

CED 610  
Helping Relationships  
Cashwell  
Spring 2004  
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University of North Carolina at Greensboro  
Department of Counseling and Educational Development  
CED 610

## **Helping Relationships**

### **Spring 2005**

#### **Class Schedule/Location**

Class meets Mondays  
4:40-7:30  
Ferguson 251

#### **Instructor**

Tammy H. Cashwell, Ph.D., LPC, NCC  
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#### **Textbooks**

Young, M. E. (2000). *Learning the art of helping: Building blocks and techniques* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Additional readings, as noted on syllabus, will be available on e-reserves. It is possible that further readings, as topics “emerge” in class, will be assigned and will be made available through e-reserve or other electronic media.

#### **Recommended**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

### **COURSE DESCRIPTION:**

This course is designed to present a conceptual framework for prospective “human service professionals” by introducing basic attending skills and a theoretical stance. The fundamental principles of providing a helping relationship will be discussed.

The emphasis in this course is on both *skills* and *knowledge*; therefore, there will be a heavy experiential component. Class discussions, demonstrations, video reviews, and practice sessions will be supplemented by brief lectures.

### **COURSE OBJECTIVES**

Students will be able to describe a personalized philosophical framework for helping behavior.

Students will be able to identify behaviors that influence the helping process, including age, gender, ethnic differences, verbal and nonverbal behaviors, and personal characteristics.

Students will increase self-awareness and understanding of the importance of maintaining a therapeutic relationship with clients. Further, students will increase their self-understanding of why they have chosen a career as a “human service professional”.

Students will demonstrate their understanding of essential interviewing and helping skills necessary for developing a therapeutic relationship, establishing appropriate goals, designing intervention strategies, evaluating client outcomes, and successfully terminating the helper-client relationship. These skills include, but are not necessarily limited to, invitational skills, reflecting skills, goal setting skills, and solution skills.

Students will demonstrate knowledge and skills in conceptualizing client change from an affective, behavioral, and cognitive perspective, as well as demonstrating skill in facilitating change in these three areas.

## **Assignments**

### **1. Class attendance and participation**

Because of the experiential format of the course, much of the integration and synthesis of course content (based on lecture and readings) will occur in class. Any absences should be discussed with me in advance (in person or by e-mail). At my discretion, any absences beyond one (1) absence may affect your final grade.

You are responsible for critically reading and preparing for class. "Preparing for class" is operationally defined as arriving to class prepared to raise questions and make comments based on the reading for that week. Active participation throughout the semester, evidenced by thoughtful questions, comments, and responses to questions in a respectful atmosphere of "give-and-take" demonstrate your accepted responsibility for your learning in this course. Also, we will periodically conduct practice sessions, some of which may be videotaped. You are expected to critically reflect on your own work as a developing counselor as well as provide honest feedback to your classmates.

### **2. Comments/Questions from the Reading**

By 10:00 P.M. on *each* Sunday before a class for which readings are assigned, you should post your comments/questions about the readings (and/or comments to earlier postings) for the following class to the **Blackboard** message board assigned to CED 610. This is one way in which you can demonstrate thoughtful review of the materials AND this will be considered as one aspect of class participation. I encourage you to review all postings in preparation for class. You are welcome, at any point, to comment on earlier postings. As with your participation in class, my expectation is that your posts will include thoughtful questions, comments, and responses to questions in a respectful atmosphere of give-and-take that demonstrate your accepted responsibility for your learning in this course.

One of my hopes for this assignment is that you will avoid the *trap* of always trying to demonstrate mastery of the readings. Rather, I hope you will use this format to discuss content about which you may want further clarification or about which you may have questions.

### 3. Examinations

There will be 3 in-class exams over the course of the semester. They will consist of multiple choice and short answer questions. Any assigned readings and any material discussed in class may be included on the exams.

### 4. Ungraded journal

I encourage you to journal your experiences throughout your graduate studies, but specifically throughout this course. Each chapter of your text provides “journal starters” but you may use whatever format works for you. Journaling is a common “helping” intervention that may facilitate cognitive and emotional insight and lead to behavior change. The journal is NOT graded and I will NOT read journal entries. At your discretion, you may choose to consult with me about content in your journal and/or bring issues to class for discussion. You are expected to bring your journal to each class as we may have opportunities throughout the semester to journal during class time.

#### **Grading:**

|   |                  |
|---|------------------|
| Class Attendance, Participation, & Postings | 25 points        |
| Exam #1                                     | 25 points        |
| Exam #2                                     | 25 points        |
| Exam #3                                     | <u>25</u> points |
| TOTAL                                       | 100              |

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

#### **POLICY REGARDING LATE ASSIGNMENTS**

This includes blackboard postings and examinations. Points will be deducted for comments and questions posted later than 10:00 pm on the Sunday prior to class. The tentative schedule identifies when examinations are to be given. You are expected to take the examination in class on the day that it is administered.

**TENTATIVE Class Schedule**

| Date | Topic   | Readings                          |
|------|---|-----------------------------------|
| 1/10 | Personal introductions<br>Review of syllabus  |                                   |
| 1/17 | NO CLASS – Dr. Martins Luther King, Jr. Holiday   |                                   |
| 1/24 | The Fear of Changing<br>The Heart of Listening  | Bugental Article<br>Nichols Ch. 4 |
| 1/31 | The Personal Journey<br>Nuts and Bolts  | Young Ch. 1<br>Young Ch. 2        |
| 2/7  | The Therapeutic Relationship<br>Empathy   | Young Ch. 3<br>Nichols Ch. 8      |
| 2/14 | Helping Someone Who Is Different<br>Letting Go of Your Own Needs                                | Young Ch. 4<br>Nichols Ch. 7      |
| 2/21 | EXAM #1   |                                   |
| 2/28 | Invitational Skills<br>Reflecting Skills: Paraphrasing  | Young Ch. 5<br>Young Ch. 6        |
| 3/7  | NO CLASS – Fall Break   |                                   |
| 3/14 | Reflecting Skills: Reflecting Feelings<br>Reflecting Skills: Reflecting Meaning and Summarizing | Young Ch. 7<br>Young Ch. 8        |
| 3/21 | Challenging Skills<br>Assessment and the Initial Interview                                      | Young Ch. 9<br>Young Ch. 10       |
| 3/28 | EXAM #2   |                                   |
| 4/4  | Goal-Setting Skills<br>Solution Skills  | Young Ch. 11<br>Young Ch. 12      |

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4/11 NO CLASS

4/18 Outcome Evaluation and Termination Skills Young Ch.13

4/25 Curative Factors and Advanced Skills: Part I Young Ch.14  
Curative Factors and Advanced Skills: Part II Young Ch.15

5/2 EXAM #3