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 (5th 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 on June 7, and a final (noncomprehensive) on June 27. These exams will assess your understanding of the readings and lectures and your knowledge of helping responses. The exams are 50 multiple choice questions each and are worth **50 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. Each homework assignment is worth 8 points for a total of **48 points**.

C. **Practice Helping Interaction – PHI**

You will complete one taped helping interaction with classmates. The PHI session is scheduled outside normal class time and the session is two hours in length. For the PHI your grade will have two components:

- Evaluation of your skills as a helper
- Evaluation of your written analysis of the PHI
Your PHI will be worth **75 points**. **FAILING TO COMPLETE THE PHI WILL MEAN AN AUTOMATIC “F” IN THE COURSE**

**D. Weekly Videos**

In each of the Tuesday lectures there will be a video shown which will demonstrate the skills that we are discussing in lecture and practicing in lab that week. You will fill out a video worksheet during the film, use it for the discussion following the film, and hand it in for **5 points** at the end of class. The video sheets will consist of **30 points** of your total course grade.

**E. Your Involvement in Class-Attendance**

Students who are present at all 6 labs may receive full credit (**36 points**) for this aspect of the course. Attendance at 5 labs will result in a maximum of **30 points**; attendance at 4 labs will result in **24 points**; and attendance at 3 or fewer labs will result in no credit for attendance. **Attendance is worth 12 percent of the grade for this course. If you lose all the points for attendance, that will lower you one full 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- Summer 2006.* 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>Component</th>
<th>Points Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>2 @ 50 = 100</td>
</tr>
<tr>
<td>Homework</td>
<td>6 @ 8 = 48</td>
</tr>
<tr>
<td>PHI</td>
<td>1 @ 75 = 75</td>
</tr>
<tr>
<td>In-Class Assignments</td>
<td>6 @ 5 = 30</td>
</tr>
<tr>
<td>Lab Attendance</td>
<td>6 @ 6 = 36</td>
</tr>
<tr>
<td>Trainers’ evaluations</td>
<td>2 @ 10 = 20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>309</strong></td>
</tr>
</tbody>
</table>
You can earn a maximum of 309 points.

287 – 309 A
278 – 286 A-
268 – 277 B+
256 – 267 B
247 – 255 B-
237 – 246 C+
216 – 236 C
185 – 215 D
184 ↓ F

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

HDFS Departmental Policy on Student Responsibilities and Classroom Conduct

Student Responsibilities and Conduct

1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.
   a. Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency or a university sanctioned activity.
   b. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the exam or assignment.
2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.
3. Students are responsible for monitoring their grades.
4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.
5. If extra credit assignments are offered, they must be offered to all students and should not be used to boost the grade of an individual student.
6. Behaviors that disrupt other students’ learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the instructor.

University Statement of Academic Integrity (Policy 49-20)

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.
Violations of the University’s Academic Integrity Policy include the following:

**Cheating**: using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam

**Copying on tests**: looking at other students’ exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student

**Plagiarism**: fabricating information or citations; copying from the Internet of submitting the work of others from journals, articles and papers, or books; submitting other students’ papers as one’s own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one’s own, is plagiarized material.

**Tampering with work**: changing one’s own or another student’s work; tampering with work either as a prank or to sabotage another’s work

**Acts of aiding and abetting**: Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one’s exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited

**Unauthorized possession**: Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor’s permission

**Submitting previous work**: Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor

**Ghosting or misrepresenting**: Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one’s place; signing in as present in class for another student or having another student do the same in one’s place

**Altering exams**: Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

**Computer theft**: Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

If a student is considered as having violated the academic integrity policy, the instructor will inform the student and will meet with the student to discuss the allegation. The Undergraduate Professor-in-Charge is available to attend this meeting at the request of the instructor. At the end of the meeting, the instructor decides whether or not a violation has occurred. In the event of an instructor deciding that a violation has occurred, an Academic Integrity Form will be completed and signed by the instructor. The student can acknowledge the violation or contest it; in either case, the student also signs the Academic Integrity Form. A copy of the document will be given to the Professor-in-Charge in the Department, the College, and the University’s Office of Judicial Affairs. If the student contests the sanction, further hearings will be held with the student to resolve the matter.

