HUSV 305 RB8W2, Group Interaction 2015 FALL
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-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:    HUSV 305 RB8W2, Group Interaction
Semester and Term:    FALL 2015
Day and Dates:      Wednesdays , 10/21/2015 – 12/16/2015 (No class on 11/25/2015)
Time:  6pm – 9pm
Campus Location: Stamford

Course Description:
Strategies and Techniques of Group Interaction
Students become aware of strategies and techniques of group interaction as they relate to behavioral outcomes. Different theoretical models will be offered and opportunities will be given to demonstrate the effectiveness of specific approaches to unique populations.
Prerequisite Courses: HUSV 201 or HUSV 203
Course Code: HS, PSY-PE, HSM, DM-HPR, HSM

Instructor & contact information: Carol Piscitelli
Email: cpiscite@bridgeport.edu
Cell: (203) 912-7119

To order textbooks, go to the bookstore website at  ubcampusstore.com

Learning Outcomes:
Upon completion of this course the student should be able to:

- Identify and discuss different types of groups.
- How to organize and develop a group.
- Identify content and process as they relate to group work.
- Recognize stages of group development.
- Demonstrate the use of feedback for group process evaluation.
- Gain insight into the group process and group member “roles”.
- Increase awareness of how personal values, bias’s and beliefs influence his/her role in groups.
- Understand ethical issues involved in-group work.
First Assignment Prior to the First Class (10/21/15):

1. Read and be prepared to discuss in class Chapters 1 and 2 from your textbook.

2. Read the Attitude Questionnaire on Group Leadership and the Self-Assessment of Group Leadership Skills on Pages 50-56 of your textbook.

3. Reaction Essay #1 (10 Points) – Write a reaction essay (minimum 2 pages in length) incorporating responses to the following questions:
   a. What skills for leading a group do you already possess?
   b. What specific skills do you need to acquire or improve?
   c. When you think of designing and leading groups, what major potential problem do you anticipate you will encounter and how might you deal with this challenge?
   d. What specific knowledge and skills do you most need to acquire to enhance your effectiveness when working with group members who are culturally different from you?

Assignments:

Paper Format for Reaction Essays:

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2-3 pages or 650-1200 words
- Typed using 1” margins; double-spaced; and 12 point font (Times New Roman generally preferred)
- Include: Your Name; Course Name; Instructor’s Name; Title of Paper; and Date
- Works Cited: Required if quoting or citing information from sources outside of the textbook. Use quotation marks to indicate material cited from sources.

Introductory Paragraph:

- Introduce the presentation of your topic.
- Very brief summary of the topic.
- Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate, etc.

Organizing Ideas, Opinions, and Viewpoints:

- Thesis statement forms the basis of the paper
- Decide on a few key ideas that express your thesis statement
- Each of these key ideas can become their own paragraphs
- Develop your ideas in each paragraph by using examples, giving details, and using material from the source.
- The use of the first person “I” is generally not appropriate for academic essays, it is appropriate for a reaction essay since it is your personal response.
Body of the Paper:
• Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.
• While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the textbook, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

Concluding Paragraph:
• Reiteration of your thesis statement and summary of your arguments or points.
• Conclude.

Attendance and Participation (20 Points) – Requirements for attendance and participation are as follows:
– It is expected that students will attend each session, be on time, and stay for the entire length of the class.
– It is expected that the student will read the required reading assignments and be prepared to actively participate in classroom discussions and group activities.
– Individual personal experiences and opinions are likely to be expressed during the class. It is important for students to respect each other’s views and to maintain confidentiality. In this way, a safe and supportive learning environment is maintained.

Reaction Essays (2 Essays – 10 points each – total 20 points) – Two essays responding to questions related to the textbook reading. The questions and due dates are listed in the Description of Weekly Sessions below.

A reaction essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, etc. It is not a research paper and investigation into other sources is not necessary. Some questions you might ask yourself in writing the reaction essay are as follows:
- What are your feelings about this topic?
- How did the textbook reading impact your views of the topic?
- How did the textbook reading reinforce ideas and beliefs you already had about the topic or expose you to ideas unknown to you?

Canvas Discussion Questions – (30 Points – 3 questions/10 points each) - Three Discussion Questions will be posted to Canvas during the course. The dates they will be posted to Canvas and the due dates for student responses are listed in the Description of Weekly Sessions shown below. Requirements for responding to the Discussion Questions are as follows:
- The instructor will post a discussion question to Canvas by 11:00 p.m. on Wednesday one week prior to the response due date (the following Wednesday).
- Each student will be required to post a response to the instructor’s question.
- Each student will be required to respond to at least one of their classmates’ responses. All responses must be posted by 9:00 a.m. the following Wednesday.
- Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting.
- Late discussion postings will not be accepted.

