Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL:  
- LAW  
- MSB  
- CAS  
- CPA

CONTACT NAME: Tiffaney Parkmen  
PHONE: X6127

DEPARTMENT/DIVISION: School of Health and Human Services  
DATE PREPARED: 3/16/11

PROPOSED SEMESTER OF IMPLEMENTATION:  
- fall  
- spring  
YEAR: 2012

TYPE OF ACTION:  
- add (new)  
- deactivate  
- modify  
- other

LEVEL OF ACTION:  
- noncredit  
- undergraduate  
- graduate  
- other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

- COURSE ACTIONS
  - Original Subject Code/Course Number: HSER 200
  - Original Course Title: Models of Effective Helping

- PROGRAM ACTIONS
  - Original Program Title:
  - Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):
  - COURSE ACTIONS
    1. Experimental Course  
    2. Course Title  
    3. Course Credits  
    4. Course Number  
    5. Course Level  
    6. Pre-and Co-Requisite  
    7. Course Description  
    8. New Course  
    9. Deactivate Course  
    22. Other
  - PROGRAM ACTIONS
    10. Program Requirements  
    11a. Undergraduate Specialization (24 credits or fewer)  
    11b. Master's Specialization (12 credits or fewer)  
    11c. Doctoral Specialization (18 credits or fewer)  
    12. Minor (add or delete)  
    13. Closed Site Program  
    14. Program Suspension  
    15. Program Reactivation  
    16a. Certificate Program (UG/G) exclusively within existing degree program  
    16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)  
    17. Off-Campus Delivery of Existing Programs  
    18a. Undergraduate Concentration (exceeds 24 credits)  
    18b. Master's Concentration (exceeds 12 credits)  
    18c. Doctoral Concentration (exceeds 18 credits)  
    19. Program Title Change  
    20. Program Termination  
    21. New Degree Program  
    22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (O)  
- course definition document (P)  
- full five-page MHEC proposal (Q)
- financial tables (MHEC) (R)  
- other documents as may be required by MHEC/USM (S)  
- other (T)

Summer 2010
**IMPACT REVIEW** (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>a. Library</td>
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<td>□ no impact</td>
<td>□ impact statement attached</td>
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<tr>
<td>b. OTS</td>
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<td>□ no impact</td>
<td>□ impact statement attached</td>
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<td>c. University Relations</td>
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<td>d. Admissions</td>
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<td>e. Records</td>
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<td>□ impact statement attached</td>
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**APPROVAL SEQUENCE** (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>John J. Callahan, Sr. P</td>
<td>8/24</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td></td>
<td>10/10/11</td>
</tr>
<tr>
<td>D. Dean</td>
<td></td>
<td>11/19/11</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
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<td>F. University Council (Chair)^1</td>
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<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td>Beverly Schnelle</td>
<td>12/05/2011</td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
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<tr>
<td>I. Board of Regents (notification only)</td>
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<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
<td></td>
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<tr>
<td>K. MHEC (notification only)</td>
<td></td>
<td></td>
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<tr>
<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
<td></td>
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^1 University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
SCHOOL: ○ LAW  ○ MSB  ○ CAS  ○ CPA

CONTACT NAME: Tiffany Parkmen    PHONE: X6127

DEPARTMENT/DIVISION: School of Health and Human Services

DATE PREPARED: 3/16/11

PROPOSED SEMESTER OF IMPLEMENTATION: ☑ fall  ☐ spring

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

☐ COURSE ACTIONS

Original Subject Code/Course Number: HSER 200

Original Course Title: Models of Effective Helping

☐ PROGRAM ACTIONS

Original Program Title:

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

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For changes to existing courses:

OLD TITLE

NEW TITLE

SUBJECT CODE/COURSE NO.  CREDITS

SUBJECT CODE/COURSE NO.  CREDITS
The addition of a new Human Services Administration course: HSER 200 Models of Effective Helping

The rationale for the addition of HSER 200 Models of Effective Helping is to:
• Fulfill and expand the current curriculum of the Human Service Administration Program
• To expand the current course program to accommodate the increasing numbers of first and second year students
• To contribute to the foundational skills required to be successful in the Human Service Administration field
1. DATE PREPARED
3-16-11

2. PREPARED BY
Tiffaney Parkman

3. DEPARTMENT/DIVISION
School of Health and Human Services

4. COURSE NUMBER(S) with SUBJECT CODE(S)
HSER 200

5. COURSE TITLE
Models of Effective Helping

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
This course provides the student with an overview of contemporary theories and techniques of the helping relationship. Basic communication skills (such as active listening, responding and interviewing skills) for building helping relationships are developed. Professional and ethical issues in the helping profession as it relates to Human Services will all be investigated.

8. PREREQUISITES
None

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
This course will be used in the curriculum as a major foundational requirement.

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)
N/A

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean’s office if you are unsure of the correct entry)
Summer 2010
12. FACULTY QUALIFIED TO TEACH COURSE

Bridal Pearson; Tiffaney Parkmen

13. CONTENT OUTLINE

The course will focus on the following broad topics:
- Values
- Empathy
- Theories of helping
- Interviewing skills
- Ethics in Helping
- Helping diverse populations

14. LEARNING GOALS

The students will be able to:
- Examine their motivations for wanting to become a helper
- Identify characteristics of an effective helper
- Explore their attitudes and beliefs about helping
- Identify and apply the seven helping skills
- Recognize the steps in problem solving and decision making models
- Explore theories of helping

15. ASSESSMENT STRATEGIES

Students will be required to:
- Take 1-2 exams over the course of the semester to test their knowledge and grasp of the subject matter
- Write one (3-4 page) essay describing and applying a theoretical model of helping based on a perceived or real life situation

Monitor their progression through the course materials by creating a journal where they reflect on the topic for week by detailing their strengths and weaknesses and struggles with the topic matter.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)


Essentials of Skilled Helping, Gerard Egan, 2006

17. SPECIAL GRADING OPTIONS (if applicable)

N/A

18. SUGGESTED CLASS SIZE

Summer 2010