U09 378
Crisis Intervention:
The Criminal Justice Response to Chaos, Mayhem, and Disorder

Fall 2014
Course Description
This course explores the nature and psychology of the major types of crises criminal justice professionals confront on a daily basis, including domestic violence, terrorism, riots and post-disaster panic, cults, threatened suicide, and active shooters, among others. Students will explore these topics against the backdrop of actual case examples like Hurricane Katrina, the attacks of 9/11, the shooting at Columbine High School, and the Branch Davidian standoff at Waco, TX. Major theories and typology schemes that attempt to account for these types of behavior will be explored, as well as the emotional impact of crisis response on police, correctional officers, and other frontline personnel.

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Textbook

Course Overview
The goal of this course is to explore the various types of crises criminal justice professional respond to daily. For each specific type of crisis discussed, students will explore the various psychological theories that attempt to explain such behavior, as well as the psychology of the response itself. Each week there will be a new learning module that will include a reading assignment, a discussion forum exercise, and a quiz. Both the forum exercise and the quiz will relate to that week’s reading assignment. In addition, students will be required to demonstrate their understanding of the course material by submitting a critical thinking paper in which they will be asked to evaluate a selected crisis response (e.g., Hurricane Katrina, the L.A. Riots, etc.) or a crisis-related issue (e.g., police use of force, involuntary commitments, etc.).

Grading Information
Quizzes (N = 15): 20 points each (300 points total)
Discussions (N = 15): 10 points each (150 points total)
Critical Thinking Papers (N = 1) 100 points each (100 points total)

There are times when additional forum exercises may be included if significant current events relevant to the course warrant discussion. If so, then those points will increase the total points for the course.

550 points

Grading Scale:
- 495 – 550 pts. A
- 440 – 494 pts. B
- 385 – 439 pts. C
- 330 – 384 pts. D

Assignment Overview

Readings: Readings should be completed prior to submitting assignments or taking quizzes for the week.

Discussions: Each week will include a relevant discussion question. Students will be required to post an original response to the question, and then respond to at least two other students. Points will be awarded on the quality of both the original and follow-up posts. Students will be encouraged to remain actively engaged in the discussion throughout the week. Some questions will require students to defend a personal opinion, while others will require a factual response with cited sources.

Quizzes: Each weekly module will include a 20-item multiple choice quiz covering the week’s material. The quizzes will be open-book and timed, and only a single attempt will be allowed.

Papers: During the course, one critical thinking paper will be required. This paper will serve as the final exam. The Paper will be written in either APA or MLA format, be 7-12 pages in length, and will require students to use at least 5 sources, three of which must be peer reviewed. The subject of the paper is outlined under the appropriate tab in the online module.

Time Requirements: Each weekly learning module will become available at 12:01 am on Monday, and will remain open till 11:59 pm of the following Sunday. At the end of each week the quiz and forum exercise for that week will no longer be available without making arrangements with the course instructor. The critical thinking paper will be due by the end of the final week.

Course Schedule

Week 1 – The Problem of Crisis (chapter 1)

All assignments in this module must be completed by midnight on (08/31/14).

CHAPTER 1 SUMMARY: Intervening in the lives of those suffering the stress and trauma of crisis is a necessary obligation of any modern and free society. In America our police and emergency response agencies are charged with containing and de-escalating crisis, and then taking the necessary steps to remediate and prevent further crisis. These crises may be human-driven, such as riots, hostage situations, and other types of criminal offenses, or they may be the
result of natural disasters such as floods, earthquakes, and hurricanes. Regardless of the type, people are invariably left in its wake in need of services and assistance.

From the time of the Whiskey Rebellion of 1794 to the establishment of the Department of Homeland Security following the tragic events of September 11, 2001, America has steadily improved and professionalized its ability to respond to crisis. Today it has the most advanced technological resources and, more importantly, the most dedicated and proficient human resources anywhere in the world for carrying out this critical mission.

CHAPTER 1 LEARNING OBJECTIVES
1. To understand the phenomenon of crisis.
2. To be able to explain the four-level scheme for classifying crisis.
3. To be able to explain the history of crisis intervention in America.
4. To be able to list the five steps in the crisis intervention process, and to summarize the importance of each.

Week 2– Fight, Flight, or Freeze: The Psychophysiology of Crisis (chapter 2)
All assignments in this module must be completed by midnight on (09/07/14).

