



School of Professional Studies

Course No. & Title: HUSV 301 ID8W1, Crisis Management

Semester and Term: FALL 2017

Day and Dates: Wednesdays, 8/30/2017 – 10/18/2017

Time: 6pm – 9pm

Campus Location: Bridgeport

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.

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Required Textbook:

Kanel, Kristi, *A Guide to Crisis Intervention*, Fifth Edition, California State University, Fullerton, ISBN-13: 9781285739892

To order textbooks, go to the bookstore website at ubcampusstore.com

Learning Outcomes:

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

- Identify a crisis and determine the need for intervention.
- Discern and articulate the legal and ethical issues with crisis intervention.
- Define the ABC model of Crisis Intervention and apply the model in various crisis circumstances.
- Distinguish between Developmental Crises and Situational Crises
- Identify crises related to AIDS, Substance Abuse and select interventions.
- Plan, implement and evaluate interventions.
- Apply assistance, referral, advocacy or direct counseling in situations where intervention is required.

First Assignment Prior to the First Class:

Read Chapter 1 and 2 of the book and be prepared to discuss the topics.

Post a brief bio about yourself Online (Canvas) and include your ideas on how this course might assist you in your current or future career plans. Postings must be submitted no later than Noon on August 29th.

Assignments:

Below please find a general description of the class assignments. During the first session more information will be provided.

Discussion Questions via Canvas

On a weekly basis starting with session 2 and ending on session 5, students will be required to respond to a discussion question on Canvas. The responses should be a minimum of 200 words. In addition, students will be required to respond to at least one other classmate's discussion post.

Suicide Reaction Paper: Based on the reading in the text, students will be required to discuss this topic.

Research paper/Power Point: Students will be grouped together to research a topic in the book. Students will take a collaborative approach to develop and write a 5 page paper on a particular topic in the book. The power point presentation will involve a collaborative approach to presenting the information found on the topic.

ABC Model Paper: Students will practice applying the ABC Model utilizing videos.

Final Test: During the last class session, a final test will be given.

Description of Weekly Sessions:

Session 1 August 30th	Read Chapters 1-2	Prior to the first class, online introduction using Canvas see instructions above
Session 2 Sept 6th	Read Chapters 3-4	Reaction paper on suicide. Discussion question # 1 via Canvas
Session 3 Sept 13th	Read Chapters 5-6	Discussion question # 2 via Canvas
Session 4 Sept 20th	Read Chapters 7-8	ABC model paper associated with video. Discussion question # 3 via Canvas

Session 5 Sept 27th	Read Chapters 9-10	Discussion question # 4 via Canvas
Session 6 Oct 4th	Read Chapters 11-12	Discussion question #5 via Canvas
Session 7 Oct 11th	No Reading	Research paper and Power point presentation
Session 8 Oct 18th	No Reading	Final Test

Grading Criteria:

Participation and Attendance	5 points
Reaction paper	10 points
ABC Model Paper	10 points
Research paper	20 points
Power point presentation	10 points
Discussion questions	20 points
Final Test	25 points

	100 points

***Attendance and participation are integral to the class. If you are late, leave early it will result in a drop in points/grade.**

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

GUIDELINES FOR ASSIGNMENTS AND GRADING RUBRICS

Reaction / Response Essay

Description: A Reaction/Response Essay is a writing assignment where you express your personal thoughts, interpretation, and evaluation of a particular topic; which could be presented through the textbook, an article, a film, recorded music or speech, etc. It is not a research essay and investigation into other sources is not necessary.

Questions you might ask yourself:

- How do you feel about the topic?
- Do you agree with the author's conclusion based on the presentation of facts?
- Could there have been another interpretation?
- How has this reading impacted your view of the topic?
- Did you realize something that was unknown to you before?
- Did the reading simply reinforce ideas and beliefs you already had about the topic?
- Did you in anyway identify with the topic?

In discussing your reaction/response, it is important to make references to evidence presented. For example, if you disagree with the point of view of the author, please reference the specific point you disagree with and support your claims with examples from the presentation. The intent of the essay is for you to understand your reaction/response to the topic and express it in a logical, succinct and compelling manner.

Essay Format:

- APA Style [refer to: <http://owl.english.purdue.edu/owl/resource/560/01/>]
- Length: 2-3 Pages or 650-1,200 words.
- Typed using 1" Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor's Name; Title; and Date.

Introductory Paragraph:

- Introduce the presentation of the topic; Book or Article Title, Author, and the year it was published.
- Very brief summary of the topic.
- Thesis statement: Describe the specific issue that you are responding or reacting to; agree, disagree, connect with, evaluate etc.

Organizing Ideas, Opinions, and Viewpoints:

- Thesis statement forms the basis of the essay.
- Decide on a few key ideas that express your thesis statement.

- Describe at least three of these key ideas.
- Develop your ideas in each paragraph by using examples, giving details, and using material from the presentation.
- While the use of the first person “I” is generally not appropriate for academic essays, it is appropriate for a response/reaction essay since it is your personal response.

Body of the Essay:

Discuss the topic and your response/reaction to it referring to the presentation. If disputing the facts or the conclusions, give solid reasons to support your interpretation.

While this is not a research essay, you can certainly refer to class lectures, other readings or books. Always be accurate with the titles and authors. If you use any quotes from the text book, you may use parenthetical citation. If you quote from another book, then a footnote is necessary.

Concluding Paragraph:

Reiteration of your thesis statement and restatement of your response/reaction.

Conclude.

GRADING RUBRIC REACTION/RESPONSE ESSAY

Expectations	Excellent	Fair	Poor
<p>The introductory paragraph gives reference to the source of the topic by indicating the title, author and publication date, provides a brief and concise summary of the topic and has a specific thesis statement which reflects the writer's reaction and builds an expectation in the reader.</p>			
<p>Body of the essay has a well-written topic sentences and is well-supported with effective citations and clear, mature, and original ideas and refers to the original source whenever necessary. The concluding paragraph rephrases main points and ends with an original and meaningful concluding comment.</p>			
<p>Organization: All ideas are relevant to each other and to the thesis statement. Sentences and paragraphs are logically ordered and smoothly connected to one-another with a variety of appropriate linking devices and reference words, and/or repetition of key words.</p>			
<p>Grammar & Mechanics: Sentence forms are accurate. Word choice is accurate and varied. Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase). In-text and end-text references are complete and in the right format.</p>			

Grading Rubric for Discussion Postings

Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

Expectations	Excellent	Fair	Poor
Contribution to the Classroom: Posting is insightful, thorough, and interesting.			
Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.			
Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.			
Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.			

