Course Number & Name: SOC 111 Helper Theory

Credit Hours: 3.0  Contact Hours: 3.0  Lecture: 3.0  Lab: N/A  Other: N/A

Prerequisites: Grades of “C” or better in ENG 096 and RDG 096 or placement

Co-requisites: None  Concurrent Courses: None

Course Outline Revision Date: Fall 2010

Course Description: This course examines ways in which the helping professions intervene in individual, group, community, and societal processes with the goal of improving social functioning.

Course Goals: Upon successful completion of this course, students should be able to do the following:
1. demonstrate knowledge of a problem-management-and-opportunity-development framework of the helping process;
2. apply a problem-solving approach to the helping process;
3. describe the various types of human service agencies that provide service to clients; and
4. demonstrate cultural competence when working with diverse client populations.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate knowledge of a problem-management-and-opportunity-development-framework of the helping process:
   1.1 identify problem-solving theories in the helping process;
   1.2 define what ‘helping’ means and explain the history of helping;
   1.3 compare the various skilled professionals and paraprofessionals in the helping profession;
   1.4 explain the goals of the helping process; and
   1.5 identify values (ethics) that lay the foundation of the helping relationship between the client and the helper
Measurable Course Performance Objectives (MPOs) (continued):

2. Apply a problem-solving approach to the helping process:
   2.1 identify stages of the problem-solving process and apply these stages to the helping process with clients;
   2.2 demonstrate knowledge of communication skills (e.g., active listening, responding with empathy, checking understanding, summarizing, challenging, negotiating, visibly tuning in, probing, etc.) and apply these skills in the therapeutic dialogue; and
   2.3 explain assessment techniques and apply these techniques in the helping process

3. Describe the various types of human service agencies that provide service to clients:
   3.1 identify social, financial, and health-related agencies, which service clients in the local community; and
   3.2 compare the various types of community resources and service delivery systems at the local, state, and federal level

4. Demonstrate cultural competence when working with diverse client populations:
   4.1 discuss the different cultural and social groups; and
   4.2 describe the uniqueness of groups, the social problems of specific groups, and the hardships of different populations; and
   4.3 apply helping strategies and techniques when working with diverse client populations

Methods of Instruction: Instruction will consist of lectures, videos/CDs, guest lecturers, group projects, field trips, class discussions, and oral presentations.

Outcomes Assessment: Exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate theme papers for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

Course Requirements: All students are required to:
1. Maintain regular attendance.
2. Complete assigned homework and theme papers on time.
3. Take part in class discussions.
4. Take all exams as scheduled.
5. Read the textbook sections and handouts as assigned.
Methods of Evaluation: Final course grades will be computed as follows:

<table>
<thead>
<tr>
<th>Grading Components</th>
<th>% of final course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance and class participation</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.</td>
<td></td>
</tr>
<tr>
<td>• Theme Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Theme papers are 3 – 5 pages typed in which students may write on diversity, a movie, an article in a scholarly journal or another article related to course material.</td>
<td></td>
</tr>
<tr>
<td>• Examinations</td>
<td>60%</td>
</tr>
<tr>
<td>The number of examinations and dates will be specified by the instructor. Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.</td>
<td></td>
</tr>
</tbody>
</table>

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, Lifeline, for more specific information about the College’s Code of Conduct and attendance requirements.

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to Helping:</strong> History of helping and different kinds of mental health professionals; motivations for being a helper and their influence in entering the helping profession</td>
</tr>
<tr>
<td>2</td>
<td><strong>Values/Ethics in the Helping Profession:</strong> Define values and ethics; ethical standards for helpers in various professions; educational requirements for helpers and membership requirements for professional associations; exploration of societal, family, individual, and group values; professional ethics of mental health professionals</td>
</tr>
<tr>
<td>3</td>
<td><strong>Problem-Solving Theoretical Model:</strong> Problem solving and opportunity development approach – stages and tasks of the helping model applied to the therapeutic dialogue</td>
</tr>
<tr>
<td>4</td>
<td><strong>Therapeutic Dialogue:</strong> Communication Skills are active listening, visibly tuning in, responding with empathy, probing, summarizing, understanding, challenging, negotiating, etc.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Human Service Agency Providers:</strong> Services given at various community agencies, which provide intervention for clients with social problems; the role of helpers at the agencies</td>
</tr>
<tr>
<td>6</td>
<td><strong>Diverse Client Populations:</strong> Helper’s response to different cultural and social groups (cultural competence)</td>
</tr>
</tbody>
</table>

**NOTE:** In SOC 111, the instructor must cover the 6 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest. Lastly, the instructor has the right to change or modify to a reasonable extent the course outline during the semester.