

**AECO 4040.091/5050.091\***  
**Crisis Intervention**  
**Spring 2009**

UNT-Dallas Rm. 344  
Wednesday 6-10 PM  
January 21-April 15

Inst. Vernon Hale  
PO Box 210681  
Dallas, TX 76133  
Office: 682-225-1022  
E-mail: [vhaleteacher@gmail.com](mailto:vhaleteacher@gmail.com)

Institute of Applied Economics  
UNT-Denton Campus  
Chilton Hall, Room 263  
1155 Union Circle #310469  
Denton, TX 76203  
AECO Office: 940/565-3437

**OFFICE HOURS:** One half hour before class and by Appointment. Appointments are recommended since other commitments sometimes interfere.

**COURSE OBJECTIVES**

This course provides an overview of hostage negotiations and crisis intervention from the perspectives of law enforcement and intervention organizations. Since the early 1970s, law enforcement agencies from across America have recognized the need to reexamine their actions in hostage and crisis situations. This has been in reaction to the increase in terrorist acts wherein hostages were seized as leverage for demands.

Law enforcement along with other intervention organizations have long recognized that in many family or individual crisis situations the use of certain intervention skills combined with good negotiation techniques often lead to safer outcomes. From this understanding came a broader willingness to apply the same disciplines to situations beyond the traditional domestic violence scenarios inherent in abuse or suicide prevention.

From the failed felony in which suspects hold hostages as negotiating tools to the distraught individual threatening self-harm, the need for calculated responses has increased. A growing number of individuals leading domestic organizations, which promote perceptually extreme causes often, have demonstrated a willingness to place their own families, followers, communities and law enforcement officials in harms way. This has become a particularly violent and costly challenge to law enforcement agencies across America. Incidents have occurred in rural, suburban and urban settings with fatal consequences. The interest in and need for expanding the knowledge base of this evolving discipline has increased among the general public as a result of wide media coverage and cinematic exposure. Corporate America's interest in this subject matter is also on the rise as result of recurring incidents of

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\* This syllabus is subject to change due to possible scheduling conflicts or special needs and considerations of the class.

workplace violence. This was evidenced as recently as February 3, 2000 in a Dallas area meeting of CEOs convened to listen to a hostage negotiator from the Los Angeles Police Department. It was also evidenced at a recent joint conference of labor and management with more than 300 participants when a representative of the Dallas Police Department presented a seminar on the topic of workplace violence.

School district personnel and others whose work is primarily with America's youth are beginning to study the best practices of intervention and negotiations to reduce the growing number of school related and youth related conflicts. This is evidenced by recent prevention and first response plan mandates on those schools receiving funds from the U.S. Department of Education.

Movies, novels and public interest focus on the drama of terrorist organizations and domestic fringe groups. Yet the greatest demand is still in the area of crisis conflict response. Students will be introduced to professionals who negotiate interventions in suicide, workplace and domestic conflict situations. They will also review existing research and practices regarding such interventions.

Students will be introduced to a variety of perspectives and strategies used by crisis negotiators to resolve conflict that has escalated into life-threatening outcomes. This will include review of the tactics, techniques, behaviors, emotions and motivations of those who intervene or negotiate as well as those who are suspects or victims. Students who successfully complete this course will have a broad understanding of the historic motivations and current response strategies used by law enforcement and other organizations in negotiating crisis conflict situations. However, it will not exclusively prepare students to assume expertise with such life-threatening circumstances.

## **COURSE REQUIREMENTS**

**Required textbook for the course:** *On-Scene Guide for Crisis Negotiators*, by Frederick J. Lanceley.

**Other readings** for this course will include articles from professional journals and other materials selected from organizations such as the Texas Association of Hostage Negotiators, the Federal Bureau of Investigation, local and state law enforcement organizations, and other professional sources specializing in crisis conflict resolution.

**Lectures** presented by the instructor and selected guest speakers will provide theoretical and practical information regarding the techniques, motivations, strategies and best practices of hostage and crisis negotiations. Students are expected to interact with both the instructor and guest presenters regarding such discussions.

**Case studies and role-playing** will be important to students in evaluating crisis conflict resolution and intervention techniques in the workplace, at school, at home, or in the community. Case studies and role-playing will be assigned both in class and as homework.

**Research papers** on approved topics relevant to this course will be due as outlined below. Students will also be required to do a short oral presentation on their research topic. More information will be given later.

**A Final Exam** will be given at the last class meeting. The final will be designed to test students' knowledge of procedural, legal, and ethical issues surrounding the use of crisis conflict methodologies and techniques.