CHAPTER 2 SUMMARY: When we talk about the psychology of crisis, we are referring to the body's physiological response to real or imagined stressors, and the extent to which the individual can control the effects of that physiological response through some type of cognitive mediation. Simply put, when a crisis occurs, those involved will experience a sudden increase in the secretion of a particular type of hormone that acts to prepare the body for fight or flight. Which is chosen will depend on the degree to which the individual feels control over the situation, along with the predictability of the circumstances. When this cognitive mediation fails, and the physiological stress produced by the crisis continues to rise, eventually the individual can be completely overwhelmed, and the fight or flight instinct gives way to the freeze response.

In addition to the physiological changes that occur in response to crisis, there is also a psychological response. This response consists of an immediate appraisal of the degree of control the individual perceives themselves as having over the situation, as well the level of predictability regarding the potential outcomes. The higher the level of perceived control and predictability, the better able the individual is to effectively mediate the physiological response. In contrast, if the individual under stress perceives themselves as having little control, and the circumstances as unpredictable, then the elevated autonomic response is not so easily mediated, and the individual is at risk of being overwhelmed, physically and psychologically, by its effects.

CHAPTER 2 LEARNING OBJECTIVES
1. To understand the psychophysiological response to stress.
2. To understand the relationship between crisis and stress.
3. To understand how the stress response is mediated, and the factors that buffer a person against the negative effects of stress.
4. To understand potential patterns of behavior by an offender when confronted.

Week 3– Crisis Communication (chapter 3)
All assignments in this module must be completed by midnight on (09/14/14).

CHAPTER 3 SUMMARY: The ability of a criminal justice professional to effectively communicate in the heat of a crisis is a skill that can mean the difference between life and death. The days of the authoritarian officer attempting to scare a hostage-taker into submission with little regard for the hostages, or the cavalier officer reminding a "leaper" to go ahead and leap, are long over, and thankfully so. In today's criminal justice system, communication skills are critically
necessary, and a great deal of basic, intermediate, and advanced training is provided at nearly every level of the various professions within the criminal justice system. These training programs, including Transactional Analysis, all boil down to some simple skills that facilitate effective communication. First, we immediately set about the task of building rapport. As we do, we listen both to what the person is saying and what they are not saying, and we demonstrate our concern for their situation through active-listening skills. We avoid responding with too much or too little emotion. And once rapport is established, we attempt to get the person to respond in a rational way with the goal of gaining their commitment to de-escalate the crisis in a safe manner.

CHAPTER 3 LEARNING OBJECTIVES
1. To understand the importance of communication to crisis intervention.
2. To understand Transactional Analysis as a model for crisis communication.
3. To understand the typical communication patterns of those in crisis.
4. To understand the communication skills necessary to effectively de-escalate a person in crisis.

Week 4 – Use of Force (chapter 4)
All assignments in this module must be completed by midnight on (09/21/14).

CHAPTER 4 SUMMARY: How we respond to a crisis can be highly influenced by emotion, race, and even the actions of those responding at our side. In the majority of crises responded to by police and correctional officers, containment and de-escalation may ultimately require the use of force, up to and including the use of deadly force. Much of the training armed criminal justice professionals go through relates to the use of force. It is an issue that can inflame a community quicker than just about anything. Part of the reason this is so is that the public has little understanding of the issue of force, and is heavily influenced by the media. We are conditioned to believe that the police should shoot the gun out of the suspect’s hand rather than kill them, or perhaps fire a couple warning shots in the air, or even take them out with a shot to the leg. What they don’t realize is that for the most part the use of a handgun, even by a police officer, is effective only at a relatively short distance. Furthermore, police are trained only to kill with their guns, not to disable. If they have reached a point in an exchange where they have unholstered their weapon, then deadly force, at least in theory, is justified.

One of the goals of the criminal justice system is to properly train its officers in the use of force with as much life-like training as possible, so that in those times when their thinking does shift into experiential mode the automatic behaviors that are elicited are guided not by personal experience and bias, but by the training that has been encoded in their memory in such a way that the officer resorts to it as a first course of action. Special units such as police and prison tactical response teams do a tremendous amount of training. Their actions are finely choreographed, and seldom are they criticized for violating the force continuum. More often than not when there are criticisms it typically involves a uniformed officer on the street who may or may not be required to participate in regular training beyond their initial police academy training. What ultimately becomes encoded in their memory are the stereotypic associations that are acquired by working the streets each day. And without significant and intense training to back them up, they are more prone to see guns where there aren’t any, and to succumb to the contagion of group conformity by joining in on the shooting when no further force is necessary to contain and de-escalate the crisis.

