



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 301 RB3, Crisis Management

Semester and Term: Fall 2014

Day and Dates: Wednesdays, 11/5/2014 -12/10/2014

Time: 6pm – 10pm

Campus Location: Stamford

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

Instructor & contact information: Prof. MaryAnn Gardner

Email: mgardner@bridgeport.edu

Cell 203-918-2829

Required Textbook:

Kanel, Kristi, A Guide to Crisis Intervention, 5th Edition, California State University, Fullerton, 2012.
ISBN-13: 9781285739892

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:

- Understand that Crisis are essential building blocks in human growth and development
- 2.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
- Recognize Cultural sensitivity in Crisis intervention
- Increase knowledge of counseling theories and their use in crisis intervention

Welcome to HUSV 301 Crisis Management

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.**

First Assignment Prior to the First Class:

DUE: 11/5/14 -

Assignments: See below chart Description of Weekly Sessions:

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.

Description of Weekly Sessions:

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 with page number and submitted to each class for discussion and grading.

Thursdays - Dates	Topic	<u>Assignments:</u>
		Weeks 2, 3 & 4 find an article online or in a local newspaper past or present of a crisis that took place. Write a 1-page summary of it and bring it to class. Read the Chapters and answer the following questions:
Week 1 11/5/14	DUE the first week of class! Chapter 1, 2,3	Chapter 1 1. A crisis can be an opportunity because? 2. What best describes a crisis?

		<p>3. Ego strength refers to?</p> <p>4. The cognitive key refers to?</p> <p>5. What is not an example of effective coping behaviors?</p> <p>6. What are material, personal and social resources?</p> <p>Chapter 1 -Continued</p> <p>7. Crisis intervention was first developed with what population?</p> <p>8. Who did Lindemann work with to establish a communitywide mental health program known as the Wellesley Project?</p> <p>9. The concept of finite psychic energy comes from which theory?</p> <p>10. The idea of growth and optimism comes from which theory?</p> <p>11. Carl Rogers and his person-centered counseling has contributed much in the way of?</p> <p>Chapter 2</p> <p>1. What are ethics?</p> <p>2. Describe countertransference.</p> <p>3. Why are dual relationships another ethical issue? An example of a dual relationship would be? Explain</p> <p>4. What does elder abuse refer to? Explain</p> <p>5. Describe what multicultural competence is and why it is important</p> <p>6. A crisis worker must break confidentiality in cases of?</p>
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		<p>7. Who may waive privileged communication by signing a waiver for purposes of continuity of care?</p> <p>Chapter 3</p> <p>1. What is considered the most effective way to invite a client to talk?</p> <p>2. What is the ABC model?</p> <p>3. The most important part of the coping phase of crisis intervention is?</p>
<p>Week 2 11/12/14</p>	<p>Chapters 4,5,6</p>	<p>1.) Provide 1 Crisis article and your feedback in one page.</p> <p>Chapter 4</p> <p>1. A high-risk suicide client often requires?</p> <p>2. Proper intervention with a low risk suicidal client would be?</p> <p>3. Suicide assessment includes identifying?</p> <p>4. List some of the typical signs of a suicidal person.</p> <p>5. What is suicidal ideation?</p> <p>Chapter 5</p> <p>1. Briefly describe the psychological task of the toddler, preschool & middle school adolescence, young adulthood, middle adulthood, maturity stage of development?</p> <p>2. What is a myth about gang activity?</p> <p>3. Teens often run away because?</p> <p>4. During which stage of development might a crisis worker encourage a client to</p>

