

B. Description of Class Assignments

1. Class preparation and participation (25% = 125 pts)

In this class, students will develop both knowledge and skills concerning effective communication used by human service professionals. To develop this knowledge and skill base, in-class participation is vital. Students are expected to actively engage in all class activities. Before each class period, students are responsible for completing the pre-class reading/assignments. These completed assignments should be brought to class and may be collected. They will be used for quizzes, discussions, and class activities.

2. Three reflection papers (30% = 150 pts)

Throughout the semester, students will develop knowledge and skills related to intrapersonal and interpersonal skills necessary for effective helping. Both in class and out of class, students will complete reflection exercises. Students will review all reflection assignments and synthesize their learning into 3 reflection papers. An in-depth description of the paper assignments, including the grading rubric, will be provided to students.

3. Three tests (35% = 175 pts)

Each of the three tests may contain both objective and subjective questions. The first test will be worth 45 pts. The second will be worth 60 pts, and the final exam will be worth 70 pts. Each test will assess course content that students obtain from readings and content covered during class time.

4. Group Presentation (10% = 50 pts)

To provide evidence that students have learned effective communication skills, they will design and present a role-play of poor vs. effective communication. An in-depth description of the assignment, including the grading rubric will be provided to students.

Class Schedule Outline

Class	Date	Topic	Assignment Due
✓	1/16	Introduction to class Helping relationships: characteristics of a helper	
✓	1/18	Helping relationships: characteristics of a helper	Syllabus & Parsons ch. 1 Supplemental materials 1, 2, & 3
✓	1/23	Helping relationships: coaching Self-awareness: experiential learning & emotional intelligence	Thomson ch. 1 Thomson ch. 2
✓	1/25	Self-awareness (self as student): learning- metacognition & neuroscience	Supplemental materials 4, 5, 6, & 7
✓	1/30	Self-awareness (self as student): learning styles & multiple intelligences	Supplemental materials 8, 9, 10, 11, & 12
✓	2/1	Self-awareness (consistent self): personality w/c	Thomson ch. 3 Supplemental material 13
✓	2/6	Self-awareness (social self): belongingness & conflict in interpersonal relationships (including helping)	Thomson ch. 6 Supplemental material 14
⑧	2/8	Burn out prevention Self development and self care including goals and time management and burn out prevention plan	Supplemental materials 15 & 16 & Parsons Ch. 11 (pages 166-173)
9	2/13	Reflection: self-awareness and self development	Supplemental materials 17 & 18
10	2/15 55?	Integration of helping relationships & self-awareness topics: Class discussion day	Supplemental material 19; Review all material 1/18-2/13 Rough draft: reflection paper #1
11	2/20	Test 1	Test preparation

Happy Birthday

Supplement #1:
Overview of Semester Concepts

Keep

Concepts	Definition	Application/ questions to be answered this semester.
Self awareness	Knowledge of 1) who you are; 2) what is important to you; 3) your gifts and limitations; and 4) values/beliefs that guide your decisions/actions.	Primary focus of semester.
Motivation	Reasons for your desires, decisions, and behaviors.	What is your motivation for being a helper?
Beliefs, values, & biases	<p><u>Beliefs</u>= ideas a person believes are true. These involve various aspects of the world (moral, spiritual, social, political, economic, etc.)</p> <p>*Examples of categories of beliefs: communication; work; money; God/spirituality; politics; emotions; the role of the individual vs. the role of the community; and family (gender roles, elders, ancestors, child rearing, marriage, etc.).</p> <p><u>Values</u>= principles that guide a person's life; informed by a person's beliefs</p> <p><u>Bias</u>= a tendency to prefer one thing over other things. This can involve multiple areas including food, daily activities, people, etc.</p>	<p>What are your beliefs, values, and biases?</p> <p>How do your beliefs, values, and biases intersect with the helping relationship?</p> <p>How do your beliefs, values, and biases change over the course of the semester?</p>
Cultural framework and worldview	"A mental framework through which individuals and groups view the nature of reality, the nature and purpose of human life, and the laws governing human relationships" (International Education for Peace)	<p>What are your cultural beliefs?</p> <p>What is your cultural identity?</p> <p>How does your culture intersect with the helping relationship?</p>
Facilitative values & attitudes	Characteristics that helpers possess. These are essential for effective helping relationships.	What do you believe about human nature, human change, the helping relationship, and the role of the helper?
Emotional objectivity & regulation	The ability of the helper to identify his/her emotions and then to distinguish between his/her emotional needs and responses and the helpee's emotional responses.	<p>What is emotional intelligence?</p> <p>Where are you strong in the areas of emotional intelligence?</p> <p>What are your areas for growth?</p>
Investigative approach	The process of using information, questions, and hypotheses to help others.	<p>In what ways do you use the investigative approach for self-awareness specific to the experiential learning process?</p> <p>In what ways do you use the investigative approach when you are the helper?</p>
Striving for competence	Ongoing development of knowledge and skills for effective helping.	In what ways have you grown this semester and in what ways do you hope to continue to grow?

