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 of 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 201 ID2, Intro. To Counseling  
Semester and Term: Spring 2015  
Day and Dates: Wednesdays, 2/18/15 – 3/18/15  
Time: 6pm – 10pm  
Campus Location: Bridgeport

Course Description:
This course focuses on skills, theories and techniques of the helping profession. The importance of helpers knowing themselves is crucial in the helping field. An integrated, experiential component designed for self-exploration and increased understanding of self is explored through family of origin work.  
Prerequisite Courses: None  
Course Code: GER-C, HS, PSY-PE, HSM, DM-HPR

Instructor & contact information: Nancy Berkowitz  
Email: nkovacs@bridgeport.edu  
Cell: 203-218-3760

Required Textbook:  
Brooks/Cole/Thomsom

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/  
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

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

- 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.
ASSIGNMENTS:

1. **First Assignment Prior to the First Class (due Wednesday, February 18, 2015):**
   Read and be prepared to discuss in class Chapters 1, 2, and 3, from the text, *Becoming a Helper.*
   **Reflection Paper #1 due (see below for criteria):**

   Based on the information presented by the authors in the above chapters of the textbook, *Becoming a Helper,* write a reflection paper articulating your pre-course views about counseling, your motives for becoming a counselor, self-exploration of themes in your life, your values as they relate to the role of being a counselor, insights you gained from reading the three chapters, and what gaps you identify in your knowledge base about counseling.

   This paper will represent 10% of the student’s final grade.

   **Format and Mechanics (25 out of 100 points):** It is expected that this paper will be a minimum of **three pages in length,** be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

   **Reflections (75 out of 100 points):** It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters as well as outside sources; provide a critical assessment of the opinions communicated by the authors; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

   **Punctuality:** 10 points will be deducted for each week that papers are submitted past the due date.

   **Citing Resource Information:** Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0.”

1. **Assignment #2 due Wednesday, February 25, 2015:**
   Read and be prepared to discuss in class Chapters 4, 5, and 6, from the text, *Becoming a Helper.*
   **Reflection Paper #2 due (see criteria below):**
   Begin research on selecting a social service agency for the Agency Interview due March 18.
Write a reflection paper articulating insights you gained from the above chapters about understanding diversity, your concerns about becoming a helper, your views about the helping process, and any input you have concerning issues discussed in the first class.

This paper will represent 10% of the student’s grade.

Format and Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of three pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): It is expected that the student will articulate their insights and opinions and demonstrate a sophisticated understanding of the issues; able to draw out additional implications from the text chapters as well as outside sources; provide a critical assessment of the opinions communicated by the authors; originality of thought in expression and defense of their own views; and identify biases and find personal meaning in the readings and issues discussed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0.”

2. Assignment #3 due Wednesday, March 4, 2015:
Read and be prepared to discuss in class Chapters 7, 8, and 9, from the text, Becoming a Helper.
Continue research on a social service agency for the Agency Interview due March 18.

3. Assignment #4 due Wednesday, March 11, 2015:
Read and be prepared to discuss in class Chapters 10, 11, and 12, from the text, Becoming a Helper.

Self-Assessment Paper due: Assess and evaluate your abilities to become a proficient counselor in the context of your values, behaviors, and belief systems (see criteria below).

This paper will represent 30% of the student’s grade.

Format and Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of four pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be
organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Reflections (75 out of 100 points): Throughout this course you will have spent time participating in your own self-exploration in regards to your personal ideals and motivations to becoming a helper. This paper should examine your reaction(s) to material covered thus far, your interpretation of the dynamics of counseling, and include a theory of practice which is of interest to you, and the reason(s) you feel it is meaningful for you. Feel free to discuss self-doubts and fears. You can reference in-class discussions and activities, refer to the text, or use outside sources as needed.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0.”

4. Assignment #5 due Wednesday, March 18, 2015:
Read and prepared to discuss in class Chapters 13 and 14, from the text, Becoming a Helper.

Agency Interview Paper and In-class Presentation due: You will select a social service agency that you are interested in, and interview an employee to discover what interests, skills, and education are needed for such a position. This paper should include the type of service provided, organizational structure, client’s response to treatment, managing boundary issues, and challenges that may exist in this particular profession.

This paper will represent 40% of the student’s final grade.

Format and Mechanics (25 out of 100 points): It is expected that this paper will be a minimum of five pages in length, be typed utilizing 11 or 12 pt. font, have 1” margins, and be properly labeled with student’s name, date, and assignment name. It should be organized with an introductory paragraph, a summary of your reflections and a summary of your conclusions. This paper should be written in full, complete sentences and grammatically correct and properly punctuated.

Agency Interview (60 out of 100 points): It is expected that the student will demonstrate an accurate understanding of how the selected agency operates, from the client, to the helper, to supervision. To be included in the paper should be additional implications drawn from the textbook, prior lectures, class discussions, group activities, and other outside reading. The student will identify insights gained from the interview, and
how these insights will help them in their work in the human service field or other areas of their lives.

In-class Presentation (15 out of 100 points) Student will make a 10 minute oral presentation highlighting key points from the Agency Interview the last evening of class. Power Point may be used if you choose.

Punctuality: 10 points will be deducted for each week that papers are submitted past the due date.

Citing Resource Information: Utilization of APA format for in-text citations and attached reference list, even when citing facts and commentary from the textbooks. Failure to do so will result in a “0.”

Grading Criteria:

<table>
<thead>
<tr>
<th>Attendance and participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper #1</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Paper #2</td>
<td>10%</td>
</tr>
<tr>
<td>Self-assessment Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Agency Interview Paper and Oral Presentation</td>
<td>40%</td>
</tr>
</tbody>
</table>

Letter Grading Scale:

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

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: 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 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 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.
- 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>
</tr>
</thead>
<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:bursar@bridgeport.edu">bursar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:cashier@bridgeport.edu">cashier@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</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Bridgeport, CT 06604</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Stamford, CT 06750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
<tr>
<td></td>
<td>Waterbury, CT 06705</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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](http://www.fafsa.ed.gov). The school code for the University of Bridgeport is 001416.

Federal Student Aid Information: 1-800-433-3243