CHAPTER 4 LEARNING OBJECTIVES
1. To understand the concept of force, and the force continuum that guides its use.
2. To understand the legal constraints on the use of force by police and correctional officers.
3. To become familiar with the phenomenon of “contagious shooting.”
4. To understand the psychology of force, and the phenomenon of “perceptual distortion.”
5. To understand the role race plays in the use of force.
Week 5 – The Tactical Response (chapter 5)

All assignments in this module must be completed by midnight on (09/28/14).

CHAPTER 5 SUMMARY: Any time a police officer responds to a situation, there is a chance that it could turn into a crisis, regardless of how routine the initial call may be. In the case of tactical officers, the crisis has typically already begun by the time they get there. Tactical situations are among the most dangerous for the police. There are almost always weapons involved and innocent people in harm’s way. The tactical crisis demands that action be taken immediately once circumstances allow it, especially in the case of an active shooter. Officers are now trained to immediately move in and seek out a shooter in a steady and methodical way, confronting them before they have sufficient time to adjust their own tactics to defend against an inevitable assault by police.

In those cases where there is sufficient time to allow a tactical entry team to respond, then there are a number of options available to the commander on the scene. The option selected will be determined by a number of factors, including the presence of weapons, hostages being held, the aggression level of the person inside, and the physical structure itself. If it is determined that an entry is necessary, then team members will gather as much intelligence on the structure being breached as they can in the amount of time allotted. They will brief all participants in the operation—perimeter officers, K9 units, emergency medical personnel—on the tactical plan and any contingencies. And then they will execute their entry according to their predetermined plan. Those officers who execute a tactical entry are highly trained to enter a physical structure in a way that maximizes their ability to quickly immobilize any threats they confront inside, and then to move quickly through the structure to carry out their desired objective of seizing evidence, arresting suspects, or freeing hostages.

CHAPTER 5 LEARNING OBJECTIVES

1. To understand the role of tactical teams in the containment and de-escalation of crisis.
2. To understand the historical development of police S.W.A.T.
3. To become familiar with the techniques for de-escalating an "active shooter" crisis.
4. To become familiar with police rapid deployment tactics.
5. To understand the various types of tactical entry.

Week 6– Suicide and the Psychology of Self-destruction (chapter 6)

All assignments in this module must be completed by midnight on (10/05/14).

CHAPTER 6 SUMMARY: There are many reasons why a person would choose to end their life through suicide. Police and correctional officers respond daily to these types of situations, and how they respond may contribute significantly to the person choosing to change their mind and accept help for the problems that plague them. Those who respond must engage the individual in a way that demonstrates sincerity and an appreciation for their circumstances. They must build rapport with the individual, and do so quickly. Then they must simply listen, always demonstrating their sincerity with their body language and words. When the officer feels that the time is right, then they offer the individual a way out of their situation and work to gain their commitment.

An officer responding to a threatened suicide never leaves once the suicide is de-escalated. They must offer the person the services they need, specifically a period of observation and evaluation in a psychiatric facility, either a community health center or a hospital. In those cases where the person refuses such services after the situation has been de-escalated, it is then up to the officer to determine if an involuntary commitment is necessary. These commitments are typically short-term in nature, after which the person is either released with follow-up care, or committed for a longer period of time.

The cost of suicide is high in America, and it is critically important that both police and correctional officers become well trained in the techniques of de-escalation, and also become familiar with their respective state statutes regarding
involuntary commitments. Their actions can save the lives of people drowning in despair, but if done incorrectly, can also contribute to the person’s decision to actually complete the act.

CHAPTER 6 LEARNING OBJECTIVES
1. To understand the social impact of suicide in America.
2. To understand the predominant theories of suicide.
3. To become familiar with a classification for suicide and the dangers associated with each to those who respond to this type of crisis.
4. To understand the techniques and protocols for responding to and de-escalating a threatened suicide.
5. To become aware of some of the special classes of suicide.

