

RUTGERS UNIVERSITY

Department of Criminal Justice

01:202:422 – Crisis Intervention in Criminal Justice Settings

Spring 2012 – Section 01 (Index 73409)

Livingston Classroom Building – Room 102

Monday & Thursday – 10:20AM to 11:40AM

Professor:

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COURSE SYLLABUS

Learning Goals - A Statement of Principles: The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors:

1. Competence:

- a) Theory: Students who complete the major in criminal justice should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

- b) **Institutions**: Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.
 - c) **Research Methods**: Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.
2. **Critical Thinking**: Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.
 3. **Scholarship**: Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

Background: Since the events of September 11, 2001, we have come to recognize the important role played by professionals trained in crisis theory and crisis intervention protocols. Law enforcement officers, clinical psychologists, professional counselors, social workers, emergency service workers, and crisis responders must be educated in both theory and the practical applications of crisis intervention. In this course, you will be taught several models that incorporate various aspects of crisis responding, crisis intervention and stress management. You will be shown how these paradigms relate to a broad spectrum of challenging situations (e.g., terrorist attacks, domestic violence, natural disasters, drug addiction, temporary psychosis and suicide ideation). And you will be privileged to hear experts in the field of forensic psychology and law enforcement discuss police stress, critical incident stress debriefing, and crisis management and other similar topics.

Course Description: This course provides an overview and introduction to crisis assessment and time-limited crisis counseling with children, youths, and adults in health, mental health and criminal justice settings. Emphasis will be placed on the conceptualization and application of the various crisis intervention models, techniques, and protocols. Course lectures will also focus on the latest evidence-based and outcome studies on the effectiveness of crisis intervention.

Course Requirements: We will be working with the required textbook listed below, as well as class handouts. There will be a midterm exam, a final exam, and a written assignment (details to follow). The two exams will be based on the textbook and classroom lectures and discussions. **There will NOT be any opportunities for extra credit.** The final grade will be determined by grades achieved on the exams, the written assignment, and your attendance.

Required Textbook: Roberts, A. (2005). *Crisis Intervention Handbook* (3rd Edition). Oxford University Press. ISBN-13 #978-019-517-9910.

Recommended Books: De Becker, G. (1999). *The Gift of Fear and Other Survival Signals that Protect Us From Violence*. Dell Publishing. ISBN-13 #978-044-022-6192.

Roberts, A. (2005). *Ending Intimate Abuse: Practical Guidelines and Survival Strategies*. Oxford University Press. ISBN-13 #978-019-513-5473.

Roberts, A., Editor. *Crisis Management and Brief Treatment*. ITP-Wadsworth. ISBN-13 #978-083-041-4291.

Methods of Instruction: Although the textbooks and handouts will be the primary source of test questions, classroom discussions will provide information not found in the textbook. A considerable number of test questions will come from activities within the classroom; therefore it is essential for students to attend each class. Students will be expected to come to class prepared to engage in open discussions. It is suggested that students bring copies of their textbooks and handouts whenever possible.

Written Assignment: Each student must complete a written assignment, which will be explained in greater detail over the first 3 weeks of the course. Every student will be required to give a 10-minute oral presentation on their assignment.

Grading Breakdown:

Midterm Exam	30%
Final Exam	30%
Written Assignment	20%
Attendance	20%

Grading Scale: (Grades will **NOT** be rounded up)

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
65 - 69	D
0 - 64	F

Class Attendance and Conduct:

- All students are encouraged to use the Sakai site and register their cell phones for class text message updates. Information for registering your cell phone for class text message updates can be found under the “Course Materials” section of the Sakai site for this course.
- Attendance will be taken each class and every student is expected to attend every class! **If you do not sign the attendance form, you will be considered absent!** Students who miss a class are responsible for obtaining class notes from their fellow students. I will **not** provide class notes to students who miss a class.
- Up to ***TWO*** absences will be marked as “excused”. ***ALL ABSENCES BEYOND TWO (2) WILL BE MARKED AS UNEXCUSED. Students will be penalized for every unexcused absence!*** Each unexcused absence will result in a 10-point reduction of the attendance grade and students exceeding five (5) unexcused absences will not receive **ANY** credit for attendance.
- All students are expected to ask questions and provide input into class discussions.
- Since we will be discussing topics that might be emotional and personal, each student is expected to be sensitive to the emotions of their fellow students. Furthermore, no student will be required to enter into discussion that they feel are too personal or disturbing to them.
- Students are expected to arrive for class **on time** and conduct themselves appropriately. Students arriving for class more than 15 minutes late will be marked as being absent. Cell phones must be turned off or placed on vibrate. Students are not permitted to use recording devices or MP3 players.
- **Each week I will announce the reading assignments for the following class. All students are expected to complete the reading assignments prior to the next class to actively participate in the lecture.**
- Rutgers University has a well-defined academic integrity policy, which will be **strictly enforced** in this class. All students in this class should review and be familiar with the policy of the university, which can be found at <http://academicintegrity.rutgers.edu/integrity.shtml>.

Office Hours:

My goal is to provide quality instruction and share my years of experience to enhance learning. My obligation to the students is not limited to the course material, as I welcome the opportunity to provide guidance to any student who would like to pursue a career in the criminal justice field.

I will always make the time to meet with any student who would like to discuss this course, law enforcement career opportunities, or any other matter. Due to the nature of my schedule, as well as my status as a part-time adjunct, I do not have set office hours. Accordingly, I will meet with any student by appointment. Please see me before or after class, or contact me via email, so that we may arrange an appointment.