

**IDEAL PROGRAM  
COURSE SYLLABUS  
ONLINE**

Dear Student,

Please read the following course syllabus carefully, especially the course expectations and activities. If you have any questions, please do not hesitate to communicate with the IDEAL 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 our 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 time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

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

1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. **If you do not participate during the first week of the course, you will be dropped one letter grade. If a student doesn't participate for two or more weeks a grade of "F" will be entered for a final grade.**
4. Login to your course a minimum of three times per week.
5. Complete all assignments to the best of your ability.
6. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
7. If you have any technical difficulties, you must contact the Office of Distance Education immediately at [ubonline@bridgeport.edu](mailto:ubonline@bridgeport.edu).

It is the student's responsibility to familiarize himself or herself with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook.

**E-mail correspondence**

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

**Have questions about taking an online course? Go to:**

"Instructions for Taking a UB Online Course"

[<http://www.bridgeport.edu/academics/online/yourfirstcourse.aspx>]

**Human Service Seminar: HUSV 350**  
**Professor: MaryAnn Gardner, MS. M.Ed. – BCP**  
**ONLINE- 8 Week Course**  
**Email: mgardner@bridgeport.edu**  
**10/21/13 – 12/9/13**

**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. 3 semester hours

**Instructor & contact information**

Prof. MaryAnn Gardner  
mgardner@bridgeport.edu

**No Textbook Required:**

I will be using professional material and articles from Human Service Agencies and professional development trainings.

**Welcome to HUSV 350 Human Service Seminar**

**Tips for Success in this course:**

Apply all readings/assignments to your own setting/goals. It is my hope and intention that you will transfer what you learn in class to your real life work experiences in your professional life.

Use critical thinking, i.e., provide support/evidence for your thinking and use the higher order thinking skills of analysis, synthesis (putting information together creatively), and evaluation, in your projects, papers, assignments, and class discussion questions.

Always check the due dates of your assignments! Be sure to submit all assignments on time.

Do not hesitate to ask questions! There is no question too small...and it is your responsibility to seek further clarification if you feel I have not been sufficiently clear.

If for any reason, you are having difficulties, I expect you to let me know as soon as a possible.

**As your instructor, I will make every attempt to...**

Provide positive guidance along the way regarding course content as well as assignment and project expectations.

Be fair in grading, provide constructive feedback and provide a quick turnaround in your grading.

I will do everything I can to encourage and support you.

The goal here is for you to gain the learning and knowledge you need to be successful in your pursuit of your degree and career path.

Should you have any questions or comments, please email me or ask me in class. I look forward to getting to know you and helping you to meet your goals for this course!  
Wishing you much success in gaining meaningful learning's and insights during our next 5 weeks together!

MaryAnn Gardner, MS. M.Ed. HS- BCP

**\*I reserve the right to make modifications to the syllabus and assignments should the need to arise.**

**Learning Outcomes:**

Upon completion of this course students will:

- Become familiar with the range of human service experiences that are available to those in the helping field.
- Learn ways to acknowledge and accept others' experiences with the goal of empathy, compassion, assistance, and counseling skills.
- Explore diversity and understand cultural beliefs and differences.
- Explore ramifications and of prejudice and discrimination.

**Grading Criteria:**

Thursdays - Due Dates	Assignment	Points
Week 1 10/21/13	2 Discussion Board Questions	10 points total (5 points each question )
Week 2 10/28/13	1 Discussion Board Question <b>Project 1</b>	(5 points each question) 10 points for project 1
Week 3 11/4/13	2 Discussion Board Questions	10 points total (5 points each question )
Week 4 11/11/13	1 Discussion Board Question <b>Project 2</b>	(5 points each question) 10 points for project 2
Week 5 11/18/13	2 Discussion Board Questions	10 points total (5 points each question )
Week 6 11/25/13	1 Discussion Board Question	(5 points each question)

