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 to 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 301 ID2, Crisis Management
Semester and Term: Spring 2014
Day and Dates: Tuesdays, 2/18/14 – 3/18/14
Time: 6:00 pm – 10:00 pm
Campus Location: Bridgeport, Connecticut

Instructor: Joanne T. Butler, MSW
Contact Number: (203) 727-3819
E-mail Address: jbutler@bridgeport.edu

Course Description:
Students are exposed to models of crisis intervention that facilitate crisis resolution. Crisis theory, critical factors, developmental and situational crisis as well as intervention with unique populations and special issues are discussed. Course includes competency-based skill-building exercises.

Prerequisite Courses: HUSV 110 and HUSV 201 or HUSV 203
Course Code: HS, PSY-PE, HSM, DM-HPR

Required Textbook:
Kanel, Kristi, A Guide to Crisis Intervention, Fourth Edition, California State University, Fullerton, 2012. ISBN-10: 0840034296 ISBN-13: 9780840034298

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.

As part of the assignments each student will need to demonstrate the ability to access information from the Internet via websites related to discussion topics and issues related to human services.

www.apa.org	American Psychological Association
www.os.dhhs.gov	U.S. Department of Health & Human Services
http://www.samhsa.gov/	Substance Abuse & Mental Health Services Administration
www.mentalhealth.com	Internet Mental Health
www.psychology.org	Encyclopedia of Psychology

Learning Outcomes:
Upon completion of this course the student should be able to:

- Understand that Crisis are essential building blocks in human growth and development.
- Become familiar with the ABC model of Crisis Intervention.
- Distinguish between Developmental Crises and Situational Crises.
- Be able to identify crises related to AIDS, Substance Abuse, Community Disasters, etc.
- Recognize Cultural sensitivity in Crisis intervention.
- Increase knowledge of counseling theories and their use in crisis intervention.

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

Class Participation

* To earn points in this area you must attend class and actively participate.
* Students who attend class late, or leave early will earn pro-rated points. for attendance.

Class Attendance

* Missing one class session (5 or 8 week term) will drop the final grade by one letter grade. ***(See Attendance Policy on Page 9)***
  Example: An earned "A" in the course will become a "B" as the final grade.

Class Assignments & Grading System

Class Participation (3% Earned Each Class)…….....15%

Session 1: Paper: Famous Theorists & Theories……...15%
Session 2: Test: Chapters 4 & 5.....….....20%
Session 3: Paper: Personal Crisis……..….....….....15%
Session 5: Test: Chapters 11 & 12.....……..…...….20%
Session 4: Paper: Community Crisis.....15%

Total Points……..……..100%

LATE: Test or Paper Assignments

* Tests or Paper Assignments that are *not* submitted during the scheduled class will be considered ***Late.***
* Late Tests will be dropped by "15-Points".
* Late Paper Assignments will be dropped by "1-Letter Grade".

Reading Assignments

Session #1: February 18, 2014

Chapter 1: What is a Crisis?
Chapter 2: The History of Crisis Intervention
Chapter 3: Ethical & Professional Issues

Session #2: February 25, 2014

Chapter 4: The ABC Model of Crisis Intervention
Chapter 5: Suicide, Homicide, & Psychotic Crises

Session #3: March 4, 2014

Chapter 6: Cultural Sensitivity In Crisis Intervention
Chapter 7: Developmental Crisis
Chapter 8: Crisis of Loss

Session #4: March 11, 2014

Chapter 11: Crises Related To Substance Abuse
Chapter 12: Crises In Reaction To Serious Illness & Disabilities

Session #5: March 18, 2014

Chapter 9: PTSD, Natural Disasters, Manmade Disasters, & Trauma Response
Chapter 10: Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse & Sexual Assault

Note: Accelerated Courses

In accordance with the IDEAL Policy, students may expect *12-15 hours* of work "In Addition" to class time.

Listed below are the directions for each typed paper assignment. Remember, *"Spell Check"* does not correct every misspelled word or grammatical error. Please, proof read your work prior to submission.

Writing Instructions:

1. Cover Page: Your Name, Date, & Title of Paper
2. Each paper will have required sub-titles.
   Write 1-3 paragraphs on each of the assigned sub-titles.
3. The paper must be typed, and hand written papers will not be accepted.
4. You must meet the typed page requirement, if not, grade reduction.
5. Content of Paper: Double Space
   Font Size: 12
   Print Type: Times New Roman
   Bold Print where appropriate
   Margins: 1 inch – Left/Right & Top/bottom

Session #1: February 18, 2014

Paper Assignment: Famous Theorists & Theories

(See The Assignment Listed Below)

Be prepared to present a 3 -5 Minute Presentation overview of your paper in class.

