

PRINCIPLES OF HELPING RELATIONSHIPS

Psychology - 227 - Spring 2009

Instructor: Dr. Diane M. Moyer

COURSE OBJECTIVES AND DESCRIPTION:

The primary goal of this course is to enhance each student's ability to establish and maintain effective interpersonal relationships. The course content will be, at least in part, directed by the interests and desires of the participants. Some topics to be covered include developing and maintaining trust, expressing feelings verbally and nonverbally, helpful listening and responding, and resolving conflicts. The course will primarily be experiential.

As you go through this course you'll be asked to participate in skill building exercises and practice activities. Improving your interpersonal competence is an exciting and exhilarating experience, but in doing so it is often helpful to remember the stages of skill learning. Don't worry if you feel awkward the first time you implement a skill. Perseverance and practice lead to confidence and competence.

- **Attendance:** Students are responsible for all reading assignments and material covered in class. Because the class is experiential in nature, attendance is extremely important. Every 30 minutes of a class that is missed will result in an automatic deduction of a letter grade. For example, if your letter grade computes as an A- and you missed 30 minutes of a class, your final letter grade will be reported as a B+. If your letter grade computes as a B+ and you missed 2 hours of a class, your final letter grade will be reported as a C.
- **Administrative Details:** Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first day of class. Students with disabilities who wish to request accommodations should contact the Advising Center.
- **Classroom Protocol:** All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

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- **Honor Code:** Students are expected to abide by the Cedar Crest College Honor Code. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedures.
- **Plagiarism:** If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.
- **Cheating:** Bear in mind that allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.
- **Office Hours:** My office is located in Curtis, Room 123. If you would like to meet with me, I will be happy to make an appointment. My phone number is 610-606-4666, ext. 3425. I am looking forward to meeting and talking with you this semester. My email address is: dmmoyer@cedarcrest.edu.
- **Email Policy:** I will not discuss official business (e.g., coursework, course grades, academic advising, etc.) via email unless you use your Cedar Crest email address. This is for the protection of your privacy.

PAPERS: You will have a paper due each week of class. These papers will be short (three page/typed) papers about articles that will be distributed in class. Don't let the length of the paper lead you to underestimate the time it will take to write these papers. Students have said in the past that they took a lot of thought and rewriting. You will have freedom to go in the direction you want with these papers. You are writing these papers for yourself, not for me. Regardless of the direction you chose, each assignment will increase your awareness of the interactions that take place in a helping relationship. These papers will be read by your peers and the professor. You will be asked to give feedback to the papers you read and comment on the feedback you receive about your paper.

CLASS ATTENDANCE AND PARTICIPATION: Attendance is important and absences, late arrivals or early departures, will lower your grade. You cannot participate if you are not in class nor will you benefit from the experiential learning that takes place. There will be many in-class exercises that will require your participation. Since this is an accelerated class, if you have to miss class for any reason, you may want to consider taking it at another time.

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GRADES: You will do a self-evaluation at the end of the semester on your efforts put forth in the exercises, papers, class attendance, and class participation. In this self-evaluation, you will assign yourself a grade and explain your reasoning. Students have reported that this class was very rewarding at the same time they admit they put in a great amount of effort for that reward. I challenge you to commit yourself to the learning process and if you do so, you will find the reward. After reviewing your self-evaluations, I will review your efforts and progress throughout the course and will assign you a grade. The average of the two grades will be calculated to equal your final grade.

REQUIRED TEXTS:

1. Brammer, L. & MacDonald, G. (2005). The Helping Relationship: Process and Skills. 8th ed., Allyn & Bacon, Publishers: Boston.
2. Johnson, D. (2005). Reaching Out: Interpersonal Effectiveness and Self-Actualization. Allyn & Bacon, Publishers: Boston.
3. Workbook (will be handed out in class)

| Date | Topic | Reading |
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| 1-30-09 Friday (6:00-9:00 p.m.) | Introduction Helping: What Does It Mean Importance of Interpersonal Skills | Johnson, Ch.1 Brammer, Ch.1 |
| 1-31-09 Saturday (9:00-4:00 p.m.) | Self-Disclosure Developing and Maintaining Trust Increasing Communication Skills | Johnson, Ch. 2 Johnson, Ch. 3 Johnson, Ch. 4 |
| 02-01-09 Sunday (9:00-4:00 p.m.) | Paper #1 1. How I Practice 2. How I Teach 3. Case About Ruth Expressing Your Feelings Verbally & Nonverbally Anger, Stress & Managing Feelings | Johnson, Ch. 5, 6 Brammer, Ch. 4 Johnson, Ch. 9 |
| 02-06-09 Friday (6:00-9:00 p.m.) | Helping Skills for Loss & Crisis Death & Bereavement Suicide | Bammer, Ch. 5 Workbook Workbook |
| 02-07-09 Saturday (9:00-5:00 p.m.) | Resolving Interpersonal Conflicts | Johnson, Ch. 8 |
| 02-08-09 Sunday (9:00-3:30) | Paper #2 1. Family & Divorce 2. Death and Bereavement 3. Suicide Exercise Course Evaluations Self Evaluation Due | |
| Feb. 13, 14, 15 | Alternate dates if needed due to unforeseen circumstances. | |