		<p>think about a career change, starting a hobby?</p> <p>5. What are some of the special issues of adolescence?</p> <p>Chapter 6</p> <p>1. What is the correct order of Kubler-Ross' stages of death and dying?</p> <p>2. Grief refers to?</p> <p>3. What is not considered a task of mourning?</p> <p>4. Divorce is difficult emotionally because?</p> <p>5. A major issue when families become blended is?</p>
<p>Week 3 11/19/14</p>	<p>Chapter 7,8,9</p>	<p>1.) Provide 1 Crisis article and your feedback in one page.</p> <p>Chapter 7</p> <p>1. What is PTSD and explain what PTSD is often caused by?</p> <p>2. What is the correct order of the phase of community disasters?</p> <p>3. Typical symptoms of PTSD include?</p> <p>4. What are the causes of burnout?</p> <p>5. What is secondary traumatic distress?</p> <p>Chapter 8</p> <p>1. What is most true about the returning veterans of the Iraq war that started in 2003?</p> <p>2. What are invisible wounds for veterans?</p> <p>3. What type of treatment is used</p>

		<p>for PTSD with veterans?</p> <p>4. What is traumatic Brain injury?</p> <p>Chapter 9</p> <p>1. What is rape?</p> <p>2. Describe rape trauma syndrome.</p> <p>3. What is date and Acquaintance rape?</p> <p>4. Discuss sexual assault.</p>
<p>Week 4 12/3/2014</p>	<p>Chapters 10,11,12</p>	<p>1.) Provide 1 Crisis article and your feedback in one page.</p> <p>Chapter 10</p> <p>1. Battered women often stay with their batterer because?</p> <p>2. During the honeymoon period, the batterer...?</p> <p>3. What is child abuse?</p> <p>4. Describe the types of child abuse.</p> <p>5. What interventions are used for adults who were sexually abused as children?</p> <p>4. Describe Child Abuse Accommodation Syndrome</p> <p>Chapter 11</p> <p>1. What is substance abuse?</p> <p>2. When might a drug addict seek crisis intervention?</p> <p>3. Playing down the seriousness of the addiction is called?</p> <p>4. Which drug is most likely to be physically addictive?</p> <p>5. The term "alcoholism" was first</p>

		<p>used?</p> <p>6. What is an alcoholic?</p> <p>7. What types of interventions are used for alcoholics?</p> <p>8. What the effect does substance abuse has on the family?</p> <p>Chapter 12</p> <p>1. AIDS stands for? What are some misconceptions about AIDS?</p> <p>2. The most recent treatment for those infected with HIV is referred to as?</p> <p>3. HIV is?</p> <p>4. Palliative care refers to?</p> <p>5. Alzheimer's Disease is?</p> <p>6. Describe the Bio psychosocial Model.</p>
<p>Week 5 12/10/14</p>	<p>Final Project!</p>	<p>*Final Project: <u>You will be assigned one of the following topics to present in class using the guidelines from the instructor:</u></p> <p>The curvilinear model of anxiety</p> <p>The Crisis-Prone person</p> <p>Caplan's list of effective coping people</p> <p>The major goal of crisis intervention</p> <p>The concept of finite psychic energy</p> <p>The empowerment model of crisis intervention</p>

		Suicide prevention Critical Incident Debriefing Bereavement Runaway Teens Kubler-Ross' stages of death and dying? PTSD Sexual assault Abused Elderly People Battered women Rape Trauma Syndrome ABC Model of Crisis Intervention
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Grading Criteria:

Thursdays - Due Dates	Assignment	Points
Week 1 11//5/14	Discussion Questions and answers Chapters 1,2, 3	10
Week 2 11/12/14	Discussion Questions and answers Chapters 4,5,6 1 Crisis Event & your feedback	10 5
Week 3 11/19/14	Discussion Questions and answers Chapters 7,8,9 1 Crisis Event & your feedback	10 5
Week 4 11/26/14	Discussion Questions and	10

	answers Chapters 10,11,12 1 Crisis Event& your feedback	5
Week 5 12/10/14	Final Project – Presentation	35
Class Participation/Presentation and Attendance	* Students are expected to present Final projects and discussion questions in class. Engage in class activities and class discussion. Show up on time and attend every session.	10
	Total Points	100% = A

Letter Grading Scale:

% of Points Earned	Letter Grade	% of Points Earned	Letter Grade
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

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	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
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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