If an instructor recommends that a student be given a failing grade in a course, the student cannot drop the course. The instructor informs the Registrar’s Office that a failing grade has been recommended for the student. If the student does drop the course before a final decision is made about sanctions, the failing grade will be reinstated by the Registrar’s Office.

University policy allows considerable flexibility to instructors in the determination of sanctions for violations of academic dishonesty. There are two types of sanctions an instructor can recommend—academic and disciplinary. Academic sanctions range from a warning or reduced grade on a single assignment to the student’s removal from his/her academic program following guidelines from the College’s Academic Integrity Committee. Disciplinary sanctions, although recommended by the instructor or the College, are assigned only at the University level, by the Office of Judicial Affairs. Disciplinary sanctions can range from disciplinary warning to permanent expulsion. The student may also be assigned the XF grade, which is reserved for the most serious breaches of academic integrity.

There are different sanctioning guidelines for minor, moderate, or major offenses of academic integrity. Detailed information about procedures and sanctions can be found under Academic Integrity at the website of the Office of Judicial Affairs: [http://www.sa.psu.edu/ja/conduct.shtml](http://www.sa.psu.edu/ja/conduct.shtml)
# Course Outline HDFS 411

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16</td>
<td>Introduction to Helping, Feedback, Focusing, &amp; Following, EHUI Ch. 1-2 &lt;br&gt; Packet 1-2, 5-6, 21-25 &lt;br&gt; Homework #1</td>
<td>HW #1 Due</td>
</tr>
<tr>
<td>18</td>
<td>Effective Feedback, Focusing, &amp; Following</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Reflection of Feeling, Content &amp; Summarization</td>
<td>EHUI Ch. 4-5 &lt;br&gt; Packet 3-4, 26-31 &lt;br&gt; Homework #2</td>
</tr>
<tr>
<td>25</td>
<td>Reflecting Content, Reflecting Feeling, Summarization</td>
<td>HW #2 Due &lt;br&gt; PHI Sign-up</td>
</tr>
<tr>
<td>30</td>
<td>Ethical Issues, Effective Inquiry</td>
<td>EHUI Ch. 3 &lt;br&gt; Packet 32-36 &lt;br&gt; Homework #3</td>
</tr>
<tr>
<td>June 1</td>
<td>Effective Inquiry</td>
<td>HW #3 Due</td>
</tr>
<tr>
<td>6</td>
<td><strong>EXAM #1</strong>, Communicating Feeling and Immediacy, Confrontation, Self-Disclosure &amp; Information Giving</td>
<td>EHUI Ch. 7-10 &lt;br&gt; Packet 7-17, 37-42 &lt;br&gt; Homework #4</td>
</tr>
<tr>
<td>8</td>
<td>Advanced Skills, PHI Practice</td>
<td>HW #4 Due &lt;br&gt; <strong>Complete PHI</strong></td>
</tr>
<tr>
<td>13</td>
<td>Goal Formation, Structuring, Resistant Clients, Crisis Intervention</td>
<td>EHUI Ch. 12-13 &lt;br&gt; Packet 43-45 &lt;br&gt; Homework #5</td>
</tr>
<tr>
<td>15</td>
<td>Working on Goals, Plans of Action</td>
<td>HW #5 Due &lt;br&gt; <strong>PHI Due</strong></td>
</tr>
<tr>
<td>20</td>
<td>Multiculturalism, Termination, Review</td>
<td>EHUI 1, 12 &lt;br&gt; Packet 47-49 &lt;br&gt; Homework #6</td>
</tr>
<tr>
<td>22</td>
<td>Bias, Closure</td>
<td>HW #6 Due</td>
</tr>
<tr>
<td>26</td>
<td><strong>EXAM #2</strong> – Time and Location to be announced</td>
<td></td>
</tr>
</tbody>
</table>