**HUSV 350 Human Service Seminar 10/21/13- 12/9/13**  
**MaryAnn Gardner, MS. M.Ed. BCP**

		<b>Project 3</b>	<b>10 points for project 3</b>
Week 7	12/2/13	2 Discussion Board Questions	10 points total (5 points each )
Week 8	12/9/13	1 Discussion Board Question <b>Final Project</b>	(5 points each question) <b>Final Project 10 Points</b>
			<b>TOTAL 100 points</b>

**Description of Weekly Sessions: - All Assignments must be typed using APA format**

Thursdays - Dates	Topic	Assignments
<b>Week 1</b> <b>Unit 1</b> <b>Introductions</b>  <b>Goals For</b> <b>Human Service</b> <b>Professionals</b>	<b>Discussion Board Questions</b>  <b>Purpose/Plan and Vision for the Human Service field</b>  <b>Goal Action Plan</b>	<u><b>Discussion Board Question</b></u> 1. Introduce yourself and prepare a statement of why you are interested in working in the Human Service field.  2. Define one short term and one long term professional goal. Provide a brief outline of how you will attain these goals.
<b>Week 2</b> <b>Unit 2</b> <b>Cultural Competence</b>	<u><b>Project 1</b></u> <b>Cultural Competence:</b> Create an 8 slide Power Point Multicultural Diversity Info project on different cultures/races. Choose one culture/race to report on. Make sure you include, facts, photos and cite your sources.	<u><b>Discussion Board Question</b></u> 1. Imagine counseling someone from a cultural background dissimilar to yours. Apply a few of the guidelines for establishing cultural empathy, and explain how your work with the client will benefit from these practices. Provide an example.  2. Post your project on the discussion board. Give positive feedback to one other classmate regarding their project.
<b>Week 3</b> <b>Unit 3</b> <b>Crisis Intervention</b>		<u><b>Discussion Board Question</b></u> 1. Imagine the experience of someone with a family who has lost a job. What are the ways the loss might affect the person individually, and what are the ways the rest of the family might be affected?  2. A crisis can be an opportunity because the person can grow from the challenge of dealing with the precipitating event. Why?

<p><b>Week 4</b>  <b>Unit 4</b>  <b>Social Problems~</b>  <b>Social Justice</b></p>	<p><b><u>Project 2</u></b>  <b>Make sure you include photos, facts and cite your sources. You can create an 8 slide PowerPoint or a photo story video with music in the background and info on slides.</b></p> <p><b><u>Social Problems to Choose From ( choose 1 ) :</u></b></p> <ul style="list-style-type: none"> <li>• Alcoholism</li> <li>• Food and Drug Safety</li> <li>• Tax Reform</li> <li>• Church-State Separation</li> <li>• Global Warming</li> <li>• Birth Control</li> <li>• Abortion</li> <li>• Suicide</li> <li>• Drug Abuse</li> <li>• Capital Punishment</li> <li>• Media, Sex and Violence</li> <li>• Animal Rights</li> <li>• Homosexuality</li> <li>• Poverty</li> <li>• Women's Rights</li> <li>• Anti-Muslim Discrimination and Violence</li> <li>• World population</li> <li>• Same-sex marriage</li> <li>• Organ &amp; body donation</li> <li>• Human Rights</li> <li>• Environmental Pollution</li> <li>• Children's Rights</li> <li>• Corporate Downsizing</li> <li>• Defense Spending and Preparedness</li> <li>• Animal Rights</li> <li>• Euthanasia &amp; assisted suicide</li> <li>• Eating Disorders</li> <li>• Unemployment</li> </ul>	<p><b><u>Discussion Board Question</u></b></p> <p>1. Name a social problem that concerns you. If could change and bring progress to that social problem as a human service professional...what would you do to make a positive change?</p> <p>2. Post your project on the discussion board. Give positive feedback to one other classmate regarding their project.</p>