Week 7– The Crisis of Domestic Violence (chapter 7)
All assignments in this module must be completed by midnight on (10/12/14).

CHAPTER 7 SUMMARY: Domestic violence is devastating, both physically and emotionally, for the women and children who must endure the "cycle of violence" by an abusive male in the house. It is also one of the most dangerous scenarios a police officer can respond to. Responding officers are oftentimes met by an abused woman who becomes confrontational toward the very police she called for help. Victims of domestic violence may demonstrate a cluster of symptoms we refer to as “battered spouse syndrome,” which may account for the sometimes confusing response to police intervention. The long-term effects on the children are especially devastating. They have a high rate of academic and behavior problems that during adolescence will almost always negatively impact their efforts to develop a sense of identity. They may also learn dysfunctional “cognitive scripts” for the use of violence and aggression to deal with interpersonal problems, and thus they may themselves become abusers as adults. In the Court system, it is critical that judges and probation officers understand these potential outcomes in order to effectively mediate the problem with a combination of incarceration, if warranted, and family counseling. The police response has shifted over the years from viewing domestic violence as a family problem to adopting mandatory arrest policies. The focus now is somewhere in-between, depending on the severity of the problem, to a response methodology that best serves the interests of the entire family.

CHAPTER 7 LEARNING OBJECTIVES
1. To understand the problem and prevalence of domestic violence in America.
2. To understand the historical police response to domestic violence.
3. To understand the typologies and behavioral characteristics of domestic abusers.
4. To become familiar with battered spouse syndrome and its symptoms.
5. To understand the best practices for the police response to domestic violence cases.

Week 8– Victims of Crisis (chapter 8)
All assignments in this module must be completed by midnight on (10/19/14).

CHAPTER 8 SUMMARY: Whenever there is a crisis of any type, chances are there are victims left in its wake. One of the primary missions of criminal justice professionals, especially the police, is to assist those victims and to protect them from further harm. Most of the time that is done reactively in response to calls for assistance. But there are also times when a police officer has the opportunity to assist proactively, and to help a person avoid further victimization by helping them secure needed services and resources. The cost of victimization to American society is heavy, both economically and in terms of lost productivity and social capital. Children who are victimized are at risk of all sorts of developmental problems, some of which may lead either to their further victimization during adolescence and beyond, or even worse, to them becoming the type of person who victimizes others.
It is imperative that the criminal justice system in America recognize the absolute necessity for victim services. Unfortunately when budgets are cut, oftentimes things like victim services are the first to go. The fact is, those who control the budgetary apparatus likely have lived most or all of their lives having never had to endure the effects of physical, emotional, or sexual trauma. We tend not to perceive the need for that which we have never needed. It is a problem that must be corrected through public policy and education if we are to break the deadly cycle of victimization that has so plagued modern American society.

CHAPTER 8 LEARNING OBJECTIVES
1. To understand the costs of victimization to American society.
2. To understand the various victim typologies.
3. To become familiar with the types of victim services available in the community.
4. To understand some of the problems associated with victim eyewitness reports.

Week 9 – The Crisis of Mental Illness (chapter 12)
All assignments in this module must be completed by midnight on (10/26/14).

CHAPTER 12 SUMMARY: The crisis of mental illness has long been a problem for law enforcement. Police officers are trained to respond to overt behavior, rather than to the underlying causes of that behavior. Correctional officers are trained to respond in a similar fashion in order to maintain control of the jail or prison population. In the past, both professions have been terribly unresponsive to the problems and needs of all but the most seriously mentally ill. In recent years however, that has started to change. With the creation of crisis intervention teams composed of officers specifically trained to respond to cases involving the mentally ill, the focus is shifting from enforcement to advocacy. And by engaging resource agencies within the community through written protocols and mutual assistance agreements, the law enforcement community is creating a response apparatus that reduces the potential harm to the person in crisis and the responding officers, and increases the odds that remedial and preventative efforts will be successful.

CHAPTER 12 LEARNING OBJECTIVES
1. To understand the problem of mental illness in the context of the criminal justice mission.
2. To become familiar with the traditional police and correctional response to mental illness.
3. To understand some of the more common types of mental illness confronted by crisis responders.
4. To become familiar with accepted best practices for responding to mentally ill offenders, victims, and inmates.

Week 10 – The Hostage Crisis (chapter 9)
All assignments in this module must be completed by midnight on (11/02/14).