## **GRADING**

In-class preparation and interaction	20%
Term Paper	40%
Semester Project	<u>40%</u>
Total	100%

## **CLASSROOM BEHAVIOR AND COURTESY**

By its very nature, this class provides a significant amount of opportunity for students to engage one another in role-playing exercises. Students are expected to follow the role descriptions furnished with assignments, to stay in their roles, to maintain decorum and respect in all class sessions, and to further the educational experiences of all concerned.

A few common courtesies will make our class time more pleasant:

- No beepers or cellular phone interruptions
- No sleeping
- No talking while others have the floor
- No reading or writing pertaining to other endeavors or courses

## **ADA ACCOMMODATION**

The Institute of Applied Economics complies with reasonable requests for accommodation by students with qualified disabilities as described in the Americans with Disabilities Act. In order to receive an accommodation, you should contact the instructor prior to the 12th class day. If you have any questions, please contact the instructor, the Office of Disability Accommodation in the University Union, Dr. Bernard Weinstein, ADA Advisor for the Institute of Applied Economics, or Greta A. Davis, MS, Student Development Coordinator, UNT-Dallas Campus, Phone: 972/780-3632.

## TOPICS TO BE COVERED

- Historic perspective on crisis conflict negotiation and intervention.
- Current crisis conflict as a problem in perspective
  - ◆ Situations
  - ◆ Definitions
  - ◆ Techniques
  - ◆ Profiling Sieges and Suspects
- Active Listening and Empathic Responding
- Suicide Intervention
- Crisis conflict (violence) in the Workplace
  - ◆ Prevention
  - ◆ Response
- Hostage Negotiations
  - ◆ In Texas
  - ◆ In the United States
  - ◆ Internationally
- Kidnapping
  - ◆ International negotiations for kidnap release

## PROFESSIONAL CERTIFICATE

In conjunction with successful completion of AECO 4000, 4420, and AECO 4120, this course counts as the elective course toward the Professional ADR Certificate offered by the Institute of Applied Economics. Requests for the certificate **must be made in writing** and turned into the Applied Economics office (Chilton Hall, Room 263) after grades for the semester have been issued. Request forms are available from the Institute of Applied Economics office in Chilton Hall, Room 263 or over the Internet <http://www.unt.edu/aeco/adrstudies.htm>

## SCHEDULE OF TOPICS AND TEXTBOOK READING ASSIGNMENTS

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Jan. 21	Course overview and introduction Crisis conflict negotiations and intervention	Lanceley, Chaps. 1& 2
Jan. 28	Siege profiling Siege Types and Characteristics	Exercise and role-play
Feb. 4	Crisis intervention Characteristics of crisis	Lanceley, Chaps. 3, 4
Feb. 11	Active listening empathic responding	
Feb. 18	Suicide indicators and interventions Hostage Negotiations	Lanceley, Chaps. 5 & 6
Feb. 25	“Suicide-by-Cop”	
Mar. 4	Profiles and Types Domestic v. International	
Mar. 11	Crisis Conflict in the Workplace	Lanceley, Chap. 7
<b>Mar. 18</b>	<b>Spring Break</b>	
Mar. 25	Psychology and dynamics of crisis conflict	Appendices, A-F & H
Apr. 1	Term Paper Due	
April 8	Case Study	
April 15	Semester Project Due	
May 13	Final Project Login (Blackboard)	

## HONESTY POLICY

Any student found to be engaging in Academic Dishonesty will receive a failing grade for this course. For purposes of this course, the following definition of Academic Dishonesty is applicable: (Taken from UNT Policy Manual- 18.1.11)

1. Academic dishonesty, includes, but is not limited to, cheating and plagiarism. The term “cheating” includes, but is not limited to:
  - a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
  - b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - c. the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the university;
  - d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); and
  - e. any other act designed to give a student an unfair advantage
2. The term “plagiarism” includes, but is not limited to:
  - a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement; and
  - b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling (or free distribution) of term papers or other academic materials.

**Conspiring, planning, attempting, or knowingly acting** as an accessory to any of the charges above; being present while the offense is committed and advising, instigating or encouraging the act; facilitating in the committing of any offense in any way is considered Academic Dishonesty.

For more information about UNT policies concerning Academic Dishonesty, see the UNT Student Code of Conduct and Discipline, available:

- In the UNT 2007-2008 Undergraduate Catalog, page 107-116; OR
- On the Internet at:

HTML Format: <http://www.unt.edu/catalog/undergrad/policies.htm>

PDF Format: [http://www.unt.edu/catalog/undergrad/pdf/106\\_policies.pdf](http://www.unt.edu/catalog/undergrad/pdf/106_policies.pdf)