

College of St. Joseph
Rutland, Vermont

Course Syllabus

HUS 106: Crisis Management

Fall, 2010

Meeting Time: Tuesday, 2:40 – 3:35 PM, August 31 to Dec. 14

Instructor: W. David Hoisington, Ph.D.

Instructor Availability: Contact through use of email is the best way at dhoisington@csj.edu
You may leave information in my mailbox, picked up on class days only.

Course Description:

This course examines the topic of personal crisis from a developmental perspective as well as addressing characteristics of situational crises (such as natural disasters, physical injury, assault, etc.) that may require some type of emergency response at the individual and/or systems level (such as within an organization or community at large). Both preventive and reactive intervention approaches will be studied. Students will learn principles of responding in emergencies with others, practice personal stress management exercises, and develop a personal “disaster response plan.”

Students will also participate in “hands on” training in specific disaster services courses and disaster simulation exercises through the American Red Cross, as available, that will prepare them to participate in volunteer community service as a member of a local Disaster Action Team of the American Red Cross (ARC), if they wish to do so and to apply for membership with the National Disaster Services Human Resources Network (DSHR) of the ARC. Based on availability of classes, students completing the course will receive certificates from the American Red Cross in Community First Aid/CPR, Introduction to Disasters, and other courses of study such as Disease Prevention, Emergency Assistance to Families, and Mass Care. The role of community volunteerism as it relates to personal and professional development will be discussed in detail. No prerequisites. (1 credit).

Resources:

Current edition of the American Red Cross book Community first aid and safety. San Bruno, CA.: Staywell (to be purchased from the American Red Cross as part of the cost of CPR training)

Greenstone, J.L. & Leviton, S.C. (2000). Elements of crisis intervention. (2nd ed.). Pacific Grove, CA., Brooks/Cole Pub. Co.

Additional resources may be distributed and/or placed on reserve.

Course Objectives:

By the end of this course, students will:

1. be able to define what a crisis is, and differentiate the need for crisis intervention from counseling or other appropriate responses to a situation;
2. be able to describe developmental and situational characteristics that precipitate crisis situations;

3. identify mistaken assumptions regarding crisis intervention as well as special issues associated with effective crisis intervention;
4. describe, practice, and demonstrate effective crisis intervention procedures, including an ability to communicate calmly and effectively with those in crisis, in one or more simulated situations;
5. demonstrate a knowledge of legal implications that may impact in crisis situations;
6. demonstrate an awareness of how to respond in special situations, such as family crisis or grief situations, as a "hot line worker", or in emergency medical situations (such as when dealing with infectious disease, CPR/First Aid, Seizure disorder, or diabetic coma);
7. demonstrate awareness of and practice personal stress management and relaxation procedures;
8. participate in training to gain further knowledge regarding local community disaster response networks;
9. develop an awareness of how to develop a disaster response plan for use in personal or family living and organizational settings.

Course Requirements:

1. Students are expected to complete required readings prior to class. Active participation in discussions and group activities is important and will be evaluated as part of the final grade.
2. Short papers and oral presentations will be administered periodically throughout the semester or on an as needed basis. Students who miss these assignments will not be able to make them up unless the absence is excused by the instructor.
3. Students will be expected to participate in special training opportunities that may be assigned as homework (schedule permitting), based on availability. Training through the American Red Cross in this course normally consists of 16- 20 hours of certificate training, and includes First Aid/CPR (8 hours), Introduction to Disasters, and an additional 8 hours of disaster services classes chosen by the student. A listing of various course offered by the American Red Cross can be found at
http://www.redcrossvtnhuv.org/class_view.asp?nroClass=1807&SN=8174&OP=8180&IDCapitulo=44W8UXGL8L
4. Students will be expected to participate in group exercises, in class and/or on a homework basis. Group and individual grades will be assigned for these activities.

Evaluation: All assignments to be completed and sent by email before 6:00 PM on the class day that they are due. It is considered late if it is emailed to the professor after that. There are penalties for being late (assignments are within the table below) and for turning in a radically incomplete paper. Remember that the assignments are graded using the Mastery approach (see below).

Completion of scheduled Red Cross training sessions

40%

*8 hrs CPR and 8 hrs Disaster – 20% each**

Oral presentations and Topic paper** - Module Competency Projects	20%
Oral presentations and Final Paper** - Module Competency Projects	25%
Attendance and Course Participation	<u>15%</u>
	100%

*Grades for the Red Cross training are Pass/Fail based on documentation of completion.

**Guidelines for the topic paper and the final paper are presented in the appendix. The papers are graded using the Mastery approach.

