



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 305 RB2, Group Interaction

Semester and Term: Fall 2014

Day and Dates: Tuesdays, 9/30/2014 – 10/28/2014

Time: 6pm - 10pm

Campus Location: Stamford

Course Description:

Students become aware of strategies and techniques of group interaction as they relate to behavioral outcomes. Different theoretical models will be offered and opportunities will be given to demonstrate the effectiveness of specific approaches to unique populations.

Prerequisite Courses: HUSV 201 or HUSV 203 Course Code: HS, PSY-PE, HSM, DM-HPR, HSM

Instructor & contact information: MaryAnn Gardner, MS. M.Ed. HS- BCP mgardner@bridgeport.edu and/or maryanngardner1106@yahoo.com **Cell 203-918-2829**

Required Textbook:

Groups Process and Practice 9th edition Author: Corey, Corey and Corey ISBN: -ISBN-13: 9781133945468

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:

- Identify and discuss different types of groups.
- How to organize and develop a group.
 .Identify content and process as they relate to group work.
- Recognize stages of group development.
- Demonstrate the use of feedback for group process evaluation.
- Gain insight into the group process and group member "roles".
- Increase awareness of how personal values, bias' and beliefs influence his/her role in groups.
- Understand ethical issues involved in group work.

First Assignment Prior to the First Class:

Read and Review:

Chapter 1: Intro to Group work

Chapter 2: The Group Counselor

Chapter 3: Ethical & legal Issues

Written Assignment:

Define the following:

Task Groups

Psycho educational Groups

Counseling Groups

Psychotherapy Groups

Brief Groups

The Leadership Model

Clinical Issues

Chapters 1-3 Complete the Focus Questions on Pg. 23: #1, 2, 35

Pg. 56: # 1, 2, 5

Pg. 95: #1, 6, 8

Typed and double-spaced use 12 font with cover page. Be prepared to hand in this assignment and discuss it in the first class.

If you miss a class or leave before the homework assignment is discussed it is your responsibility to get the assignment to me. For full credit the homework is due in class on that given due date. *2 points will be deducted each day the assignment is late.

Assignments:

Description of Weekly Sessions: - All Assignments must be typed (12 font) using APA format with a cover page double-spaced. Question and answers in complete sentences submitted to each class for discussion and grading. Please cite the page # and sources.

Wednesdays - Dates	Topic	Assignments
Week 1 DUE	Read and Review:	Written Assignment:
	Chapter 1:	Define the following:
	Intro to Group work	Task Groups
		Psycho educational Groups
		Counseling Groups
	Chapter 2:	Psychotherapy Groups
	_	Brief Groups
	The Group Counselor	The Leadership Model
		Clinical issues
		Chapters 1-3
		Complete the Focus Questions on:
	Chapter 3: Ethical &	Chapter 1
	legal Issues	Pg. 23 # 1, 2, 3 & 5
		Chapter 2
		Pg. 56, # 1, 2, 5
		Chapter 3
		Pg.95

		1, 6, 8
Week 2 DUE	Read and Review:	Written Assignment: Define the following: Technical integration
	Chapter 4: Theories & Techniques of Group counseling	Theoretical Integration Psychodynamic approach Experiential & relationally –oriented approach
	Chapter 5: Forming a Group	Cognitive behavioral approach Postmodern approach Therapeutic Relationship
	Chapter 6: Initial stage of a Group	Person Centered approach Gestalt approach Complete Focus Questions
	Chapter 7: Transition Stage of a	<u>Chapter 4:</u> Pg. 143 # 4.) C, D, E, F <u>Chapter 5:</u>

	Group	Pg. 164 # 1
		Pg. 194 - 199 Read the leader Guidelines and write a short summary of what you feel is most important.
		<u>Chapter 7</u>
		Pg. 218- Read the list about members not initiating work. Choose 5 and tell me how you will handle these situations.
Week 3 Due	Read and Review:	Mini Project:
	Chapter 7: Transition Stage of a Group	Choose a skill or an activity that you could teach and facilitate for a group.
	Mini project must be typed and in detail.	Bring it to class and be prepared to present and facilitate it.
		Written Assignment:
		Complete Focus Questions:
		Chapter 7
		Pg. 234
		1.) List 8 appropriate interventions of effective group leaders when dealing with difficult behaviors of group members. Choose 1 to discuss/explain.

	Chapter 8: Working Stage of a Group	Pg. 236 2.) List 8 potential reasons for non-participating behaviors. Choose 1 to discuss/explain. 3.) Pg. 259 Complete the Self-Assessment Scale. 1-15
Wook 4 DUE	Chapter 9: Final Stage of a Group	Chapter 8 Pg. 298 # 2 Chapter 9 Pg. 320 # 1, 2, 3
Week 4 DUE	Chapter 10: Groups in School Settings Read and Review: Chapter 11: Groups in Community Settings	Define the following terms: Rationale Objectives Practical Considerations Procedures Evaluation Open Groups Closed Groups Hidden agenda Empathy
		Group norms

	You will facilitate these activities in class so come prepared with handouts if you need them. All activities must be typed and in detail.	Chapter 10 Create or find an appropriate icebreaker for adolescents in your group. Chapter 11 Create or find an appropriate icebreaker for adults in your group. Create or find an appropriate icebreaker for older adults in your group.
Week 5 DUE	Group Presentations Instructor guidelines will be provided and discussed during week 1 class.	Final Assessment- You will create a Group Proposal, present and facilitate a Group Session! Type of group will be assigned in class during the first week.

Grading Criteria

Wednesdays- Due Dates	Assignment	Points
Week 1	Assignment 1	10
	TERMS & Focus Questions and Class	
	Activities	
Week 2	Assignment 2	10
	TERMS &Focus Questions Class Activities	

Week 3	Assignment 3	
	Focus Questions Class Activities	10
	Mini Project	10
Week 4	Assignment 4	10
	TERMS & Focus Questions Class Activities	
Week 5	Final Project –Group Presentation	30
Class		20
Participation/Presentation/Punctuality and Attendance		
	Total Points	100

Letter Grading Scale:

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

% of Points Earned	Letter Grade
76-74	С
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.

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.ed	du/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