HUSV 301 CRISIS MANAGEMENT

IDEAL PROGRAM
COURSE SYLLABUS

Dear Student,

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 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 classes 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. 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**.

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism

It is the student's responsibility to become familiar 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).**

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.

The IDEAL Program

HUSV 301 Crisis Management
Summer 2013
Day/Dates: Saturdays, July 20 – August 17th
Time: 9am – 1pm
Campus: Waterbury

Course Description:

This course will define crisis and the ways individuals cope during crisis. Crisis intervention methods and tools for human service professionals to effectively work with crisis situations will be discussed. The course will cover crisis as it relates to day-to-day interactions as well as emergency situations (i.e. death and dying, drug abuse, suicide, PTSD, HIV, AIDS, victimization, abuse, natural disasters, terrorism, school and workplace violence, and crisis worker burnout.). In addition, the course will address professional dilemmas as well as the need for cultural sensitivity and competence.

Instructor:

George Hajjar LCSW, PhD
(203) 768-9971
E-mail: ghajjar@bridgeport.edu and consultationandcounseling@yahoo.com

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://www.bridgeportbookstore.com
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Supplemental materials to be provided by instructor

As part of the hands on learning process students will learn about and also demonstrate the ability to access information from the Internet via websites related to discussion topics and issues related to human services.

www.ct.gov/dcf	Dept. of Children and Families, CT
www.**ct**.gov/**DMHAS**	Department of Mental Health and Addiction Services, CT
www.**ct**.gov/dds	Department of Developmental Services, CT
cmhc.uchc.edu	UCONN Correctional Managed Health Care, CT
*www.sde.**ct**.gov*	Department of Education, CT
www.**ct**.gov/doc	Department of Correction
www.**naswct**.org	National Association of Social
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

1. Understand that crises are essential building blocks in human growth and development.
2. Learn the ABC Model of Crisis Intervention.
2. Distinguish between developmental crises and situational crises.
3. Increase knowledge of counseling theories, models and interventions in their use in crisis intervention.
4. Recognize crises related to developmental stages, loss, PTSD, substance abuse, AIDS, domestic abuse, and community disasters..
5. Understand ethical dilemmas and apply cultural sensitivity in crisis intervention.

Assignments:

1. Attendance and active, informed class participation in group discussions and activities.

2. **Reflection Journal Papers (3-4 pages) -** A reflection paper is a formal essay that explains your thoughts, feelings, and reactions to the reading or experience. It is not a review of the material. It should be organized as any other formal essay and include an introduction, an analysis of your reaction and the expectations you had prior to the reading or experience, and a summary of your conclusions. You may incorporate personal experience with the concrete details from your reading or viewing. In your reflection on the material, what questions come to mind to you that you would like to explore further in class with your classmates and instructor?

3. **Case Study**: Write a 4-page paper concerning a crisis event: either local, national or international. Describe the crisis event. Classify the type of crisis (situational, developmental, crisis of loss, etc). Identify and discuss cultural, ethical, legal and/or social issues that need to be considered when assessing and planning interventions. Discuss the impact on the individual(s) affected by the crisis, their families and/or the larger social system.

Describe your crisis intervention strategy for the individual(s) affected based on the ABC Model and any issues you perceive in implementing it. Review research concerning intervening in the type of crisis or related to ethical, legal or social issues and include at least two research articles in your paper.

4. **Exam**: The exam will consist of multiple choice, true/false and essay questions.

5. **Community Crisis Intervention Paper and Class Presentation**: Write a 6-page paper assessing the crisis intervention strategy of a community agency, organization, or private company (i.e. Red Cross, mental health agency, substance abuse treatment center, homeless shelter, hospital, etc.).

   Describe the types of services the organization provides, the population they serve, the types of crises they encounter, their process for intervening in the crisis, and follow-up for clients and their employees. Discuss how their intervention response compares to the ABC Model of Crisis Intervention.

   Review research on crisis intervention strategies for similar types of crises and compare and contrast the organization's plan with research findings. The research should be derived from research journal articles.

   List crisis intervention strategies the organization has developed that you think are helpful and could be used by other organizations in handling similar crisis situations.

   The in-class presentation will be 10 minutes in length and should highlight key points from the paper relative to types of crises, population impacted, and organization's crisis intervention strategy.

Grading Criteria:

15% Active participation in class discussions and group processes
20% Reflection papers
15% Case Study
20% Exam
30% Community Crisis Intervention Paper and Presentation

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

Description of Weekly Sessions:

<u>Due for Session 1</u> –
Read:
Introduction
Chapter 1: What is a Crisis?
Chapter 2: The History of Crisis Intervention
Chapter 3: Ethical & Professional Issues
Chapter 4: The ABC Model of Crisis Intervention
Agency/client specific dynamics discussion: DCF

Due Prior to and to be handed in at first class: Reflection paper on a personal crisis you experienced in your life. Describe the crisis and reflect on how you got through it.

<u>Due for Session 2</u> –
Chapter 5: Suicide, Homicide and Psychotic Crisis
Chapter 6: Cultural Sensitivity in Crisis Intervention
Chapter 7 Developmental Crises
Agency/client specific dynamics discussion: UCHC/DOC
Due in class on this day: Reflection paper on Chapter 5 and 6 and your reflections on the ABC Model and its use in crisis intervention and issues concerning working with suicidal and homicidal clients.

<u>Due for Session 3</u> –

Chapter 8: Crisis of Loss
Chapter 9: Crisis related to AIDS and HIV
Chapter 10: Crisis Related to Substance Abuse
Agency/client specific dynamics discussion:DMHAS
Due in class on this day: Case Study

<u>Due for Session 4 –</u>

Chapter 11: PTSD, Community Disasters, and Trauma Response
Chapter 12: Child Abuse, Spousal Abuse, and Sexual Assault
Workplace Violence
Agency/client specific dynamics discussion: DDS and DOE
Exam

<u>Due for Session 5</u> –

Due: In class Crisis Intervention paper on agency service[s] and oral presentation on the same due

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 advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. 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 the student earned 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.***

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

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

- Add and/or Drop a course after the start date.....$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session……..……....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/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

Cell Phones
Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

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

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. 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 WebAdvisor is password protected and requires you to use your UBNet username and password. To access WebAdvisor, 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 WebAdvisor 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).

Using Computers

Open access computer labs are available at three campuses:

- 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/ Weather Policy

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.
Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.
Bridgeport – 203-576-4159
Waterbury - 203-573-8501
Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
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

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
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@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.