Mastery Approach: The evaluation process uses the Mastery Approach. No grade is given on any written assignment until it has reached B level competence. Since every student is unique in their learning style the requirements to meet competence are communicated between student and professor, mostly by email. This is done with every written assignment. The mastery approach is one where the professor continues to return the paper to the student until it has reached B level competence. The student has the option of resubmitting to seek a higher level of competence (an A). Because of this format there are **heavy penalties** (one entire grade, for example the maximum grade you could receive for a late paper would be a B, reduced down from the maximum of an A). This same penalty applies to submitting a paper that is grossly missing the fundamentals required of the assignment as outlined above (and in the attached appendices). This approach is described in more detail on the professor's CSJ web page. The student is encouraged to read the material on this web page and ask questions.

Tentative Course Schedule:

Note that all assignments are to be completed on the date for which they are listed

Date	Description of Material Covered	Student Assignment*
8/31/10	Overview of the Class Requirements	Download the syllabus, select Topic for topic paper Take the "Life index Scale" test on page 19
9/07/10	Elements of Crisis Intervention – Domestic Guest Lecture	Read material on Domestic Crisis Chapter 1 and Chapter 9 in "Elements"
9/14/10	Elements of Crisis Intervention – First Responders, Guest lecturer	Read Chapters 2 and 3 in "Elements"
9/28/10	Elements of Crisis Intervention – Overview (including systems)	Read Chapters 4 and 5 in "Elements"
10/05/10	Video case study	Topic Paper is Due! Students Present
10/12/10	Work on your paper	Vacation
10/19/10	Community Disaster Response	Guest presenter
10/26/10	Community Disaster Response	Second Version of Student Paper is due! Guest presenter
11/02/10	Community Disaster Response	Guest presenter
11/09/10	Burnout & Stress management	Read Professors Paper – see link http://www.sacredhealingnow.com/Other_Papers.html
11/16/10	Burnout & Stress management - Coping Strategies	Third version of student paper is due! Come prepared to practice stress mgmt
11/23/10	Student Presentations	Students present- be ready to do your thing
11/30/10	Student Presentations	Final Paper is due!
12/07/10	Student Presentations	Students Present Final Paper

TBA	Final Exam Class – Final Paper Discussion	Students Present Final Paper

NOTE: These are topics that will be covered during the scheduled class periods. Please refer to the schedule of course offerings through the American Red Cross for training dates, times, and locations.

http://www.redcrossvtnhuv.org/class_view.asp?nroClass=1807&SN=8174&OP=8180&IDCapitulo=44W8UXGL8L

Course Policies:

1. Given the highly interactive nature of this class, attendance is required, and will be recorded. Two unexcused absences will result in lowering of the student's final average by one full letter grade. A third unexcused absence will result in failure of the class.
2. Missed presentations, and/or assignments may only be made up for excused absences, and must be made up within one week in order to be accepted for a grade.
3. The College has adopted a set of policies regarding cheating and plagiarism. Students are encouraged to consult the College catalog and student handbook (available in my office or in the office of the Vice President or Director of Student Services) to thoroughly review these policies.
4. Dedicated to the proposition that the ability to write effectively is an important life skill, the faculty of the College of St. Joseph advocates writing across the curriculum for all students as a vehicle to develop good writing habits. Writing across the curriculum enhances student success by encouraging writing to learn and learning to write in all academic disciplines, recognizing a diversity of needs in society. Developing these skills is incorporated in course work throughout the curriculum in a manner that promotes writing as a valuable and enjoyable means of learning. All of the faculty at the College are committed to helping students develop effective written and oral communication skills. I encourage you to prepare outlines and drafts of papers, and to have them reviewed by an independent "editor," prior to preparing the final draft of your papers. I am also willing to help in this regard if drafts are provided to me in a timely manner.
6. The College has adopted a policy for the resolution of concerns involving students and course instructors. In the event that a student has a concern regarding a course and/or instructor, they should first discuss their concern directly with the instructor. If satisfactory resolution is not achieved, the student should then contact the Division Chairperson, who will address the matter with the student and the instructor. If the student feels that further assistance is necessary, they should then contact the office of the Academic Dean.
5. Divisional Policy on Professional Demeanor: It is expected that during all aspects of their involvement with the College and Division of Psychology and Human Services programs, services, and activities, all faculty, staff, and students will display appropriate professional demeanor including active listening skills, respect for divergent views and opinions expressed by others, and sensitivity to the feelings of other members of the college community. Unprofessional behavior will not be accepted and will be addressed as appropriate with any person engaging in such behavior, including removal from class and/or group meetings, and referral to

the Divisional graduate committee. A pattern of such behavior may be cause for recommendation of termination or dismissal from the program.