Concepts	Definition	Application/ questions to be answered this semester.
Experiential learning cycle	A reflective cycle that increases knowledge and competence. Involves experience → reflection → making sense of → performing differently → experience	What is the process for understanding your experiences? How can you use new knowledge of your experiences to perform differently in future experiences?
Intrapersonal skills	Skills for understanding self. These include: self awareness, the GROW model, experiential learning cycle, emotional intelligence, neuroscience, learning styles, multiple intelligences, personality, self development, and self care.	Who are you as a student? Who are you/who do you want to be as a helper? Who are you in my interpersonal relationships? How do you make changes for growth? How do you protect yourself from burn-out?
Interpersonal communication skills	Skills for understanding interactions with others. These involve: belongingness, conflict styles, conflict resolution, theories of helping, and effective interpersonal communication.	What knowledge and skills do you need to be effective in interpersonal relationships? What knowledge and skills do helpers need to be effective interpersonal communicators?

Describe a time you gave or received HELP
Bullet Points 3-4 Sentences

1-16-18

- A Lawyer "helped" me in court
 - A Police Officer "helped" me confess
 - A Priest "helped" me understand the difference between Jesus and Santa Claus.
- (Help isn't always Helpful)
- I've Helped numerous people learn to THINK for themselves. To observe and consider how they process information.
 - I've Helped countless people learn how to look words up to define what they don't quite understand.
 - I've Helped a number of people learn more about the technology of communication, understanding the reality of different points of view, and the value of admiration.

The questions on the Reading Guide our small group considered: (Sans Text)

"Helping may be perfectly natural, but is NOT done perfectly, naturally", (?) indicates that there must be a Science of helping. (!)

"What is helping"? Assistance. To give or receive aid.

"What does it mean to be a helper"? "What do you do/say/feel"?

I ask of course, if the person would like some help. Humbly I express interest and help them identify what the problem is. Patiently I express interest and help them consider solution options. Then I validate their reality and suggest and refer.

"What do you expect from people that you help"? Interest and willingness to understand and apply effort to help - themselves.

"What is my degree of responsibility, control, authority and power in a helping relationship"? To the degree that I can establish communication and help identify the problem(s) and help them consider solutions, my responsibility is merely the power of persuasion to help them understand and have the confidence to help themselves.

"What should you NOT do as a helper"? You should not disable the helpee by not allowing them to participate in the process of identifying the problem/options, etc.

1-18-18

Impression of 1-16-18 class/Instructor:

It was so very chaotic, crowded and late to begin class that my aggravation was only ^{exacerbated} compounded with missing syllabus and text books. to hope it will be

But then today, with a few less unruly students, I watch the adept Control and Communication establishing the Reality we can all expect.

I'm excited to see what I will discover in this class — which I'm going into as Pure Research, since I've no Career Plans in HS with a release date of 2040, or so.