CHAPTER 9 SUMMARY: The hostage crisis is one of the most complex sets of behavioral and psychological dynamics a police officer will ever encounter. It is a situation where everything done by the police has a singular purpose...to save the lives of the hostages. Law enforcement has fine-tuned the techniques of hostage negotiation to the point where most hostage situations now end peacefully. It is also an area where the communication skills learned on the street far outweigh any knowledge gained in the classroom. Thus it is only specially trained police officers who engage a hostage-taker, or, if the crisis occurs in a correctional setting, an equally well-trained correctional officer will take the lead. Neither profession relies on a psychologist or psychiatrist to do the task for them. There simply are no better individuals for the job than the men and women who engage such people on a daily basis, and thus gain the needed experience to know from what a hostage-taker says and how they say it that violence is imminent, or that deep down all they really want is to be heard and then surrender their cause.
As effective as the hostage negotiation process has become, there are still cases unfortunately where nothing will prevent the hostage-taker from resorting to violence. In those cases it is up to the experience of the negotiator to know when it is time to hand the situation over to the tactical commander to attempt a rescue by force. If they do, there is a good chance that a hostage might in fact be killed. But there is also a good chance that hostages who would otherwise be killed might be saved. The hostage situation brings out the best in law enforcement and corrections. Done correctly, it is a crisis where many different techniques and methods come together to engage a deadly situation with precision and timing. In most cases the hostage-taker has no idea they are being manipulated into a demeanor that will facilitate a peaceful resolution, or in the event that a peaceful resolution is not part of their design, then into a position where the police can either affect an arrest or immobilize the individual before they have the chance to react and harm their hostages.

CHAPTER 9 LEARNING OBJECTIVES
1. To understand the dangerous nature of a hostage crisis.
2. To understand the various types of hostage takers.
3. To become familiar with the structure of the police hostage team.
4. To understand the response methodology of the police hostage team, and the various signs that the response is either succeeding or failing.
5. To understand the psychological experience of the hostage during an active hostage crisis.

Week 11 – Responding to Mass Panic (chapter 10)

All assignments in this module must be completed by midnight on (11/09/14).

CHAPTER 10 SUMMARY: Unfortunately so many times in America we have seen situations that deteriorated into mass panic because the police were simply unprepared or understaffed. When it does, then the police have no choice but to contain and de-escalate the crisis through the use of force. Since the events of September 11, 2001, the law enforcement community, with the help of the U.S. Homeland Security Department, has become much more adept at preparing for mass panic. Protocols are now in place for the quick mobilization of manpower and resources in the event of a large-scale crisis. Mutual aid agreements are in place to provide police departments the authority to aid other departments outside their jurisdiction. And the training has been greatly expanded for those who plan and coordinate crisis response for police departments.

The law enforcement establishment is very good at learning from its own mistakes, and events like the L.A. riots, Hurricane Katrina, and the Seattle WTO demonstrations have provided much to analyze and learn from. They have learned that to simply contain a crisis, as the LAPD did, is insufficient as a tactic by itself. People lost their lives because of the police department's lack of response. They have also learned that to respond with force when people are hungry and desperate, as the New Orleans Police Department did following Hurricane Katrina, is counterproductive to containing the crisis in its earliest stages. And they have learned, as the Seattle Police Department did, that the response and demeanor of the police can sometimes turn a peaceful demonstration into the very anger-driven panic they are trying to avoid.

Mass panic is one of the most difficult types of crisis to contain and de-escalate. To avoid its rapid spread, or to prevent it from even happening at all, requires preparation, command and communication, and contingency planning on the part of the police. The right type and level of response can calm the sleeping giant and lies dormant in every group waiting to be awakened by the sounds of breaking glass, tear gas canisters, or the cries of desperate people. The best response to any mass panic is the one that prevents it from happening in the first place, or in the event that it has already begun, from worsening to any significant degree.

CHAPTER 10 LEARNING OBJECTIVES
1. To understand the concept of mass panic.
2. To be able to list and define the various types of mass panic.
3. To be able to summarize the psychology of mass panic, and to define relevant factors such as the "Schelling incident," "deindividuation," and "contagion."
4. To understand the police response to mass panic, and to be able to explain why preparedness, command and communication, and contingency planning are so critical to that response.

