
Calumet College



of Saint Joseph

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ccsj.edu**COURSE SYLLABUS****Term: Fall 2016 Groups V & W**

Course: PSA 500 COMMUNICATION SKILLS FOR PUBLIC SAFETY ADMINISTRATORS
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Instructor Information:

Instructor Name	Dr. Eve Gushes
Office Number:	
Phone Number:	312-810-9842
Email:	egushes@ccsj.edu
Hours Available:	By appointment
Instructor Background: Dr. Gushes was awarded an Ed.D. and a Master of Science in Training and Development from Loyola University Chicago, and a Bachelor of Science Degree in Education from DePaul University. She has been actively involved in teaching/training since 1988. Dr. Gushes is a 26-year veteran of the Chicago Police Department and currently works as the Watch Operations Lieutenant in the 007 th District. Prior assignments have included various positions in District Law Enforcement, as well as assignments in the Education and Training Division, the Area 4 Detective Division and the Organized Crime Division. Most recently in the field of education, she has worked as a curriculum designer for Trinity Christian College and has taught numerous classes there both in a traditional classroom setting as well as in an on-line format. Dr. Gushes is an avid Chicago Blackhawks fan and enjoys travel, cooking and photography.	

Instructor Information:

Instructor Name	Dr. Dennis Connelly
Office Number:	
Phone Number:	Cell: 773-936-2746
Email:	dconnelly@ccsj.edu
Hours Available:	By appointment
Instructor Background: Dr. Connelly was awarded an Ed.D. in Education from Loyola University (Chicago), a Master's degree in Education from St. Xavier University, and a Bachelor's degree in Criminal Justice from Illinois State University. Research and teaching interests include theories of Law Enforcement Culture, Restorative Justice, and Role of education for lowering recidivism rates, Quality of Life for police officers associated with Shift work, and History of Crime and Chicago. Dr. Connelly is excited about his career as an educator. He works as Department Chair and Assistant Professor of Criminal Justice at a small liberal arts Christian College.	

Connelly is a veteran of both the Cook County Sheriff's Department and the Chicago Police Department.

Course Information:	
Course Times:	Mondays Group W and Wednesdays Group V 9:00am – 1:00pm @ East/West University, 829 S. Wabash, Chicago, IL 60605 6:00pm – 10:00pm @ Chicago Police Academy, 1300 W. Jackson Blvd., Chicago, IL 60607
Classroom:	Monday A.M. class: 412W @ East/West University (4 th Floor) Wednesday A.M. class: SLC 404 @ East/West University (4 th Floor) Monday and Wednesday P.M. class @ CPA, ROOM TBA
Required Books and Materials:	Cragan, John, Kasch, Chris, Wright, David. <i>Communication in Small Groups- 7th Edition</i> . Boston, MA. Wadsworth Cenage Learning (7th Edition). Computer with access to the internet. You will also be required to watch the movie, "Remember the Titans".
Course Objectives:	Public Safety Administrators need to be able to master three areas of communication skills. a. Written: Public Safety Administrators need to be able to write clear, concise, descriptive reports; the writing needs to reflect technical mastery; b. Oral: Public Safety Administrators need to be able to convey ideas with clarity, organization and ease; adjust to the needs of the group to whom they are speaking; and pronounce words clearly and precisely. c. Group Communication: Public Safety Administrators need to understand basic principles of group dynamics, groups within various systems and organizations, especially community groups, and group function. They need to be skilled at applying these principles to group settings and be skilled at team building. The student will demonstrate mastery of the competencies specified below in each of three areas of communication: written, oral and small group processes.
	The specific outcomes developed in each of these three communication skill areas are specified below.
Written	Public Safety Administrators need to be able to research, synthesize and present written work that demonstrates adequate college-level grammar usage and APA format. 1. Academic Writing (integrated into research competencies) including: -the ability to review peer journal articles in the subject matter -the ability to construct comprehensive, college-level written assignments -the ability to complete a written assignment as an integral part of a small group.
Oral	Public Safety Administrators need to be able to convey ideas with clarity, organization and ease. They need to be able to adjust to the needs of the group to whom they are speaking. And, they need to pronounce words clearly and precisely, i.e. using standard English. They need to be able to state a position clearly and develop it coherently. Finally, Public Safety Administrators need to be comfortable and effective in a public speaking forum.

Group	<p>Public Safety Administrators need to understand basic principles of group dynamics, groups within various systems and organizations, especially community groups, and group function. They need to be skilled at applying these principles to group settings. Public Safety Administrators also need to be skilled at team building. There are three areas of group skills relevant to PUBLIC SAFETY ADMINISTRATION. These are:</p> <p>Listening the ability to:</p> <ul style="list-style-type: none"> -receive information -interpret information re: criteria relevant to a specific problem -analyze information re: a given set of problems -consider different/diverse/conflicting points of view -maintain a non-defensive posture within a controversial environment -listen beyond the norms of one's own experience -the ability to effectively reflect back what one has heard and observed <p>Managing Group Processes</p> <p>Within a given group: -facilitate communication among members -manage conflict within a group</p> <p>Between groups: -facilitate communication between groups -manage conflict between groups</p>
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Course Description: PSA Communication Leadership skills and Managing Crisis Decisions Examines the theories and practices of strategic and operational planning for crisis and emergency management. The student will learn and practice decision during crisis events and non-emergency situations. The student will differentiate the types of leadership models to employ in a high stress emergency environment versus routine, non-crisis management decision making. Students will study and develop models to achieve coordination of public safety agencies and collaboration with private resources. Group leadership skills will be learned and performed, including task leadership in both the designated leader and emergent leader perspectives. Process skills performed by crisis managers, such as, practicing standard operating procedures, exercising intuition and practicing mental stimulations will be learned and exhibited in group presentations. Students will role-play as a spokesperson in a media situation, responding to a reporter's questions after a public safety incident occurs. Cases and group scenarios will be examined to apply these concepts in practice.