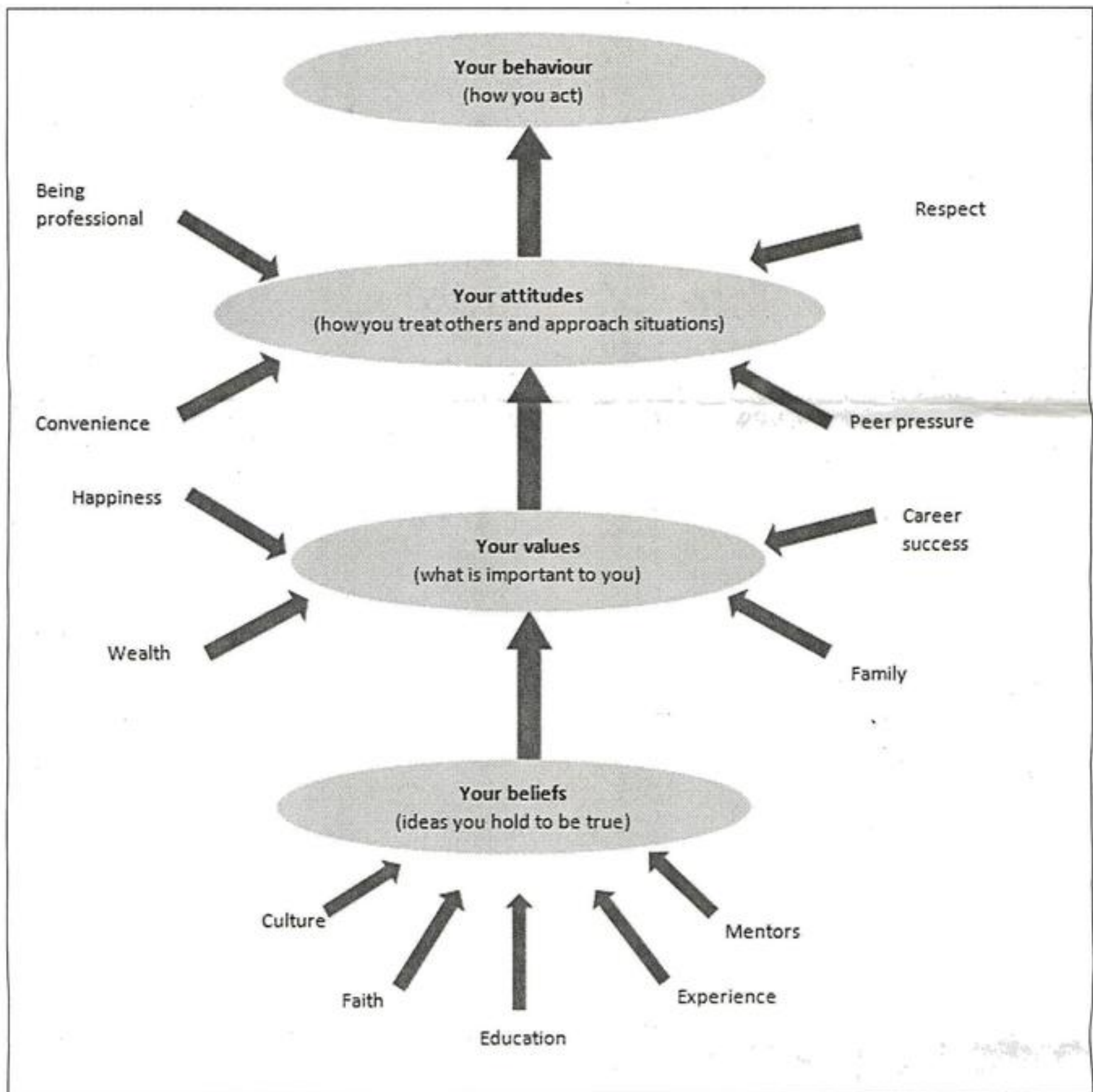
Never the less Doctor Jones, feel free to call on me anytime for my point of view — or to demonstrate what ever it is you need.

↓
Thank
you
for
letting
me
know.