Group Proposal – (30 Points) – Write a narrative essay (minimum 3 pages) describing your proposal for developing and leading a group. The proposal should include the following:

1. What do you want most to occur in your group?
2. What is the focus of your group?
3. What characteristics would people need to have to be included (population served)?
4. What factors would you need to consider in serving culturally diverse members?
5. What is the length of the group and will it be a closed group or an open group?
6. Do you foresee leading the group alone or having a co-leader and if you have a co-leader, describe the characteristics you would like in a co-leader?
7. What is your theoretical orientation in leading the group and will you use one theory or an integrated approach?
8. Develop a one-paragraph description of the group for marketing purposes.
9. Develop your informed consent and confidentiality procedures and attach it to your narrative essay.
10. What procedures and techniques would you use in your group?
11. What evaluation methods would you use to determine the effectiveness of your approaches?
Description of Weekly Sessions:

NOTE: For full credit, the reaction essays are due on the dates listed below. Two points will be deducted each day the assignment is late. Late Canvas Discussion Question responses (after the due date listed below) will not be accepted. The Group Proposal is due the final class.

<table>
<thead>
<tr>
<th>Session Dates</th>
<th>Session Topics</th>
<th>Assignments</th>
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| Week 1 - 10/21/15 | Chapter 1 – Introduction to Group Work  
Chapter 2 – The Group Counselor | 1. Read and be prepared to discuss in class Chapters 1 and 2 from your textbook.  
2. Read the Attitude Questionnaire on Group Leadership and the Self-Assessment of Group Leadership Skills on Pages 50-56 of your textbook.  
3. Reaction Essay #1 (10 Points) – Write a paper (minimum 2 pages in length) incorporating your responses to the following questions:  
a. What skills for leading a group do you already possess?  
b. What specific skills do you need to acquire or improve?  
c. When you think of designing and leading groups, what major potential problem do you anticipate you will encounter and how might you deal with this challenge?  
d. What specific knowledge and skills do you most need to acquire to enhance your effectiveness when working with group members who are culturally different from you?  
4. Instructor will post Discussion Question #1 (10 points) to Canvas by 11:00 p.m. today. |
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<tr>
<th>Week</th>
<th>Chapters</th>
<th>Instructions</th>
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| Week 2 | Chapter 3 – Ethical and Legal Issues in Group Counseling  
Chapter 10 – Groups in School Settings  
Chapter 11 – Groups in Community Settings | 1. Read and be prepared to discuss in class Chapters 3, 10, and 11 from your textbook.  
2. Student responses to Canvass Discussion Question #1 must be posted by 9:00 a.m. today.  
3. Provide instructor with the type of group you will be using for your Group Proposal. |
| Week 3 | Chapter 4 – Theories and Techniques of Group Counseling  
Chapter 5 – Forming a Group | 1. Read and be prepared to discuss in class Chapters 4 and 5 from your textbook.  
2. Reaction Essay #2 (10 points) – Write a reaction essay (minimum 2 pages) incorporating your responses to the following questions:  
a. What theoretical orientation will guide you in designing and leading a group?  
b. What attracts to you to this theory?  
c. What are your developmental needs with respect to this theory and how might you develop your skill base? |
| Week 4 | Chapter 6 – Initial Stage of a Group | 1. Read and be prepared to discuss in class Chapter 6.  
2. Instructor will post Discussion Question #2 (10 points) to Canvas by 11:00 p.m. today. |
| Week 5 | Chapter 7 – Transition Stage of a Group | 1. Read and be prepared to discuss in class Chapter 7.  
2. Student responses to Canvas Discussion Question #2 must be posted by 9:00 a.m. today.  
3. Instructor will post Discussion Question #3 (10 Points) to Canvas by 11:00 p.m. today. |
| Week 6 | Chapter 8 – Working Stage of a Group | 1. Read and be prepared to discuss in class Chapter 8.  
2. Student responses to Canvas Discussion Question #3 must be posted by 9:00 a.m. today. |
Week 7 – 12/9/15  |  Chapter – 9 – Final Stage of a Group  
Week 8 – 12/16/15  |  Group Proposal Presentations

1. Read and be prepared to discuss Chapter 9.

1. Each student will present their group proposal to the class.
2. Narrative essay describing the group proposal is due.

Grading Criteria:
Attendance and Participation: 20%
Reaction Essays – 20 %
Canvas Discussion Questions – 30%
Group Proposal – 30%

Letter Grading Scale:

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<th>Letter Grade</th>
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<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
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<tr>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<td>83-80</td>
<td>B-</td>
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<td>79-77</td>
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<tr>
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<td>63-60</td>
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<td>Below 60</td>
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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 be 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: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.
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](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](http://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](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](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](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/](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 WebAdvisor menu on the right. 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](http://www.bridgeport.edu/library).
- Stamford – Room D; Check open hours at: [http://www.bridgeport.edu/stamford](http://www.bridgeport.edu/stamford)
- Waterbury – Computer Lab; Check open hours at: [http://www.bridgeport.edu/waterbury](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](http://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>
</tr>
</tbody>
</table>

**CAMPUS CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<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 Bridgeport, 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 Bridgeport, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
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**Directions to IDEAL Campus locations** [http://www.bridgeport.edu/pages/2260.asp](http://www.bridgeport.edu/pages/2260.asp)
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.