**FCS 444\644** Helping Relationships Skills for Helping Professions

**Instructor**: Sterling Wall

**Office**: 242 A, CPS

**Email**: Best! swall@uwsp.edu

**Phone**: 346-4653 (Office)

**Hours:** Mondays 2-3pm, Tuesdays 10-11AM, or by 24 hour advance appointment.

**RESOURCES:**

*The Helping Relationship: Trainer/Student Packet*. Penn State University. (Provided in class).

*Essential Interviewing: A programmed approach to effective communication*. Evans, Hearn,

Uhlemann, & Ivey. (Available in Bookstore)

**OBJECTIVES:**

To develop basic interpersonal and interviewing skills for human service professions. Skill development requires practice and concentrated effort. Thus, participation, role-playing, and involvement in-group discussion are very important. In addition, critical evaluation of skills will be facilitated by a variety of writing exercises designed to help participants evaluate their own patterns of behavior during interpersonal interactions. A course on interpersonal helping relationship skills cannot be completed at home, alone. Given that this is a very hands-on course, and that self-evaluation is facilitated by reflective writing, it is expected that all students would participate all days and complete all assignments to the very best of their abilities. It is understood that sometimes emergencies happen, thus, it will only be 10 points off for any day missed. So, if you miss once, it won’t kill you, if you miss 5 times, well, you kind of asked for it?

**COURSE EXPECTATIONS**

-Reading of assigned materials by scheduled due dates.

-Attend class and participate in class discussion and activities.

-Completion of all course work on time

**ATTENDANCE** The University expects that students will attend all of their classes. Additionally, in the event of in class or take home assignments, activities, quizzes, worksheets, or extra credit opportunities, one would need to be present to receive credit. Students are responsible for all in class or 24 hour advance email announcements. While attendance points will not be given, more than two absences, or obvious non-participation during class, will result in a lower final letter grade. Snow – if SPASH is cancelled, check email for online assignment.

**STUDENTS WITH SPECIAL NEEDS** Any student needing special accommodations needs to contact the Office of Disability Services (715-346-3365) in the Student Services Center. Those students documented as eligible will be appropriately accommodated. If anyone has any concerns about passing this course, please feel free to see me.

The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Drop in room LRC 018 or call (715) 346-3568 for an appointment.

**COMMON COURTESY** Cell phones/electronics need to be turned off during class. Usage may result in a lower “course” final grade. Use theatre voices.

**HONESTY CODE** Academic honesty will be regulated according to the University of Wisconsin - Stevens Point Communal Bill of Rights and Responsibilities (Chapter UWSP 14). All violations will be reported, no exceptions.

**ASSIGNMENTS:**

A number of assignments are included in this course to facilitate participation, skill development, and reflective learning. For example, assignments may include keeping a daily reflective journal, writing article critiques and reviews of professional journal articles, self-studies evaluating your own interpersonal skills and progress in acquiring necessary skills for helping professions, other activities and assignments as assigned.

The most important assignments will consist of recording and transcribing, verbatim, your part of the conversation (as the helper). You will then code each of your responses with the appropriate helping skills that you have learned in class. You will complete three of these during the term.

Assignments will be announced in class and completed in class or at home, depending on the nature of the project. Late assignments will lose 10% for each day late beginning immediately at the time/day due.

**PROFESSIONAL DEVELOPMENT** As a unit in the College of Professional Studies, we are to prepare students for the professional world. A primary method for connecting students with their profession is by encouraging membership and active participation in the professional organizations central to the field of family studies. Thus, 50 points of professional development in this course will be earned by any combination of the following activities:

Points Action

20 Current membership in a National/State organization (e.g. AAFCS/NCFR)

20 Participation in National Conference, or previous (if not during current semester)

15 Participation in State Conference/Meeting (e.g. WAFCS/MCFR/WFCE) or most recent

15 Serve in an officer position (e.g. SPAFCS, UCFR, WAFCS, AAFCS, NCFR)

5 Membership in local student chapter (e.g. SPAFCS/UCFR)

5 Participation in professional organization sponsored activities or service projects

5 Participation in professional org. sponsored development and training (e.g. CEU Cert.)

5 Participation in regular Student Organization meetings (e.g. SPAFCS, UCFR)

Use the form at the end of this syllabus to track your Professional Development activities. Prior approval is required for activities not clearly falling within the above-identified organizations.

**GRADUATE COURSE CREDIT** Graduate credit is only available to students who have graduated with a Bachelors degree. Graduate students will be expected to participate in all activities, including a research project, with the exception that graduate work will be expected to use primary literature sources for their work. See instructor to discuss the scope and focus of your individual graduate level research project for this class.

**GRADING:**

There are no exams in this course. There may be quizzes for any assigned readings. Almost all grading will come from assignments completed both in and out of class. Assignments vary in complexity, with corresponding point values. For example, keeping track of the number of times that you accurately reflected feeling during conversations you had out of class may be worth about 5 points, while transcribing a verbatim copy of a 15 minute tape recorded interaction, accompanied by a 3 page self-evaluation report will be worth about 25 points. Students final course grades will be derived from the following categories:

Three self-evaluations of helping relationship skills – 75 points

Daily activities – 160 points

Professional Development – 50 points

Other – 100 points (Approximately)

Final course grades assigned as follows:

A - 90% or more of all possible points

B - 80 – 89% of all possible points

C - 70 – 79% of all possible points

D - 60 – 69% of all possible points

F – Less than 60% of all possible points

Professional Development Activities Summary

Briefly summarize your professional development activities for the semester below. The **date** should be the date of the activity so some items will not include a date (i.e.-membership in AAFCS or NCFR or WICFR). The **event/activity** is simply that (i.e.-UCFR or SPAFCS meeting). If the activity is from outside of our department or state/national group dealing with our department more information may be needed, such as a brief explanation of what the group or activity is. In the **points earned** column put the number of points this activity is worth. Include a total at the bottom. **Contact person and information** should be included for activities that I am not involved in. The last column is to indicate if **supporting information** for this activity is attached, indicate with a “yes” or “no”. Whenever possible include supporting information such as copies of membership cards or certificates of participation in trainings. Turn in this page by our scheduled Final Exam time, with a 1 page summary outlining the specific ways in which your involvement informed your personal AND professional life.

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| Date | Event/Activity | Points Earned | Contact Person and Information\*  | Supporting InformationIncluded?  |
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\*Include contact name if activity is not an AAFCS, UCFR, WICFR, WAFCS, SPAFCS, NCFR, NWI, SAND activity. Include contact information if the contact person is outside of HPHD department.