In some instances this class may trigger participants to recall personal situations in connection to crisis management. Stating these orally or in writing is not a requirement of the assignments. Yet it is likely to occur and professional behavior requires that respect is given to each student's statements and that all such statements are maintained in confidentiality.

6. ADA/Disability Statement: If you require an accommodation based on a disability, I would like to meet with you in private during the first week of the semester. This meeting would address the reasonable accommodations that you could receive within my class.
7. Policy on Student Learning Outcome Objective: The first responsibility of the College of St. Joseph is to provide quality educational programs, and to ensure that when you graduate, you possess particular skills, capacities, aptitudes, knowledge, and abilities that will enable you to fulfill your personal and professional aspirations, think creatively, assume positions of leadership, and offer unique contributions to the world. As part of our college-wide efforts to foster continuous improvement in our programs and services, *Characteristics of a College of St. Joseph graduate* and *Student Learning Outcome Objectives* have been defined by the faculty in each Division, and a comprehensive assessment process has been developed to measure the extent to which those objectives are being met by various courses and educational experiences in each degree program.

This course has been identified as being of particular importance in helping to accomplish the student learning outcomes which we have established for our students. As such, certain assignments which students in this course complete are evaluated by a committee of faculty members, on an assigned, four year cycle, after the end of the spring semester and graduation in May of each year. The intent of this evaluation is not to evaluate any one particular student, but to assess the extent to which students as a group have accomplished learning outcomes which have been defined for the course.

Attached to this syllabus is a copy of the assessment rubric which is used to evaluate student work products in this course. Please refer to this rubric when completing the assignment for this course, and be sure to ask your instructor for any additional information or clarification which you may need. For further information regarding our student learning outcome assessment process or results, please contact the professor or if the problem remains unresolved: Dr. Craig W. Knapp, Chairperson of the Division of Psychology and Human Services or the Academic Dean.

Appendix Attached:

Appendix – Guidelines for Writing the Papers

Topics to be considered for the topic paper:

A large disaster in the USA	You come upon a car accident	Relationship Crisis
A campus emergency	Grief – loss of a loved one	Just left home to start school
Suicide Risk	A developmental crisis	Promotion and responsibility
Drug Overdose	Loss of income as a crisis	Someone falls holding chest
Violent Threats	You are told you have an illness	Classmate is killed
I am really stressed out!	Job burnout	

Guidelines for writing the Topic paper: Please follow the guidelines listed below and use the topics for headings in your paper (center the headings). This paper **MUST** be a minimum of 10 pages double spaced (this is including the title page and the page for references). **USE THE TEXTBOOK** (and cite as a reference).

Title Page – See my website, under APA, for example

Introduction – a brief summary of what is going to be contained in the paper. Topics to include:

- Name all the categories of crisis situations (see the handout) and state which category fits your crisis scenario.
- Give a brief description of what is going to be presented in your paper.

History – You can use an actual event (with fictitious names) or you can create an event. The point is to present the story of the crisis in as much detail as is possible. This should be at least 2 pages long double spaced (no less!!) and it can be much longer. Remember you are assuming that you were there. You were there before the event, you then saw everything, and you felt everything. Be descriptive of the setting, the time, the people, and also you – how did you manage to be there, what did you feel. Also consider the responses of witnesses. Use the book to help you find the right “signs”. Topics to include:

- Remember that you are an “eye witness”. Describe the event in detail (as it is stated above).
- How did you happen to be there? What did you feel when you first encountered the crisis?
- Take your time writing this and add detail by describing every sound, sight, feeling from both your own perspective and from the perspective of others that were there.

Interventions – What interventions took place and how might you have been involved. Use the book to help describe the intervention steps. Use the textbook! Also use the 6 step process described in the handout. **ALL SIX STEPS** must be stated within your paper and applied to your crisis scenario.

Outcomes – What were the results of the interventions. Use the textbook for examples of outcomes!

Reflections – Reflect on what happened and what it means to you and your development personally and professionally.

References - You need to cite a minimum of three (3) in the body of the paper and then list them here.

Guidelines for writing the Final paper: The final paper is an expansion on the topic paper. This expansion is to reflect the information you learned in the class and from the Red Cross trainings. This paper must be a minimum of twelve (12) pages double spaced, which means you are adding at least two (2) pages of information to the topic paper. You need to add to the paper information on the following:

First Responders	Hot line	Legal issues	Red Cross help	CPR
Care for Self	Risks	Follow-up	Crisis Plan	Stress Manage

Also **attach documentation** that shows you received CPR training and attended disaster classes.