

EXPANDED COURSE OUTLINE
REGULAR BASIC COURSE
LEARNING DOMAIN 4
VICTIMOLOGY/CRISIS INTERVENTION

Effective date of outline: OCTOBER 1, 2019

I. LEARNING NEED

Peace officers must deal effectively and considerately with victims and protect their rights. Peace officers need to understand the psychological trauma experienced by crime victims. Peace officers need to identify techniques used to defuse crisis situations, which result from people being the victims of a crime.

LEARNING OBJECTIVES

A. Describe the direct and indirect victims of a crime

1. Direct Victim
 - a. Have had a crime committed against them
 - b. Report that a crime has been committed against them, or
 - c. Suffer, as a direct result of a crime, economic loss, physical injury, emotional trauma, or death.
2. Indirect Victim
 - a. Have a close relationship to the direct victim, or
 - b. Suffer emotional trauma and/or economic loss as a result of being a witness to a crime, or
 - c. Are members of a group or individuals within the community where a crime has taken place

B. Describe emotional and physical reactions or behaviors that may be exhibited by victims in crisis

1. Rationalizing the event
2. Self-blame
3. Trying to make sense of a nonsensical act
4. Complete denial
5. Intellectualize the situation
6. Rely on religious beliefs
7. Inappropriate forgiveness

8. Emotional reactions
 - a. Helplessness
 - b. Powerlessness
 - c. Being out of control
 - d. Anger
 - e. Sadness
 - f. Fear
 - g. Any combination of the above
9. Physical reactions
 - a. Red, flushed face
 - b. Unnecessarily loud voice
 - c. Hyperventilation or rapid breathing
 - d. Shaking, twitching hands or clenched fists
 - e. Rigid body
 - f. Fixed stare
 - g. Hesitation to move as commanded
 - h. Nausea
 - i. Complaints of headache or heart palpitation
 - j. Crying, tears
 - k. Any combination of the above
10. Extreme or incongruent responses

C. Describe techniques officers can use to help defuse a crisis situation for a victim of crime

1. Acknowledge victim's ordeal
2. Empathy vs. sympathy
3. Reassure victim of safety
4. Be an active listener
 - a. Silence
 - b. Reflective comments
 - c. Clarifications and summations
5. Ask diversionary reality questions
6. Ask questions which pose simple choices
7. Use an appropriate tone of voice
8. Apply positive nonverbal communication techniques
 - a. Maintaining eye contact
 - b. Establishing non-threatening body posture
 - c. Encouraging physical opposites
9. Explain procedures and follow-up actions

D. Describe potentially negative attitudes that peace officers may exhibit toward victims of crime

1. Indifference
2. Making the victim feel it's their fault – wrong place, wrong time
3. Inappropriate humor
4. Body language

II. LEARNING NEED

Peace officers must be able to provide victims with meaningful information that will assist them in coping with a crisis situation, and support their participation in the investigative and legal process.

LEARNING OBJECTIVES

A. Demonstrate knowledge of the five phases of a victim contact and identify appropriate officer actions during each phase

1. Crisis - Shock or disorientation
 - a. Ensure safety of victim.
 - b. Stabilize victim and scene.
 - c. Establish order and calm.
2. Urgency - Unpredictable and confused
 - a. Apprehensive or demanding
 - b. Vacillating between calm and acute emotional distress
 - c. Establish rapport and open lines of communication.
 - d. Obtain other resources e.g., crisis intervention, peer support, other officers if necessary.
3. Affirmation - Beginning conscious realization
 - a. Making repetitive actions and statements
 - b. Focus on the victim, not on the suspect.
 - c. Repeat statements until it is clear that the victim understands.
4. Confirmation - Beginning to focus
 - a. Confirm all information gathered.
5. Validation - Beginning to confront issues of the incident
 - a. Validate the victim's feelings
 - b. Help the victim prioritize events to reduce confusion.
 - c. Convey and leave information

- B. Apply the guidelines for interviewing a victim
 - 1. Set the stage
 - 2. Gather information by
 - 3. Provide assistance by
 - 4. “You-We-I” interview technique
 - a. Focus 1: “YOU”
 - b. Focus 2: “WE”
 - c. Focus 3: “I”
 - 5. Death notification guidelines

- C. Explain the information law enforcement agencies are required by law, to provide to victims of criminal acts to include:
 - 1. Government Code Section(s) 13950-13966
 - 2. Victims’ Bill of Rights, California Constitution, Article 1, Section 28(b), “Marsy’s Law”

- D. Explain qualifications for compensation under the Victims of Crime Compensation Program
 - 1. Victims of specified violent crimes may receive financial assistance for losses resulting from a crime when these losses cannot be reimbursed by other sources.
 - a. Injuries - physical or emotional

- E. Explain the legal and procedural information available to the victim
 - 1. How to access law enforcement reports and other information,
 - 2. Legal considerations and restrictions for specific crimes, and
 - 3. Case follow-up procedures
 - 4. Access to reports
 - 5. Legal considerations and restrictions
 - a. Cases involving juveniles,
 - b. Matters still under investigation,
 - c. Certain sex crimes,
 - d. Family crimes,
 - e. Crimes involving children
 - f. Certain crimes requiring victim confidentiality

III. REQUIRED TESTS

- A. A scenario test that requires the student to demonstrate proficiency in Victimology and Crisis Intervention. At a minimum, the test shall evaluate the following competencies:
1. Leadership - The practice of influencing people while using ethical values and goals to produce an intended change
 2. Local Procedures – The ability to demonstrate knowledge of procedures or policies developed by the presenter or agency to address tactics or required actions in given circumstances.
 3. Legal Authority/Individual Rights – The identification and application of state, federal and constitutional laws governing victim’s rights.
 4. Communication – The use of effective verbal and non-verbal skills to convey intended meaning and establish understanding.

Presenters must use the POST-developed Scenario Test and the POST Scenario Competency Evaluation and Grading Test Forms or presenter-developed forms approved by POST, which minimally include the performance dimensions used for this scenario test.

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in one or more learning activities from the current POST-developed *Instructor’s Guide to Learning Activities for Leadership, Ethics and Community Policing (December 2005)* or other comparable sources regarding victimology/crisis intervention. At a minimum, each activity or combination of activities shall address the following topics:
1. Behaviors exhibited by persons in crisis/crime victims
 2. Use of effective interview techniques (e.g. empathy, active listening, and non-verbal skills) during a peace officer’s contact with persons in crisis/crime victims
 3. Impact of a peace officer’s conduct on victims, witnesses or others who may be at the scene of an incident
 4. Listing and function of resources available to victims/persons in crisis

B. The student will participate in a learning activity regarding law enforcement contact with a crime victim. At a minimum, the learning activities must include:

1. Psychological reactions to victimization
2. Identification of any underlying or related problems (e.g., medical, emotional, financial, etc.)
3. Assistance and support services available to the victim
4. Legal and procedural information to provide the victim
5. Qualifications for compensation under the Victims of Crime Compensation Program

<u>Description</u>	<u>Hours</u>
POST Minimum Required Hours	<u>6</u>
Agency Specific Hours	<u>.5</u>
Total Instructional Hours	<u>6.5</u>