Supplement #2

Relationship between Beliefs, Values, Attitudes, and Behavior

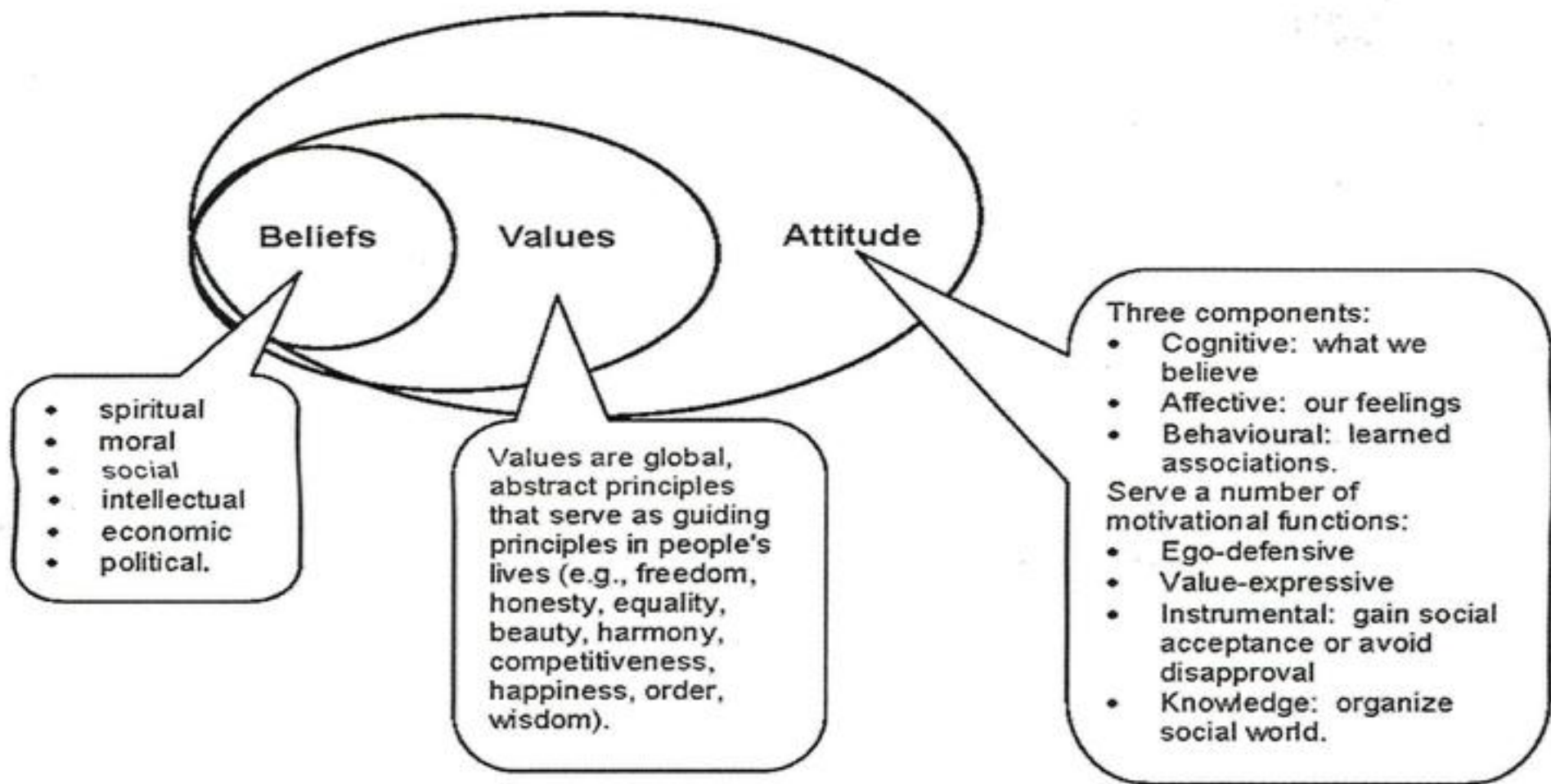
Retrieved from <http://www.iaa.govt.nz/ethics-toolkit/personal.asp>



Supplement #3

Relationship between Beliefs, Values, and Attitudes

Retrieved from http://www2.bakersfieldcollege.edu/jgiertz/many_beliefs_form_values_which_s.htm



Some answers attached to
Reading guide #3 for class #3

Name- Goehler



Reading Guide due Class Period 2: The helping relationship- characteristics of a helper

Directions: In preparation for the class discussions, please complete the following before the 2nd class.

