>SKILL:</strong> Putting it all Together</td>
<td>HW #5 &amp; #6 Due Packet pp. 7-9, 11-12, 15-16, &amp; 19-22</td>
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<tr>
<td></td>
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<tr>
<td>11</td>
<td><strong>EXAM #1</strong></td>
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<tr>
<td>13</td>
<td><strong>NO LAB</strong></td>
<td>Complete PHI</td>
</tr>
<tr>
<td>18</td>
<td>Self-Disclosure</td>
<td>EHUI Ch. 9</td>
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<tr>
<td>20</td>
<td><strong>STAGE:</strong> Priorities <strong>SKILL:</strong> Self-Disclosure</td>
<td>HW #7 Due</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>25</td>
<td>Information Giving</td>
<td>EHUI Ch. 10 Review Ch. 12 HW #8 Due Packet pp. 5-6 PHI #1 Due</td>
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<tr>
<td>27</td>
<td><strong>STAGE:</strong> Goal Formation <strong>SKILL:</strong> Information Giving</td>
<td>Make arrangements for PHI #2</td>
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<tr>
<td>Nov  1</td>
<td>Confronting</td>
<td>EHUI Ch. 8</td>
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<tr>
<td>3</td>
<td><strong>STAGE:</strong> Action Plan Formulation <strong>SKILL:</strong> Confrontation</td>
<td>HW #9 Due</td>
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<tr>
<td></td>
<td>Make arrangements for PHI #2</td>
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<tr>
<td>8</td>
<td>Immediacy</td>
<td>EHUI Ch. 7</td>
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<tr>
<td>10</td>
<td><strong>STAGE:</strong> Taking Action <strong>SKILL:</strong> Immediacy</td>
<td>HW #10 Due Packet pp. 7-8, 13-14, 17-18</td>
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<td>15</td>
<td>NO LECTURE</td>
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<tr>
<td>17</td>
<td>NO LAB</td>
<td>Complete PHI #2</td>
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<tr>
<td>22</td>
<td>NO LECTURE – <em>Thanksgiving Holiday</em></td>
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<tr>
<td>24</td>
<td>NO LAB – <em>Thanksgiving Holiday</em></td>
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<tr>
<td>29</td>
<td>Bias Awareness and Multiculturalism</td>
<td>EHUI Ch. 13 HW #11 Due Packet pp. 5-6 PHI #2 Due</td>
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<tr>
<td>Dec  1</td>
<td><strong>SKILL:</strong> Multicultural Counseling</td>
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<tr>
<td>6</td>
<td>Crisis Intervention and Termination</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td><strong>STAGE:</strong> Termination <strong>SKILL:</strong> Gaining Closure</td>
<td>HW #12 Due</td>
</tr>
</tbody>
</table>

**Finals Week** **EXAM #2 – Time and place to be announced**