COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student’s preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine to twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
Course No. & Title: HUSV201 WB2, Intro to Counseling
Semester and Term: Summer 2015
Day and Dates: Thursdays, 6/11/15–7/9/15
Time: 6:00 pm – 10:00 pm
Campus Location: Waterbury, Connecticut

Instructor: Marcus A. Stallworth, LMSW
Contact Number: (203) 568-5662
E-mail Address: mstallwo@bridgeport.edu

Required Text:
Corey Schneider, Marianne & Corey, Gerald, Becoming A Helper (7th Edition)
ISBN# 9781305085091
To order textbooks, go to the bookstore website at ubcampusstore.com

Learning Objectives:

- Students will discern their reasons for opting for a career in the helping profession.
- Students will learn ways to determine if their attitudes and conduct promote effective or ineffective helpers.
- Students will be introduced to therapy models that promote greater understanding of human behavior.
- Students will learn specific skills that will begin to make them more at ease and competent in the client–counselor relationship.
- Students will learn how to deal with their own personal beliefs and value systems and learn how to separate them within the therapeutic relationship.
Grading Process:

1. **Class participation and attendance is MANDATORY**
   Additionally, in order to reap the value of any class, **on time attendance** is essential. However, attendance without participation is fruitless. Signs of an effective class is when students and professor question/reflect/and challenge. **20%**

CHAPTER QUESTIONS: (20%)

2. At the end of each chapter there is a section called "what will you do now?" You may select one of the recommended suggestions from each assigned chapter and answer them. Your responses should demonstrate that you have a clear understanding of the reading and also illustrate how this information impacts you on a personal/ professional level. **For example: For week one you would pick one from Chapter One and one from Chapter 2.**

3. **Weekly Assignments**

   **Five journal entries are required: 20%**

   For the next five weeks, you will keep track of your anger/ emotions. It would be helpful to purchase a small notebook, and when you feel the emotion surfacing, you can take “note”. What are your thoughts? Who/What is making you angry? What is your “anger style”? Do you scream…stuff…blame…distract yourself…grit your teeth…pound a wall? What follows this emotional response? Relief…helplessness…guilt…revenge… anxiety…etc. Please note that your journal entry should be hand written and in your own words. Each entry will be kept confidential.

4. **Clinical Interviews:** 10%

   Client/Counselor dialogs. Instructions will be given in class.

5. **Final Exam** TBD 30%

   **Please note:** Throughout the course we will have guest speakers by community providers to offer additional education and learning opportunities. These dates will be discussed in further detail during the first week of class.

   It is the expectation that students do the assigned reading **prior** to coming to class. An Outlined description of the next Five weeks is listed below:
**Week One:**
Are the Helping Professions for You? (Chapter 1)
Helper, Know Thyself (Chapter 2)

- Be prepared to discuss the content of the assigned readings.
- Review Focus Questions and be prepared to present your positions individually or in a group setting.
- Pick one of the recommendations from the "What will you do now" section from each assigned Chapter and write about them.
- Group Activity

**Week Two:**
Knowing and Managing Your Values (Chapter 3)
Understanding Diversity (Chapter 4)

- Be prepared to discuss the Focus Questions and present your positions in a group setting.
- Pick one of the recommendations from the "What will you do now" section from each assigned Chapter and write about them identifying the steps you would use to address these issues. Outline how your values and understanding of diversity will be a factor.

**Week 3:**
Common Concerns of Beginning Helpers (Chapter 5)
The Helping Process (Chapter 6)

- Be prepared to discuss the Focus Questions and present your positions in a group setting.
- Pick one of the recommendations from the "What will you do now" section from each assigned Chapter and write about them.
Group Assignment: Role Play Activity

**Week 4:**
Theory Applied to Practice (Chapter 7)
Ethical and Legal Issues Facing Helpers (Chapter 8)

Be prepared to discuss the Focus Questions and present your positions in a group setting.

Evaluate the Social Work Code of Ethics and pick at least one guideline that is outdated or should be revised.

**Week 5:**
Working with Groups (Chapter 11)
Stress, Burnout, and Self-Care (Chapter 13).

**Final Exam - To be determined**
Letter Grading Scale

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<tr>
<th>Score Range</th>
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<tr>
<td>95-100</td>
<td>A</td>
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<td>90-94</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>60-62</td>
<td>D-</td>
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<tr>
<td>59-below</td>
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Class Participation
* To earn points in this area you must attend class and actively participate.
* Students who attend class late, or leave early will earn pro-rated points.

Class Attendance
* Missing one class session (5 or 8 week term) will drop the final grade by one letter grade. (See Attendance Policy below)
  Example: An earned “A” in the course will become a “B” as the final grade.

ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:
- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- Missing two or more class sessions will cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.
Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate
cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.
Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the
If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

### IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
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### CAMPUS CONTACT INFORMATION

<table>
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<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>
To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.