Read the syllabus

1. Be familiar with the following: the course description, learning outcomes, class preparation requirements, attendance policies, submission of assignments, academic integrity, and the semester assignments. After reading the syllabus, briefly describe your thoughts and feelings about the class.

I have requisite INTEREST in the proposed Learning Outcomes, having been diagnosed with Borderline Personality Disorder — and having discovered my Dismissive Attachment and Autonomous Attachment liabilities in the Helping field, I'm ready!

2. What 1-2 questions do you have for clarification? If you have no questions, feel free to make comments.

In re: Reflection Paper(s) - Rough drafts (5pts) — are these attached to final paper? And what's the difference of Rough and Final drafts? Perhaps you have this info in print which I may study, or is this "Assignment Directions" on page 7 (First Reflection Paper) answer everything here?

Read Parsons book chapter 1 and Supplement #1, Overview of Semester Concepts.

1. Skim the first chapter in the Parsons book and read Supplement #1, Overview of Semester Concepts.

- A. Look over the entire chapter 1 as well as the supplemental materials for this reading guide. Using 1-2 sentences, describe what you will be learning in the reading for this reading guide.

It appears that I will be learning about ME, in my capacity as Helper. I will also be learning the range of helping potential, and applying this knowledge in various exercises in the book.

2. Read pages 1-6.

- A. Explain the following: "Helping may be perfectly natural, but it is NOT done perfectly, naturally" (p. 1).

Helping requires skill and sensitivity. Helping is both an art and a science, vide pg. 13: "the helper is called on to absorb all the data presented and then assist in assessing the info and develop a course of action." Communication skills are paramount! Ever striving for Competence, vide pg. 16.

- B. *Personal reflection: Complete exercise 1-1. The questions for exercise 1.1 are listed below.

1. *What is helping? This is meant to be your view, NOT the book's view.

Assisting - Assessing - Encouraging - Enabling others to become self-sufficient in handling problems

2. *What does it mean to be a helper? What do you do/say/feel when you are or have helped other people?

I feel capable (competent) of engaging Communication (i.e. Interest + Attention) to elicit realities involved for consideration to ward the helpee's self-determined goals.

3. *What do you expect from people that you help?

Interest and Willingness to communicate realities (Beliefs, Values, Attitudes), and Effort to Understand their decisions are Their Decisions.

4. *What is your view of your degree of responsibility, control, authority, and power in a helping relationship?

My responsibility is merely the Power of persuasion. I simply must be competent and artfully apply communication skills for the helpee to realize habilitation.

5. *What do you feel you should NOT do as a helper? Directing what they should do - and in general, sharing one's own perspective and opinion.

C. Helping: a special kind of interpersonal relationship (p. 3 & 4).

1. What is helping? A relationship that focuses on assisting the helpee become more aware of the component parts of their "problem", the resources available, and the direction they determine to take. Helping is a process. Interpersonal and Responsive Exchange.

2. What is the difference between a helper and a helpee? Giver/Receiver.
One seeking help / One willing and CAPABLE of giving help.

- *Give an example of a time you've been a helper. What did you like or not like about the experience?

Helping where there's Interest in Learning is a phenomenal relationship (Teacher/Student) vis-a-vis, offering to help a know it all with 1/c control issues - requires strategy.

- *Give an example of a time you've been a helpee. What did you like or not like about the experience?

Receiving "Help" from any professional helper who utilize Latin tech. terms (Lawyers, Doctors, Priests, et al), has never been a pleasant experience for me. These know it alls prefer to do it all - for the greater good - sans concept.