	<ul style="list-style-type: none"> <li>• Homelessness</li> <li>• Racial profiling</li> <li>• Welfare</li> <li>• Recycling and Conservation</li> <li>• HIV/AIDS</li> <li>• Civil Rights</li> <li>• Genetic Engineering</li> <li>• Consumer Debt and Bankruptcy</li> <li>• Obesity</li> <li>• Terrorism</li> <li>• Judicial Reform</li> <li>• Censorship</li> <li>• Violence</li> <li>• Academic Freedom</li> <li>• Gun Control</li> <li>• Gender issues</li> <li>• Environmental issues</li> <li>• Single Parenting</li> <li>• Child Labor</li> <li>• Immigration</li> <li>• Tobacco</li> <li>• Nuclear Proliferation</li> <li>• Ageism</li> <li>• Stress</li> <li>• Cancer</li> <li>• Prostitution</li> <li>• Gay Marriages</li> <li>• Education</li> <li>• Health Care Reform</li> <li>• Embryonic Stem Cell Research</li> <li>• Affirmative Action</li> </ul>	
<p><b>Week 5</b>  <b>Unit 5</b>  <b>Mental Health and Addiction Services</b></p>		<p><b><u>Discussion Board Question</u></b>  <b>1.</b> Describe 3 special issues related to working with adolescent drug users.   <b>2.</b> What are some issues you think should be considered when working with a person who is dually diagnosed—that is to say, a person who has both a mental health and a substance abuse</p>

		diagnosis?
<p><b>Week 6</b>  <b>Unit 6</b>  <b>The Human Service Profession</b></p>	<p><b>Project 3- Human Service Professional</b>  <b>Human Service Profession</b>                  Choose a Human Service Profession you are interested in and report on it. You must interview a person who has the title you are interested in for a career path. You must document the interview include a photo of what his occupation looks like and place it all in a PowerPoint presentation. <u>Find out as much information as you can about:</u>                  The job description- What exactly does this person do? Education required- College ...what type of degree and or continuing education? Salary Range and Benefits Agencies or organizations that this type of position is located in. Training required. Work schedule. Promotion levels. Ask how the person got started...what steps did they take? Why did they choose this profession? Ask them for their success stories. What are the challenges of the job? Would they have choose the same occupation if they had to do it over? What recommendations do they have for you?</p>	<p><b><u>Discussion Board Question</u></b></p> <p>1. Why do you think it is important to strive for high ethical standards in professional work? Provide an example to illustrate your thoughts.</p> <p>2. Post your project on the discussion board. Give positive feedback to one other classmate regarding their project.</p>
<p><b>Week 7</b>  <b>Unit 7</b>  <b>Counseling Special Populations</b></p>		<p><b><u>Discussion Board Question</u></b></p> <p>1. Discuss the personal qualities that contribute to the development of a “therapeutic-self.” What do you consider to be your own strong strengths and personal qualities that equip you to counsel effectively?</p> <p>2. Based on your own personal biases and experiences, what challenges might you face when counseling couples or families?</p>

<p><b>Week 8</b>  <b>Unit 8</b>  <b>Human Service Providers</b></p>	<p><b>Final Project</b>  <b>Create 10 slides on one of the following agencies: Write a full report on what this agency does.</b> You are a guest speaker from one of the agencies listed below. You have been invited to the University of Bridgeport to talk to the students in the Human Service Seminar Class. This must be an agency that is nearby or in an area where you live or intend to work.</p> <p>Criminal Justice  Mental Health  Wellness &amp; Prevention  Early Childhood Education  Domestic Violence  Sexual Assault  Prevention Programs  Child abuse  Addiction  Recovery  Basic Needs  Aging  Marriage &amp; Family  Department of Human Resource  Child &amp; Family Services  Hospitals  Community Action  Schools  Nursing Homes  Assisted Living  Youth Agencies  Special Needs Programs for children  Birth to three - Early Intervention Program</p>	<p><b><u>Discussion Board Question</u></b></p> <p>1. Imagine yourself in a Professional counseling role five years from now. Describe what you see as if you were a video camera recording a typical day in your professional life. What is the setting? Who are your co-workers and colleagues? What do you like and not like about what you are doing?</p> <p>2. Post your project on the discussion board. Give positive feedback to one other classmate regarding their project</p>

**Grading Criteria:**

**Grading Rubric for Discussion Postings**

	<b>5 (Excellent)</b>	<b>4 (Good)</b>	<b>3 (Fair)</b>	<b>2 (Poor)</b>
<b>Contribution to the Classroom</b>	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.
<b>Inspires Reply Postings from Other Students</b>	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	No effort is made to frame the discussion posting in such a way as to encourage others to reply.
<b>Demonstrated Understanding of the Discussion Board Question</b>	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.	Posting demonstrates very little understanding of the reading assignment.
<b>Grammar, Mechanics, Spelling, and Sentence Structure</b>	Posting is highly polished; no grammar or spelling errors.	Posting is polished; maximum of one grammar or spelling error.	Posting is adequate; maximum of two grammar or spelling errors.	Inadequate posting; more than two spelling or grammar errors.

