“Book him, Dan”

As part of the Justice & Public Safety Administration’s bachelor’s degree program, students participate in JPSA 499 Practical & Theoretical, an advanced bachelor’s course to receive real-world training in situations typical of those they may find in their careers. They are issued a law enforcement belt that includes many of the tools a police officer would use including a holster and training gun, handcuffs, flashlight, and magazine clips. The students wear this belt at all times except for when they are doing physical fitness training.

Students are also exposed to many different training exercises including firearms training, vehicle operations, building searches, defensive tactics, and arrest techniques. Each of these is taught in very real settings at a firearms range, using the University’s Public Safety patrol car, and using the campus at appropriate times.

Instructor Greg Gitschier’s background as a former Louisville Police Officer, a veteran of the Secret Service and his many federal teaching certifications are excellent credentials for this highly applicable course.

Jennifer Alcorn stands ready to back-up Chris Bishop as he handcuffs Ray Wolfe.

“I appreciate Sullivan University offering a police tactical course so students can get some practical knowledge of what it is like being a law enforcement officer,” said Gitschier, adding, “This course is a preview of what it is like in a police academy.” In addition to being an adjunct faculty member, Gitschier is currently part of a specialized hazards and anti-terror unit based in Louisville and composed of individuals from many different local, state and federal agencies.

If a career in law enforcement, social work, corrections, fire-fighting, emergency management or private security interests you, please contact Stephen Rudman, Program Coordinator at (502) 456-6504 or email rudman.sullivan.edu.

“A Closer Look”

Normally, when students are asked about MSS 204 Medical Law & Ethics class, they immediately say, “It is a class that makes you think before you speak.” The class is designed to give students a basic knowledge of law, ethics, and bioethics applicable to ambulatory healthcare. It is not intended to change their minds on any subjects, nor to diminish their personal belief systems, but to clarify their positions on issues, understand the nature of their beliefs, be able to defend their positions, and understand the process by which others with different beliefs arrive at their decisions.

From the first day of class, it is emphasized that every student’s feelings and beliefs will be respected and accepted as valid,” stated Instructor Jeanie Durbin. “This helps students clarify their stances; it also prepares them to remain objective when confronted with a similar situation in the workplace.

Talk about variety…

Students examine and debate case studies that relate to ethical topics such as cultural diversity, abortion, HIV/AIDS, genetic engineering, in vitro fertilization, stem cell research, artificial insemination, tissue and organ donation, choices in life and death, grief and suffering, assisted suicide, and the psychological and physiological aspects of death and dying. The students even write a eulogy as a final project.

“One of the hardest things for some students to grasp is being unbiased when other’s viewpoints are involved,” Mrs. Durbin said, adding “I deliberately take the role of expressing divergent views in the legal or ethical discussion to make certain all opinions are considered. The students have the freedom to express their opinion in class without fear of reprisal from anyone that has a different opinion, but personal beliefs or biases are not allowed in the discussion; you can agree or disagree.”

So the next time you are faced with an ethical dilemma, you might try adopting Blanchard’s three questions: 1. Is it legal? 2. Is it a win-win situation for as many individuals as possible? and 3. How would you feel about yourself if you made this decision or action in the daily news? If you answer no to any question, you have just made an unethical decision!

Certificate in Conflict Resolution draws rave reviews from students

Although we all negotiate every day, some of us are more proficient at it than others. Through hands-on role plays using current conflicts, students in LaVerna Wilkin’s class, DRC 403 The Manager as Negotiator honed their skills and learned that when you come to the table with an issue, you can either take a stand and argue your position, or when you respectfully communicate with the other party, win/win resolutions are possible. This class is one of four in the Certificate in Conflict Resolution program.

Read what students have to say about this class

Amanda Eicker: “Power is not what makes a negotiation successful. It’s about communication and research. The best feeling is when both sides are satisfied with the solution.”

Alejandra Marron-Sanchez: “A great hands on class.”

Jessica Ensminger Ferrick: “DRC 403 helped me to understand that negotiations are not about someone winning and someone losing. It gave me some useful skills and knowledge about the process in training in this field.”

Don Chiles: “The Manager as Negotiator is one of the most beneficial classes I have ever been involved with at Sullivan. The skills learned in this class are used in daily interactions.”

Pam Jones: “Negotiations can be challenging and stressful. I recommend anyone to take this class and work toward the certificate.”

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