3. Explain the role of advice giving, directing, and giving one's opinion when someone is helping. This is the Know it all who is giving their own perspective and opinion, and is counter productive in the development of personal habilitation of the helpee. That is to say it is the 'role' of a dis-abler/an ineffective helper.

4. Describe the role of the relationship in helping. One person interacts with another in such a way to facilitate the other persons action toward some specific outcome.

3. Pages 5-10

A. Explain how self-awareness relates to becoming an effective helper. Being aware of one's own Motivations, biases, and cultural views, permits one to put them aside while focusing entirely upon the helpee, unbiased by personal point of views.

B. In light of the fact that helpers need to be aware of their motivation if they are going to be effective helpers, explain the following "It is important for the effective helper to engage in an ongoing process of self-reflection and clarification of his/her own needs, values, and motives as he/she engages in the helping process" (p. 6).

The Helper need be focused entirely upon assisting the Helpee become more aware of their own point of view of their needs, values and concerns. The Helpers ongoing self assessment permits interaction to focus entirely upon the helpee points of view.

Good additional info on paper

C. Define and explain how each of the following relates to becoming an effective helper: (*NOTE- the supplement #1, *Overview of Semester Concepts*, may also be useful in answering the questions).

1. Define biases. A tendency to prefer one thing over other things.
An inclination of temperament or outlook, esp.: a personal and sometimes unreasonable judgement: PREJUDICE

2. *What are your feelings and thoughts about the following: "Many professional helpers present themselves as totally objective, totally value-free. Such is not the case" (p. 7). Professionals do have values they objectify upon clients - expecting To Be effective toward the "best interest" of ... well, any number of others, i.e. Societal "norms" / worldviews.

3. Define cultural framework and worldview. A mental framework through which individuals and groups view the nature of reality, the nature and purpose of human life, and the laws governing human relationships.

4. Explain the meaning of the following: "The effective helper appreciates that his/her view of life, and more specifically his/her view of a helpee and a helpee's problem, is highly influenced by his/her own world or cultural viewpoint" (p. 10). A life is influenced by its Understanding. A self-aware Helper is able to put aside personal points of view which may be contrary to the Helpee's, and grant the helpee their Being-ness - influenced as it may be by their own view (Understanding) of life. The effect helper Understands the helpee and employs culturally sensitive approaches to the helping process.

4. Pages 11-end of chapter

A. Facilitative attitudes and values (read page 11 including exercise 1-6).

1. Define facilitative attitudes Character-istics that helpers possess. → I can see this as a viable definition. go further though
2. *Complete exercise 1-6 (p. 11) by checking the appropriate box below. Begin by thinking of your interactions with other people. Then check the box that corresponds to the degree in which you demonstrate the facilitative attitude in your interactions with others.

Facilitative attitude	Need Improvement	Acceptable	Superior
1. Co-equality	✓		
2. Flexibility		✓	
3. Respect for others		✓	
4. Genuineness			✓
5. Openness			✓
6. Focus on person rather than product	✓		
7. Acceptance of another's values/perspectives	✓		
8. Able to see situations from another's viewpoint		✓	
9. Interest and willingness to grow			✓✓
10. Patience		✓	

B. Define the investigative approach to helping.

The process of using information, questions and hypotheses to help others. In this role, the effective helper is open to all info and is flexible in speculating about cause and course of action.

5. Look over supplement #1, *Relationship between Beliefs, Values, Attitudes, and Behavior*, on page 3 in the supplemental materials. Describe the relationships between beliefs, values, attitudes, and behavior.

Beliefs = ideas a person believes are true (moral, spiritual, social, political, economic, etc).

Values = principles that guide a person's life; informed by a person's beliefs.

Bias = a tendency to prefer one thing over other things.

6. Look over supplement #2 which is also titled *Relationship between Beliefs, Values, Attitudes, and Behavior* on page 5 in the supplemental materials. As you look over it, notice how it is different than and similar to supplement #1. Describe the similarities and differences between this supplement (#2) and supplement #1.

