

APPENDIX I—FRONT PAGE



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.



IDEAL~ Summer 2014

Human Services 201

Introduction to Counseling

PROFESSOR: Donna Phillips

Email: dphill@bridgeport.edu

Office: Dana Hall 248 For appointment call: 576-4171

COURSE MEETS: Saturdays , June 21, 28, July 5, 12, 19

Time: 9am – 1pm

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

REQUIRED TEXT: *Corey Schneider, Marianne & Corey, Gerald, Becoming A Helper (Monterey Ca. Brooks/Cole) 2007 (6th Edition)*
ISBN 13—978-0495812265

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.

OBJECTIVES:

1. Evaluate motivations for seeking a career in the helping profession.
2. Explore beliefs systems of effective and ineffective helpers.
3. Compare and contrast therapies models. {i.e. Freud, Erikson, Rogers, Ellis}
4. Demonstrate basic skills for effective clinical intervention.
5. Become more *self-conscious*

First Assignment Prior to the First Class:

Please read the entire syllabus. Also read the chapter assigned to each week before class meets. (see below)

Evaluation to Determine Final Grade:

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. Each class' hallmark is when students and professor question/reflect/and challenge. **20%**

2. Weekly Assignments

Five journal entries are required: 20%

For the next five weeks, you will keep track of your anger. 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 one full page (double-spaced)

****Five journals are due.**

Please submit only one journal per week including the first week of class.

FORMAT FOR JOURNAL ENTRY:

{Please type in each of these sections on every journal entry}

1. **WHAT HAPPENED** today that kept you from **HAPPINESS**? (Describe the event)
2. **WHO** did you allow to determine your emotional content at that time? (You do not have to use actual names if you not wish}
3. **HOW DID YOU HANDLE YOUR Emotion?** Describe what you did?
4. **WAS THERE A MORE POSITIVE WAY OF HANDLING YOUR EMOTIONAL CONTENT?**
5. **WOULD YOU LIKE TO COMMIT TO LIVING YOUR LIFE IN A MORE POSITIVE DIRECTION FROM THIS POINT FORWARD NO MATTER WHAT HAPPENS?** Discuss .

CHAPTER QUESTIONS

(20%)

There are 13 Chapters in your text. You are responsible for reading the entire text.

However, you will only report on ANY 8 chapters in the following manner:

1. Read the chapter and highlight important concepts. Select three quotes that you deem important. Type out each quote and write a well-developed paragraph for each quote..

OR

2. At the beginning of each chapter there are Focus Questions. You may select three questions and answer them but please note that you must include a quote from the chapter supporting your answer.
3. Please submit two chapters per week (including the first class).
4. Late assignments will not be accepted without serious reason-
5. NB# Times Roman/ 12 font /double spaced

3. Clinical Interviews: 10%

Client/Counselor dialogs. Instructions will be given in class

4. Final Exam 30%

OUTCOME ASSESSMENT:

1. Students will discern their reasons for opting for a career in the helping profession.
2. Students will learn ways to determine if their attitudes and conduct promote effective or ineffective helpers.
3. Students will be introduced to therapy models that promote greater understanding of human behavior.
4. Students will learn specific skills that will begin to make them more at ease and competent in the client –counselor relationship.

SCHEDULE OF CLASSES

*****Please read the chapter assigned to each week before class meets**

June 21

Topics include:

Are the Helping Professions for You? Motivations for becoming a helper will be explored. Qualities of an effective helper will be discussed. Learning to be assertive. Selecting a career will be examined. (Chapter 1-2)

June 28

Topics include: Family of Origin (Chapter 3)

Transference -Countertransference(Chapter 4)

July 5

Topics include: Life Transition (Erickson) (Chapter 3)

July 12

Topics include: Stages of the Helping Process . Practice the interview process. (Chapter 5,7,)

July 19

Topics include:

Continuing Interview Process .

Discuss sources of Stress for Helpers. Understanding Stress and Burnout.

(Chapter 13) Learn the challenge of retaining Vitality.

Final Exam

PPENDIX II—BACK PAGES

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

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.

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) 576-4472	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	finaid@bridgeport.edu
Grade & Fee Report	203) 576-4692	grade_fee@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**