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 Practicum 277
Semester and Term: Spring 2014
Meeting Day and Dates: Mondays, 1/13/14, 2/10/14 3/10/14 to 4/14/14
Time: 6pm to 10pm or 6pm to 8pm (refer to schedule below)
Campus Location: Bridgeport, Discovery room in the Library

Instructor & contact information: Practicum/ Internship Advisor: Professor Donna Miller M.S.***Phone:** (203) 520-5796
E-mail:** donnam@bridgeport.edu (Please write 'Practicum'** in the 'subject' line).

Class Sessions:
The Practicum class will meet four times during this semester: On Monday nights. Classes will be held on Mondays:

- 1/13/14 from **6 to 10**.
- 2/10/14 from **6 to 8**,
- 3/10/14 from **6 to 8** and
- 4/14/14 from **6 to 8**.-Bridgeport Campus

***All sessions will take place – At The main campus in the Discovery room in the Library**.
* ***The first meeting will be on Monday 1/13/14 from 6 am to 10 pm.**

Course Description:
The Practicum part of the Human Services degree allows you to perform in a practical way the theories and ideas expressed in the classroom. This aspect of a Human Services degree program will certify that you have successfully integrated the knowledge, skills, and attitude of a human service professional in a real-life, client-based environment. It is the time to use your classroom experience as a valuable learning resource. The Practicum or field experience provides the student with the opportunity to apply classroom learning in a community based human service setting e.g. agency, nursing home, school, etc. It is designed to enable the student to gain practical experience as a team member and to expand their base of knowledge about their particular human service interest and/or specialization. The goals of the experience are: 1) to give students the opportunity to work in agencies/organizations that serve physical, psychological, social, educational, and vocational needs of persons with disabilities and other barriers; and 2) to enhance the student's academic knowledge, personal sense of responsibility and professional development. The Practicum is an academic requirement for Human Service majors that are enrolled in the university.

Prerequisite Courses: HUSV 201 Introduction to Counseling and HUSV 203 Introduction to Human Services

Required Textbook: **No Textbook Required.**

Learning Outcomes: Upon successful completion of this course, students will be able to:

- Demonstrate a working knowledge of the agency/organization in which they are working as a practicum student.
- Demonstrate an ability to work professionally with agency/organization peers and supervisors.
- Develop related counseling/case management skills for working with clients and diversity.
- Develop a familiarity with the manner in which human service programs are organized.
- Develop an understanding of management and operational practices employed in human service programs and organizations.
- Develop specific skills and strategies identified by university and on site supervisors.

The following is a list of suggested Practicum sites:
Health facilities, rehabilitation and corrections, juvenile programs, sheltered workshops, insurance companies, industries, employment agencies, state and private social service agencies, hospitals (veterans, general practice & specialized care), mental health facilities, geriatric facilities, adult day care facilities, counseling and testing facilities, educational settings, and government agencies that serve persons with disabilities and other barriers.

If a student is not already affiliated with an agency, the following Provider Directory may be useful in identifying a Practicum Site.

http://www.cahs.org/publications/documents/06-08PTHPCTProviderDir.pdf

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PLEASE NOTE: **AS SOON AS YOU ENROLL IN THIS CLASS, YOU SHOULD START SEARCHING FOR A PLACEMENT.** Before the first class meeting, it is recommended that the student identifies more than one site and makes contact with those organizations PRIOR to the course start date. The student is encouraged to select a site that is going to provide the most opportunities for learning about a field of interest. This course provides a connection to the field of Human Services. One hundred hours must be completed during the dates of this course; therefore it is in the student's best interest to secure a site before the first meeting.

The agency site supervisor should have a degree, preferably a master's degree with supervisory experience, or a history of working with individuals in the following areas:

- Rehabilitation
- Counseling
- Social Work
- Allied Health Care
- Psychology
- Business
- Sociology
- Medicine

- Physical Education
- Teaching

1) Students must select an agency for their Practicum as soon as possible, before the first class.
2) The Practicum and Internship Advisor must approve each placement.
3) Students must complete 100 hours of experience within one semester to receive three (3) credits. ***Semester Timeframe: 1/13/`14 to 4/14/14***
4) Students submit journal entries **each week**.
5) At the end of the semester, students submit a report and a power point on their field experience. (Directions for the report will be discussed in class.)

