



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 350 ID3, Human Service Seminar

Semester and Term: Spring 2013

Day and Dates: Mondays, 3/24/14 – 4/21/14

Time: 6pm – 10pm

Campus Location: Bridgeport

Course Description:

This seminar course is designed as a culminating experience incorporating primary readings and case studies. Students will have an opportunity to explore and discern current issues and personal interests in the human service field.

Prerequisite Courses: HUSV 201 or 203 and Senior status

Course Code: HS, PSY-PE (Seniors Only), HSM, DM-HPR

Instructor & contact information:

Tracy Davis, MSW

Tda713@aol.com

tracyda@bridgeport.edu

Cell- 860-930-0118

Required Textbook:

The Color of Water, James McBride (1996). New York, NY: Riverhead Books.

ISBN: 1-57322-022

Tuesdays with Morrie, Mitch Albom (1997). New York, New York: Doubleday.

ISBN: 0-385-48451-8

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:

- Explore the complexities of human existence and relationships in our contemporary world.
- Discover the psychological and emotional resiliency of human nature and relationships. Explore diversity and common experience.
- Explore loss and grief issues from a variety of perspectives and experiences.
- Gain insight of and integrate personal life experiences to be better equipped in assisting others in the human services field

First Assignment Prior to the First Class:

Reflection Paper – Due first class (March 24, 2014): Write a 4-page reflection paper that answers the question: What factors lead to resiliency in people? In responding to the question, compare and contrast your own experience with that of a famous person whom you admire or who has been a role model for you (i.e. politician, entertainer, spiritual leader, community leader author, etc.). Research what the literature says about the factors necessary to lead to resiliency and incorporate your findings into your paper developing a critical stance comparing the research findings with the experiences of yourself. What significant critical thinking questions occurred as a result of your research and what issues would you like to discuss with your classmates in connection with resiliency?

Assignments:

Reaction Papers – (2) 6-page reaction papers on the required readings. Papers should be double-spaced, properly labeled with student name and course name, references from the reading must be cited properly in the paper and a reference list should be attached.

Reaction Paper #1 (Due March 31, 2014): *The Color of Water* – Summarize the key points and themes of the book. Describe your reaction to the author and his family's experience. What insights did you gain from the book about diversity, identity, and family relations? How has your own identity and world view developed? How will the insights you gained from the book help you in your work in the human services field? What significant critical thinking questions occurred as a result of your research and what issues related to identity and diversity would you like to discuss with your classmates?

Reaction Paper #2 (Due April 14, 2014): *Tuesdays with Morrie* – . Summarize the key points and perspectives of the book. Describe your reaction to the author's/character's perspectives. How are these perspectives similar or different to your views? How does this book apply to your views about life and death? How will insights gained from this book be helpful to you in your work in the human services field? What significant critical thinking questions occurred as a result of your research and what issues related to loss and grief would you like to discuss with your classmates?

Case Study (Due April 21, 2014) – Select a person from your personal or professional life for the case study. Develop a list of questions to ask them assessing their experience with resiliency, what gives them meaning in life, their experience with diversity and identity development, their experience with loss and grieving, and their experience of relationships (i.e. significant others, family and friends). Write a 6-page narrative summary of your interview and assessment. Discuss how their experience compares or contrasts with your experience and the findings from the class readings and discussions with your classmates.

NOTE: In writing your papers it is important for you to show critical thinking in comparing the concepts and perspectives to your own personal belief system and experience as well as the ways you can use them in your work in human services.

Description of Weekly Sessions:

Session 1 – March 24, 2014:

- **REFLECTION PAPER DUE: What factors lead to resiliency in people?**
- **Introduction**
- **Course requirements**
- **Identifying resiliency and protective factors**
- **What gives people meaning in their lives?**

Session 2 – March 31, 2014

- **REACTION PAPER #1 DUE: *The Color of Water***
- **Exploring identity and appreciating diversity**
- **Exploring family relationships and father involvement**
- **Exploring world views and their effect on our work in human services**

Session 3 – April 7, 2014

- **Experiences of grief and loss**
- **Healing from loss**
- **Stages of grief and loss**

Session 4 – April 14, 2014

- **REACTION PAPER # 2 DUE: Tuesdays with Morrie's**
- **Relationships and their significance in people's lives**
- **Issues that impact relationships**
- **Support systems for clients and care givers**

Session 5 – April 21, 2014

- **CASE STUDY AND IN-CLASS PRESENTATION OF CASE STUDY DUE**
- **Care of self**
- **Moving forward in the human services field**

Please note that I reserve the right to change the syllabus.

Grading Criteria:

20 points Active participation in class discussions and group processes

20 points Reflection paper

30 points Reaction papers (15 points each)

30 points Case Study/ in class presentation

Letter Grading Scale:

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

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> 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

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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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.