**Week 12 – The Cult Mindset and the Doomsday Crisis (chapter 11)**

All assignments in this module must be completed by midnight on (11/16/14).

**CHAPTER 11 SUMMARY:** The problems posed by modern day cults will not go away anytime soon. As our modern technosociety becomes more complex and diverse, it is likely that cult activity will only increase. People will continue to search for new meaning in their lives, with the vulnerable and disenfranchised being especially susceptible to the manipulative methods of cult leaders. Many cults have been, and will continue to be non-violent. So long as no laws are broken, these groups have a constitutionally protected right to assemble and exercise free speech. In terms of crisis intervention, non-violent groups pose less of a threat to the safety and welfare of innocent people. Violent cults on the other hand, and those likely to resort to violence when threatened, must remain under the watchful eyes of law enforcement. The police must identify these groups in their earliest stages, and develop new methods of surveillance and intelligence-gathering in order to keep an eye on their activities. The police must also avoid confrontation when it is unnecessary, and make every effort to better understand the mindset and doctrines of these groups, along with patterns of behavior that may signal that violence or mass suicide is imminent.

**CHAPTER 11 LEARNING OBJECTIVES**
1. To understand the nature and structure of a "cult."
2. To understand the various cult typologies.
3. To become familiar with the profiles of the various types of cult members.
4. To understand the dangers posed by cults, and the best practices for police intervention.

**Week 13 – The Institutional Crisis (chapter 13)**

All assignments in this module must be completed by midnight on (11/23/14).

**CHAPTER 13 SUMMARY:** The prison riot is one of the most volatile and deadly situations that can occur within the criminal justice system, especially if hostages are taken. The prison environment creates a behavioral dynamic among inmates that can be violent and unpredictable. When a crisis does erupt, prison administrators have three options available to them; attack, negotiate, or wait them out. Only after an analysis of the situation by highly trained personnel using all available intelligence is an option selected. If hostages are in imminent danger, then it is likely that a tactical strike using the element of surprise will be carried out. If there are no hostages, or if there are, but prison officials have confirmed they are neither harmed nor in imminent danger, then it is likely that negotiations will begin, possibly even using a third-party negotiator.

Researchers and practitioners in the field of corrections are constantly looking for improved systems, methods, and practices that will accomplish the dual goals of incarceration and rehabilitation while reducing the dangers present whenever hundreds of individuals with violent and troubled histories are housed together for lengthy periods of time. Making matters worse in our present day is the prevalence of well-organized gangs inside essentially every prison in America. The days are long over when prison guards with little education making minimum wage salaries were expected to work in an over-crowded prison their entire career without succumbing to laziness, complacency, or even corruption. Many of them did. Today's correctional officer is likely a college graduate, career-minded, and because of union representation, likely making an acceptable wage with attractive benefits. Their jobs are among the toughest, and when a crisis erupts, their initial actions can mean the difference between a cafeteria disturbance that is quickly contained and de-escalated and a full-blown prison riot with the potential for death and destruction.
CHAPTER 13 LEARNING OBJECTIVES:
1. To understand the nature of the prison uprising.
2. To understand the various riot typologies and the dangers each pose for crisis responders.
3. To understand the psychological principles at play during a prison riot.
4. To be able to articulate the accepted best practices for responding to a prison riot, and the various solutions available to those attempting to de-escalate such a crisis.

Week 14 – Crisis in the Courtroom (chapter 14)
All assignments in this module must be completed by midnight on (11/30/14).

CHAPTER 14 SUMMARY: Anyone who has spent time in a busy courts facility can easily see it is a breeding ground for crisis. It is a place where lives are changed forever at the drop of a judge's gavel. And it is a place where victims and their families come face to face with those who victimized them, perhaps for the very first time since the event that led to the proceeding. In courtrooms we see people losing their homes, their spouses, their children, and their freedom. The courtroom is where crisis is remediated and prevented long after it is contained and de-escalated by first responders on the street. But these activities often lead to a new level of crisis, especially for those on the negative side of the court's remediation. It is thus imperative that those in positions of planning and authority always plan and train for the worst, and have contingencies in place for every possible scenario.

CHAPTER 14 LEARNING OBJECTIVES:
1. To understand the various types of crises that can occur inside the courtroom or courthouse.
2. To understand the various obstacles to maintaining a safe courtroom.
3. To be able to explain the risk continuum and the use of risk profiles.
4. To be able to list and explain the various reactive and proactive courtroom security measures.