Chapters To Be Read For Class

Chapter 1 : What Is A Crisis?
Chapter 2: The History of Crisis Intervention
Chapter 3: Ethical & Professional Issues

Class Review & Discussion

Crisis Defined
Developmental Crises
Failure of Coping Methods
Crisis As Both Danger & Opportunity
The History of Crisis Intervention
The Development of Crisis Intervention
Contributions From Other Theoretical Modalities
The ABC Model of Crisis Intervention

Homework Assignment Due: February 18, 2014

Assignment #1: Famous Theorists & Theories (2-3 Pages)

Select a theorist and explain why you agree with their theory on Crisis Intervention, Prevention, or Treatment. You can select a Theorist that is listed in the class textbook or from another resource.

Your paper should be divided into "5" sections. Please use the following "5" subtitles listed below.

1. Theorist Name & Personal History

   Date of Birth & Birth Place — Date of Death (if applicable)
   Name of Parents & Siblings — Name of children (if applicable)
   Education History — Work Experience.....etc.

2. Description of The Theory

   Describe in detail the Theorist's theory on Crisis Intervention, Prevention, or Treatment. You must list the theory.

3. The Positive & Negative Characteristics

   What are the positive & negative characteristics of this theory on Crisis Intervention, Prevention, or Treatment?

4. Why I Agree With This Theory?

   Why do you agree with this particular theory on Crisis Intervention, Prevention, or Treatment?

5. My Personal Life Experience(s)

   Students will include a personal life related experience(s) in regards to Crisis Intervention, Prevention, or Treatment.
   You will not be required to present this information in class.

6. Reference Page

   Must use 2 resources for this assignment (class textbook, internet, etc.).
   All resources must be cited and listed on a separate reference page.

Examples of Theorists

Aaron Beck	Albert Ellis	Elizabeth Kubler-Ross	Salvador Minuchin
John Bowlby	Eric Erikson	Eric Lindemann	Mary Moline
James Bugental	Norman Farberow	AbrahamMaslow	Carl Rogers
Gerald Caplan	Sigmund Fraud	Donald Meichbaum	Thomas Szasz

Session #2: February 25, 2014

In Class Assignment: Test #1 - Chapters 4 & 5 (See Study Guide)

Chapters To Be Read For Class

Chapter 3: Ethical & Professional Issues
Chapter 4: The ABC Model of Crisis Intervention
Chapter 5: Suicide, Homicide, & Psychotic Crises

Class Review & Discussion

The Need For Ethics
Confidentiality
Developing & Maintaining Rapport
Identifying The Problem & Coping
Development of Culturally Sensitive Psychotherapists

Session #3: March 4, 2014

Paper Assignment: Personal Crisis

Be prepared to present a 3-5-Minute presentation overview of your paper in class.

Chapters To Be Read For Class

Chapter 6: Cultural Sensitivity In Crisis Intervention
Chapter 7: Developmental Crisis
Chapter 8: Crisis of Loss

Class Review & Discussion

A Brief Review of the Life Cycle Crises
Personal Characteristics
Death & Dying
Divorce & Separation

Session #4: March 11, 2014

In Class Assignment: Test #2 - Chapters 11 & 12 (See Study Guide)

Chapters To Be Read For Class

Chapter 11: Crises Related To Substance Abuse
Chapter 12: Crises In Reaction To Serious Illness & Disabilities

Class Review & Discussion

What Is Substance Abuse
Types of Drug Abuse Crises
The Biopsychosocial Model
Clients Who Seek Crisis Interventions

Session #5: March 18, 2014

Paper Assignment: Community Crisis

Be prepared to present a 3-5-Minute Presentation overview of your paper in class.

Chapters To Be Read For Class

Chapter 9: PTSD, Natural Disasters, Manmade Disasters, & Trauma Response
Chapter 10: Crises of Personal Victimization: Child Abuse, Elder Abuse, Intimate Partner Abuse & Sexual Assault

Class Review & Discussion

Two Philosophies of Suicide Prevention
Managing A Client Who Is A Danger To Others
Posttraumatic Stress Disorder (PTSD)
Intimate Partner Abuse & Domestic Violence

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	sfs@bridgeport.edu
Cashier	(203) 576-4682	sfs@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.