Learning Strategies:
Lecture, simulation exercises, essays, group discussion, Blackboard

Assessment:

Formative Assessment: Throughout the course, students will be assessed on the degree to which they demonstrate progress toward mastery of written, oral and group communication skills. Summative assessment procedures will be designed as follows.

Skill Area	Assessment Tool
Written	Work Samples; individual papers analyzing group communication; final small group presentation.

Oral	Small in-class type presentation of the group's solution to assigned issues	
Group	Simulation of Small Group Processes; the students will work in task groups throughout the semester. Final group presentation on <i>Changing the Narrative; Examining the Shifting Perception of Policing Across the Country</i> .	

Class Policies, Papers and Evaluation

Students are expected to read all assigned materials before class and come to class prepared to discuss their contents. Some students may be asked to lead the class discussion on particular subjects or readings. Assignments will consist of short written works requiring the application of the subject area under study. Written assignments will be given out during the course. The length, focus, date, and subject matter of the assignments will be given out in class. *Class participation is mandatory in order to demonstrate your understanding and application of concepts; as such it is weighted significantly.*

Assessment

Class participation in small group exercises	20%
Final small group presentation	25%
1 st Paper: Your significant strengths	10%
2 nd Paper: Contrast Paper	15%
3 rd Paper: "Remember the Titans"	20%
Attendance	10%

Grading Scale

Grade	Points	Grade	Points
A	100-92	C	77-72
A-	91-90	C-	71-70
B+	89-88	D+	69-68
B	87-82	D	67-62
B-	81-80	D-	61-60
C+	79-78	F	59 & below

Format for Written Assignments: Students will adhere to the American Psychological Association Guidelines (APA) style for all papers.

Critical Thinking

The students will apply critical thinking skills in all the papers that are due for this class. By critical thinking, I mean the ability of the student to analyze carefully and logically information and ideas from multiple perspectives. Students should demonstrate a critical understanding of the problems and issues, which define Criminal Justice. The following critical thinking assessment tool will be employed to evaluate each of the written assignments.

Performance indicators	Comments	Score
Inference: Student is able to draw conclusions, from the facts presented.		
Assumptions: Student is able to recognize presupposed assumptions.		
Deduction: Student is able to make statements that generate new questions and suggest rationale conclusions.		
Interpretation: Conclusions presented by the student follow logically from established information and facts.		
Evaluation: Student makes logical, strong arguments that are important and directly related to the question.		

We reserve the right to change this schedule to meet the needs of the class.

Week One

Homework

- Read Chapter 8
- Read: <http://www.doc.govt.nz/get-involved/run-a-project/community-project-guidelines/manage-conflict-in-a-group/>
- <http://www.forbes.com/sites/mikemyatt/2012/02/22/5-keys-to-dealing-with-workplace-conflict/#50dd137d15a0>
- Submit 1 paper via Blackboard
 - Identify your most significant strength as you work in a small group. Provide a specific on the job example of how you used this skill to positively affect the outcome of a situation. 250-500 words.

Week Two

Homework

- Read Chapter 4
- Submit 1 paper via Blackboard:
 - Discuss the most dysfunctional group that you have ever been a part of and the most productive group that you have ever been a part of. Contrast the differences between the groups and discuss why one was more successful than the other. (500-1000 words).

Week Three

Homework

- Read chapter 7
- read the following article: <http://aboutleaders.com/tips-for-communication-skills-with-groups/>
- read the following article: <http://www.buzzle.com/articles/small-group-communication-effective-team-communication.html>
- **Assignment:** Outline and Abstract of Final Project Paper due next week. (Submit HARD COPY)
 - Each team will submit their abstract in proper outline form with each section annotated sufficiently to satisfy the instructor that progress is being made toward the final project. The outline will indicate which students are responsible for developing each section of the final presentation.

Week Four

Homework

- Read chapter 5
- Remember the Titans Paper due VIA BLACKBOARD by the beginning of next class.

Week Five

Homework

- Read chapter 6

Week Six

Homework: Final Group Projects

Week Seven

Presentations

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we understand the nature of life, including home, family and work responsibilities. If you must miss class, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Attendance is a serious matter when a student even misses one session due to the accelerated format of the program. If the student misses more than one session, the student may be administratively withdrawn from the module. It is the responsibility of the student to notify the instructor when a class will be missed. The instructor and the Graduate Program Director will have the final say in the withdrawal of a student from a course.
Turning in Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. All assignments are to be turned in by the beginning of the class period on the day that they are due. Late assignments are accepted, but one-half grade deduction may be assessed.
Using Electronic Devices	Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent. Class participation is vital to the learning process. Students will be prepared to discuss (following the critical thinking concept) assigned material. Class participation will affect the student's final grade.
Doing Your Own	If you turn in work that is not your own, you are subject to judicial

Work	<p>review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using APA format to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Withdrawing from Class	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.