Week 15 – The Cost of Crisis: When the Helpers Need Helped (chapter 15)
All assignments in this module must be completed by midnight on (12/07/14).

CHAPTER 15 SUMMARY: Crisis comes in many forms, but in essentially every case someone responds who is charged with containing and de-escalating the matter. Those who do respond tend to see people at their very worst. They see people in deep despair who want only to end their lives. Some intend to make a final statement of their anger by taking as many innocent people with them as possible. Crisis responders routinely take on the impossible task of convincing the mentally drained and the mentally ill that things will get better when in all likelihood they will not. When others run away from floods, hurricanes, and large-scale terrorist attacks, those who respond to crisis run toward them. And sometimes in their efforts to save lives they may even be forced to take a life.

Those who respond to crisis are oftentimes the last in line to get the help they need. Many never ask for it. Others do their very best to hide the fact that they need it. Humans are simply not programmed to experience great amounts of trauma. It has a cumulative effect on the physical and psychological systems that allows us to process the resulting stress. It truly is a bit of a paradox that the more those systems are activated, the less effective they become. Eventually people may find themselves in a hole from which they simply cannot free themselves. It is then when they are in danger of employing unhealthy coping strategies. Some may turn to drugs and alcohol to deaden the pain. Others may become abusive or engage in criminal conduct. And sadly, after spending perhaps years endeavoring to save the lives of others, some may simply choose to end their own.

The good news through all this is that the criminal justice system is becoming more adept at preparing young professionals for the inevitable stress that will come once they are done with their training and are on the job. And once they are, they will find that in essentially every corner of the criminal justice system in America, whether in its largest cities or its remotest rural areas, there are dedicated intervention specialists standing by to mobilize when
those who spend their days and nights helping others find themselves in need of help. America’s criminal justice system is the finest in the world. It attracts the best that America has to offer to fill its ranks. It is critical that those ranks remain psychologically strong and healthy as society continues to evolve to become ever more complex in its problems, ever more astray in its quest for macro solutions, and its criminal justice professionals ever more susceptible to the deleterious effects of trauma in its many forms.

CHAPTER 15 LEARNING OBJECTIVES
1. To understand the various types of stress impacting criminal justice professionals.
2. To understand the impact of the police culture on an officer's response to stress.
3. To be able to articulate and describe the diagnostic criteria for both PTSD and PTS.
4. To become familiar with accepted intervention strategies, including the critical incident stress debriefing (CISD) and psychological first aid (PFA).

*** FINAL PAPER DUE ***

Course Policies

Student Conduct
- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, because it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

Academic Honesty
Students are bound by the University College policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy:
http://ucollege.wustl.edu/faculty/academic_integrity

Student Accommodations
Washington University is committed to providing equal opportunity for students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations to ensure equal access and equal academic opportunities. Students wishing to request services or accommodations must register and provide appropriate documentation to the DRC at cornerstone.wustl.edu. The DRC serves as a resource and advisor to students with disabilities and welcomes opportunities to consult with students, families, faculty, and staff.

Online Participation
You are expected to read the assigned texts and participate in the discussions and other course activities each week. Assignments should be posted by the due dates stated in the syllabus. If an emergency arises that prevents you from participating in class, please let your instructor know as soon as possible.
WUSTL E-mail

All students are provided a WUSTL e-mail account when they enroll in classes at Washington University. You are responsible for monitoring e-mail from that account for important messages from the University and from your instructor.

Students should use e-mail for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

An online class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the online communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next few months. You must keep up with the schedule of reading and writing to successfully complete the class.

Late assignments will not be graded, unless the student can document that the cause was “extraordinary circumstances beyond the control of the student” or prior approval was given. Late replies to other students will not receive a grade.

Additional Resources

Technical Support

- This is a fully online, technology-based course. Because computers are not perfect, plan on having technical issues at least once during the term. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to blackboardhelp@wustl.edu with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software). For additional Blackboard resources and assistance, visit the Blackboard Answers & Support page on the University College Website.

- To access the course, go to the Blackboard website (https://bb.wustl.edu)

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13 and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.

- Be sure you have downloaded the most recent version of Java. This is a free software program which helps you access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting www.java.com. Keep Java updated for best results.