First Assignment Prior to the First Class:

Pre work is due on 1/6/14

Please send me your Practicum placement, tell me a bit about the placement , your job description as stated in the contract and have the direct supervisors name and phone number.

Or send me a note via email and attach the signed contract. All contracts are to be presented for signature at the first class. Please have them filed out and signed by the supervisor.

This is worth 15points towards your final grade.

Assignments: **Weekly Journals**

Journal Entries need to be typed, 12-point font, double-spaced. The entries should be dated. The weekly journal should contain experiences that relate to your work in the social service agency, or a summary journal of your whole week of service and personal reflections pertaining to your experiences.

Email your weekly journal to me, every week, **and no later** than midnight on **Sunday**.
You will not get credit if it is late.
The instructor will review and evaluate each weekly journal**. Entries that are submitted later than Sunday will not be reviewed and therefore, will receive a zero as a grade**. Include your name and **provide the word count** in the journal. Write a minimum of 500 words.

Journal entries are based on the idea that you write to learn. Writing forces you to be actively engaged with the material you were just learning, to reflect on it and write about the result of that reflection. **Your journal reflects your personal thoughts and beliefs—you should feel free to write exactly what you are thinking without fear of being judged**. One of the biggest hurdles with journal writing is making the leap from simply summarizing what you learned to reflecting and thinking about how that material applies to you. It is not enough to merely regurgitate information without answering the "so what?" question. Why are you writing this down? Why did this information give you an "ah ha!" moment or why did you find it interesting or useful? Your journal is one place to intentionally make connections between what you know or hope to gain and what you just learned. Your journal is a place to raise questions and it is a place for critical analysis and evaluation. Please check your grammar and spelling.

In your journals, I will be looking for evidence of thought, reflection, and individual thinking about the connections between class material and your lives. We will be looking for careful thinking, rather than superficial or summary writing. Develop an idea, rather than listing numerous unconnected thoughts.

Write regularly! We are not expecting you to write after every day, but that would be ideal. Making specific connections will also make writing easier for you. Don't try to cover everything—pick one issue or topic and expand on it. Write entries that are engaging. Use specifics! Be interesting! Think, reflect, and then start writing. See what flows from your mind to your pen (or computer, as the case may be!).

Description of Monthly Sessions:

Date 1/6/14	Topic Practicum assignment ***pre work emailed*** *to me.*	Introductions Due Contract, site and Supervisor's information emailed to Professor Miller.
1/13/14 FIRST CLASS	• Introductions Syllabus Review. • History of working with people and major trends. • Understanding yourself, and the human condition. • Working with diversity and communication skills.	Practicum placements. Signed off and paperwork complete. First weekly logs and journals brought to class in 3 ring binders.
2/10/14	• Using the helping relationship in a dynamic and effective way. • The basic listening sequence, basic problem solving, and electric approaches to practice. • Assessing skills and use of techniques.	Journals printed in a binder. (Weekly entries sent to advisor). Also brought to class.
3/10/14	• Group process. • Dealing with vulnerability, dependency and resistance. • Review of Power Point Presentation and Final Paper…Pulling it all together!	Journals completed in binders. (Weekly entries sent to advisor). Also brought to class.
4/14/14	• Presentations	Presentations and Papers. Journals completed in binders. (Weekly entries sent to advisor). Also brought to class.

B.S. in HUMAN SERVICES
IDEAL PROGRAM
REGISTRATION FOR PRACTICUM/INTERNSHIP PLACEMENT

To be completed by the student, signed by the student, Practicum/Internship Advisor, and field mentor and submitted to the Practicum/Internship Advisor.