Similarities: include definition - elaborated as they may be.

Differences: include the additional descriptive/categorical examples/associations.

It appears on p. 6 that Beliefs and Values are within the Attitude sphere.
cf. p. 5: ATTITUDES: how you treat others and approach situations
[lit. aptitude fr. 4-fitness] 4a: a mental position with regard to a fact or state.

7. *Do not leave this blank. If you understand everything you read, you should still have questions you are wondering about as it relates to the reading. What 1-2 questions do you have for clarification or extension of the reading you completed in this reading guide? If you do not have any questions, feel free to make comments about your thoughts or opinions regarding the reading and how it applies to your life.

Typo's noted above referencing Supplement page #5 add unnecessary confusion. I expect since I can't dock any points from your grade we will just credit my account for correcting those errors, okay?

↓
they were
not typos,
I wanted
you to
look at #2 &
then compare
it to #3...
I am unclear
about your
comment

Reading Guide due Class Period 3: The helping relationship (coaching) & Self-Awareness (experiential learning & emotional regulation/intelligence)

Directions: In preparation for the class discussions, please complete the following before the 3rd class.

x4

Read Thomson Ch. 1

1. Look through chapter 1. What will you learn about in this chapter?

The experiential learning cycle in Coaching. Awareness + Responsibility = Value of Performance. The G.R.O.W. assessment,

2. Pages 1-2

A. Define coaching.

Directive vs. non-Directive. The former Observes and Directs ^{well said} whereas the latter Observes and asks questions to elicit self-determined Awareness + Responsibility to ^{ward} Performance.

B. What does the author mean by the term "non-directive coaching"?

Coaching is a relationship of rapport and trust in which the coach uses their ability to listen: to ask questions and to play back what the other communicates in order to help them clarify what matters to them.

C. List the 3 conversational skills that the author suggests should be used in coaching?

- listening to understand the individual's point of view
- asking questions that help the person think for themselves
- Playing back what the individual has said both verbally and non-verbally.

3. Pages 2-3

A. Explain the following: awareness + responsibility = performance. This equation conveys a method to help people become more aware of what they need to do and how to do it - and to encourage them to take responsibility for actions.

B. *The author suggests that you, as the reader, may find the content of the book helpful in raising your awareness.

The author then invites you to respond based on your increased awareness. What are your thoughts about this?

Knowledge is Power. Our Awareness depends on one's ability to Observe. Performance depends on one's Intention TO BE Responsible for their own zone of influence. It is not enough to Know - one must DO!

4. Pages 3-4

A. One way you may respond to the content of the book is using the G(goal), R (reality), O (options), and W (will) model. What is the purpose of the GROW model?

A framework to structure conversation that enables another person to think through their situation and come up with a plan of action.

B. *Read through the questions in Exercise 1.1. How might you use any or all aspects of the GROW model in your own life?

Determining my Purpose (G) in any given activity I truly believe is achievable. I'm able to assess the (R) resources available and the (O) alternative plans to achieve the Goal. Will, of course, determines to put all the above into motion. Will. I. Am.

5. Page 5- The experiential learning cycle

A. What is the purpose of the experiential learning cycle?

to impinge upon life and then make sense of what works vs doesn't work, and then impinge again. Survive or Succumb.

This answer is about the GROW model but should be about the experiential learning cycle
Name: Goehler
B. Draw the experiential learning cycle (figure 1.1). Beside each of the 4 parts of the cycle, write a definition. NOTE- there is not a clear definition of each in the book, but by reading the book, you should be able to come up with a definition.

Experience: Live with Purpose (G)
Reflection: Determine what has been (R) the effect, and what (O) else might be done to help forward the (G) purpose. Then the (W) self-determination to perform differently what you've made sense of from the experience.

C. *Briefly explain a time in your life when you completed the experiential learning cycle. Thinking that the Muslim chaplain was there to help facilitate religions, I'd soon learned otherwise. Therefore the new reality required me to apply strategy of accountability to leverage his resistance with will and intelligence — in order to realize my ambition to develop a Scientology Study Group here.