**Grading Rubric for Projects**

	<b>A (Excellent)</b>	<b>B (Good)</b>	<b>C (Fair)</b>	<b>D ( Poor)</b>
<b>Comprehensive</b>	Project addresses all the required aspects of the assignment in an organized, coherent manner. All sources are cited.	Project addresses most of the required aspects of the assignment in an organized, coherent manner/ Some sources are cited	Project addresses some of the required aspects of the assignment but not in a completely organized, coherent manner. Few Sources cited.	Project does not address the required aspects of the assignment. Project is not organized and coherent. No sources cited.
<b>Supporting Details</b>	Project includes numerous photos , facts and is creative	Project includes some photos, facts and is somewhat creative.	Project includes a few photos, and facts	Project does not include an adequate number of photos, facts.
<b>Demonstrated Understanding of the Project</b>	Project demonstrates a thorough understanding of the assignment by synthesizing concepts from the research.	Project demonstrates a good understanding of the assignment by synthesizing concepts from research.	Project demonstrates some understanding of the assignment by synthesizing a few concepts from research.	Project demonstrates very little understanding of the assignment and does not attempt to synthesize concepts from research.
<b>Grammar, Mechanics, Spelling, and Sentence Structure</b>	Project is highly polished; no grammar or spelling errors.	Project is polished; maximum of one grammar or spelling error.	Project is adequate; maximum of two grammar or spelling errors.	Project is Not college level; Project has more than two spelling or grammar errors.

**Letter Grading Scale:**

<b>% of Points Earned</b>	<b>Letter Grade</b>	<b>% of Points Earned</b>	<b>Letter Grade</b>
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**

**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.

**Attendance Policy**

Course attendance, especially in an online course, is an integral part of the academic experience; therefore, students are expected to be participative in all course activities and discussions. If you do not participate during the first week of the course, you will reduce the final grade by one letter grade. If you cannot participate in all the course activities you should consider dropping the course.

**Drop Procedures**

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

**Starting Fall 2012**

- Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start date.....100% Tuition Refund
- Drop prior to the second week of the course.....75% Tuition Refund
- Drop prior to the third week of the course.....50% Tuition Refund
- Drop during/after the third week of the course.....0% Tuition Refund

**\*\*Please note students will not be automatically dropped for not participating during the first week. Lack of participation for one week will reduce the final grade by one letter grade. If you have to miss the first week of the online course, *you must contact your instructor* in writing before the first week. However, a grade reduction will apply.**

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 Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

### **Academic Dishonesty**

We are committed to intellectual integrity in our academic pursuits; therefore, 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 computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document 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 as well as in the library. 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 classes; 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](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://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. 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 your grades, access library services, access online tutoring, access the computers in 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 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. Information on Web Advisor is password protected and requires you to use your UBNet username and password. To access Web Advisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to Web Advisor will be restricted.

### Using the Library

You can access the library through the library’s website: <http://www.bridgeport.edu/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.

To access the online journals for research purposes, you will need a UBNet account (see above).

**IMPORTANT CONTACT INFORMATION**

<b>Office</b>	<b>Contact</b>	<b>Telephone</b>	<b>Email</b>
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.eud
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

**CAMPUS CONTACT INFORMATION**

<b>Campus</b>	<b>Address</b>	<b>Telephone</b>	<b>Email</b>
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
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	<a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a>
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

<b>Directions to IDEAL Campus locations</b>	<a href="http://www.bridgeport.edu/pages/2260.asp">http://www.bridgeport.edu/pages/2260.asp</a>
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**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****