Student Information

Name: _____ Phone Number: _____
Address: _____
City, State, Zip: _____
Email Address: _____

Supervisor for the Practicum/Internship Placement

Name: _____ Phone Number: _____
Email Address: _____
Agency Name: _____
Agency Address: _____
Agency City, State, Zip: _____

Practicum/Internship Placement/ Job or Project Description (attach extra paper as needed)

_____
_____
_____
_____
_____
_____

Content of Practicum/Internship Placement
Describe the goals of the field placement in terms of skills, knowledge and experience to be acquired and the specific activities that will lead to the accomplishment of the goals.
(Attach extra paper as needed)

_____
_____
_____
_____
_____
_____

I agree with the description of the Practicum/Internship Placement:

Student: _____ Date: _____

Supervisor: _____ Date: _____

Practicum/Internship Professor: _____ Date: _____

B.S. in HUMAN SERVICES
IDEAL PROGRAM
SUPERVISOR'S EVALUATION OF PRACTICUM/INTERNSHIP PLACEMENT

To be completed by the student's SUPERVISOR at the end of the Practicum/Internship placement, signed by the supervisor, student, and Practicum/Internship Professor and submitted to the Practicum/Internship Professor.

Student's Name: _____
Name of Practicum/Internship Professor: _____
Supervisor for Practicum/Internship Placement: _____
Title: _____
Agency Name: _____
Agency Address: _____
Agency City, State, Zip: _____
Telephone: _____
Email: _____

Practicum/Internship Placement Project Description
Please summarize. (Attach additional pages if needed)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Please rate the student's performance on the following aspects of job performance.
Key: 5 – Excellent
4 – Good
3 – Fair
2 – Marginally Passing
1 – Unsatisfactory/Failing
N/A – Not Applicable
Note: If you rate the student Unsatisfactory/Failing (1), please provide comments.

PERFORMANCE	RATING	COMMENTS
1. Accomplishments of Assignments	_____	_____
a. Has acquired appropriate knowledge.	_____	_____
b. Has acquired appropriate skills.	_____	_____
c. Quality and accuracy of work.	_____	_____
d. Work proceeds in orderly, organized fashion.	_____	_____
2. Reliability and Initiative	_____	_____
a. Works effectively with minimal supervision.	_____	_____
b. Initiates appropriate actions and follows through to completion.	_____	_____
c. Uses time efficiently.	_____	_____
3. Communication Skills	_____	_____
a. Comprehension of oral and written instructions.	_____	_____
b. Communicates information orally with clarity and tact.	_____	_____
c. Written communication is complete, concise and accurate.	_____	_____
4. Interpersonal Relations	_____	_____
a. Accepts direction from Supervisor.	_____	_____
b. Accepts constructive criticism of performance.	_____	_____
c. Ability to work with others.	_____	_____
5. Human Services Knowledge and Commitment	_____	_____
a. Overall quality of Practicum/Internship project.	_____	_____
b. Understanding of project's relevance to the field of human services.	_____	_____
c. Understanding of agency's role in the larger social service community.	_____	_____
d. Commitment to the field of human services.	_____	_____

Overall Final Grade for this Practicum/Internship placement:

Grade (Pass/Fail): _____ Comments: _____

_____

_____

_____

RECOMMENDATIONS

1. **For Student:**
   a. Professional Strengths:

   b. Recommendations for Continued Professional Growth:

2. **For Practicum/Internship Placement Experience:**
   a. Do you have recommendations for improving the Practicum/Internships placement program?
      Yes No

Describe:

   b. Are you willing to continue sponsoring future students?
      Yes No

Comment:

   c. Do you have other possible student assignments in your organization?
      Yes No

Describe:

Signatures:

Student: _____ Date: _____

Supervisor: _____ Date: _____

Practicum/Internship Professor: _____ Date: _____

Practicum/Internship
Weekly Log

Student Name:

Site Location:

Week of:

Date	Time	Activity Description	# of Direct Hours	# of Indirect Hours

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Weekly Total Direct:
Weekly Total Indirect:
Overall Total Direct:
Overall Total Indirect:

Student's Signature:

Site Supervisor's Signature:

Practicum/Internship Professor's Signature:

Grading Criteria:
Pre work, 15 Points
Journals, 30 Points
Binders, 10 Points
Class Participation 10 Points
Presentations and final Papers 35 Points.

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
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 <u>without citing his sources</u>. 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

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