6. Page 6 & 7

A. What is feedback?

Another's point of view describing the effect and/or indicating what to do differently. Or individually by assessing my own performance (Reflection) to determine (Options) from what I've made sense of.

B. NOTE- the end of this reading guide will provide you an opportunity to practice giving yourself feedback

✓ Read Chapter 2 in the Thomson book

1. Look through chapter 2. What will you learn about in this chapter?

The Key aspects of Emotional Intelligence (EI).
- Understanding and Managing self/relating effectively to others.
Empathy / relationship management.

2. Read pages 9 – 13 and define the following:

A. Emotional intelligence

Self Awareness/identifying emotions/Empathy
Awareness & Responsibility Self Management

B. Self-awareness

Knowledge of 1) who you are; 2) what is important to you; 3) your gifts & limitations; 4) Values/beliefs that guides your decisions & actions.

C. Empathy

Awareness of others emotions & perceptions, & Understanding other people.

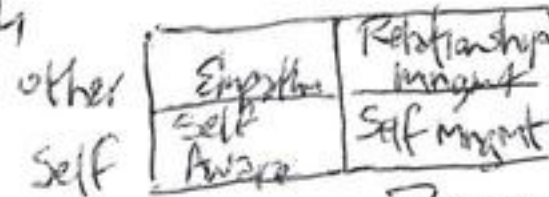
D. Self-management

Responsibility to respond appropriately/skillfully - control what's done with emotions.

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E. Relationship management

Knowing how to respond/acknowledge another person responsibly and successfully



3. Draw and provide a brief explanation of Figure 2.1

The Framework of EI starts with self awareness. Awareness. Responsibility. Know Thyself - Knowing yourself permits understanding others and the corresponding responsibilities to self & relationship management.

***NOTE- you will return to Exercise 2.1 later in this portion of the reading guide.

Read over the emotions chart on the last page of this reading guide. Notice the 6 emotions in the center of the diagram as well as the emotions on each of the outer rings. Then, use the emotions chart to complete Exercise 2.1 on page 12 in the Thomson book. The questions for Exercise 2.1 are listed below.

1. *Which emotions do you freely allow yourself to feel?

POWERFUL of course

2. *Which emotions do you find it difficult to acknowledge in yourself?

MAD

3. *Which emotions do you readily accept in others?

JOYFUL

4. *Which emotions do you find it difficult to accept in others? How do you respond when you notice these emotions?

SAD

I respond with Interest to Communicate and relieve or provoke them.

Connecting Parsons Ch. 1 with Thomson Ch. 1 & 2: List & explain 3 ways that the information in Thomson ch. 1 & 2 connect to the information you read in Parsons ch. 1 from the last reading guide.

1. Self Awareness

2. Self Regulation

3. Capacity to HELP



Name- Goehler

Feedback Continued (this question refers to information you read at the end of chapter 1). Think about your performance in this class so far this semester. This includes your involvement during class discussions, your reading of the class materials, and your completion of the 1st and 2nd reading guides. Answer the following questions from the middle of page 7 to evaluate your performance in this class so far this semester.

1. *What did I do well in that situation (the situation is your work in this class so far this semester)?

I tried to pay attention

2. *What did I do less well?

I got agitated at the disorder — initially (first class)

3. *On a scale of -10, how do I rate my performance?

5

4. *What will I do differently in class and on future reading guides?

PRODUCE more feedback / DEMONSTRATE knowledge.

5. *What have I learnt?

Its all about ME

*Do not leave this blank. If you understand everything you read, you should still have questions you are wondering about as it relates to the reading. What 1-2 questions do you have for clarification or extension of the reading you completed in this reading guide, which covered chapter 1 & 2 in the Thomson book? If you do not have any questions, feel free to make comments about your thoughts or opinions regarding the reading and how it applies to your life.

Dude! The Emotion Chart is AWESOME! The symmetry of corresponding gradients of emotion is beautifully orchestrated.

I like it too.

Name- Goehler

