

Violence Interdiction: A Proactive Approach to Mitigating Conflict Online (VI Online)

Overview

Violence Interdiction: A Proactive Approach to Mitigating Violence (VI Online) is an innovative eLearn course that equips law enforcement with the practical skills and knowledge necessary to tackle escalating violence through a proactive and tough interdiction approach. Based on crime prevention principles, VI Online shatters the notion that law enforcement is limited to responding to conflict only after it has escalated to violence. Instead, this web-based course highlights the opportunities that law enforcement and criminal justice professionals have to intervene prior to escalation. The course explores a variety of strategies that help mitigate conflict and examines the steps to identify, assess and manage threats in ways that may prevent violence from occurring at all. Concepts covered in this course are applicable for all criminal justice disciplines, including law enforcement patrol, crime prevention specialists, corrections, probation and parole, courts and more.

VI Online is a modular, technology-enhanced training that includes on-screen text, graphics, and narration in an interactive and user friendly eLearn environment. Designed with the criminal justice practitioner in mind, VI Online allows participants to start, stop, and resume the training based on their schedules and the demands of the day. Although VI Online requires a minimum of 4 hours of uninterrupted run-time, participants should expect to spend between 8 and 12 hours to complete this comprehensive, dynamic, and timely course.

Scope

Violence Interdiction: A Proactive Approach to Mitigating Conflict Online (VI-Online) delivers a comprehensive, blended-learning training program designed to enhance the capacity of law enforcement officers nationwide to reduce instances of violence through the integration of effective conflict mitigation theories and techniques into their daily law enforcement roles and responsibilities, particularly problem solving, crime prevention and community-policing efforts. VI Online presents participants with practical skills and tools to effectively and proactively investigate, assess and manage the circumstances and context that have led to conflict, identify primary issues, and recognize the situational and individual factors influencing those involved and their decisions.

Target Audience

VI Online is suitable for law enforcement, public-safety, and criminal justice professionals.

This is tuition-free online training is supported by the U.S. Department of Justice, Bureau of Justice Assistance. An unlimited number of participants from any given agency may participate in VCPI's eLearn programs.

Prerequisites

There are no course specific pre-requisites however the course is intended for law enforcement practitioners and select public safety professionals engaged in community policing and/or conflict mitigation initiatives.

Participants will need access to a computer with reliable internet access and speakers. The course utilizes technology-enhanced training that includes on-screen text, graphics, narration, and video segments in an interactive and user-friendly eLearn environment.

Course Length

Although VI Online requires a minimum of 4 hours of uninterrupted run-time, participants should expect to spend between 8 and 12 hours to complete the course.

Testing/Examination

The VI Online course utilizes a standalone exam (post-test) based on the program's curriculum content. Upon submission of the exam, participants may print a transcript of the exam that includes marked questions and the participant's score. The following pool of questions is used by VCPI eLearn center to generate the ten (10) question post-course exam.

1. The definitions of *Violence* and *Violent Crime* tend to be synonymous.
 - a. True
 - b. False
2. In 2010 the average homicide in the United States cost approximately:
 - a. \$75,000 in tangible and intangible costs
 - b. \$220,000 in tangible and intangible costs
 - c. \$1,000,000 in tangible and intangible costs
 - d. \$8,000,000 in tangible and intangible costs
3. A risk management *countermeasure* is best described as:
 - a. A complex formula for measuring counter spaces
 - b. The threat posed to an asset of value
 - c. An action or strategy that is used to reduce or eliminate vulnerabilities
 - d. The intersection of desire, ability, and opportunity
 - e. All of the above
4. A paradigm is best described as?
 - a. A mindset or perspective

- b. The borders or confines of a map
 - c. US currency
 - d. Motives for violence and victim selection
 - e. All of the above
5. “Affective” violence is most likely to be present in which of the following incidents?
- a. Robbery
 - b. Bar fight
 - c. Insurance fraud
 - d. Traffic infraction
6. The “Path to Intended Violence” is best described as a checklist of random behaviors that indicate violence.
- a. True
 - b. False
7. The OODA-Loop is best described as:
- a. A situational awareness model
 - b. A term that originated in music
 - c. A progression of violence
 - d. b and c
 - e. All of the above
8. The four (4) Ds are a mechanism that allows various violence interdiction strategies to be organized into a simple and easy to remember framework. What do the 4-Ds stand for?
- a. Detect, Deter, Deny, Disrupt
 - b. Debate, Decide, Defend, Display
 - c. Do, Do not, Don’t, Done
 - d. Distance, Degree, Depth, Duality
9. True/False: “Ability” is the only component of the Crime Triangle that can consistently be controlled by law enforcement.
- a. True
 - b. False
10. What are the three elements of a threat assessment investigation?
- a. Training, education, life experience
 - b. Ideology, cause, press coverage
 - c. Investigative skill, corroboration and common sense
 - d. Effort, education, seniority
11. When assessing threats individuals can be categorized as:
- a. Those that make a threat but do not pose a threat
 - b. Those that never make a threat, but pose a threat
 - c. Those that make a threat and pose a threat
 - d. All of the above
12. Which of the following are risk-enhancing factors associated with the potential for violence?

- a. Family support
 - b. Use of conflict resolution services
 - c. Following no-contact orders
 - d. Prior acts of violence
13. Which of the following are risk-reducing factors associated with the potential for violence?
- a. Family support
 - b. Poor self-esteem
 - c. Employment
 - d. Prior acts of violence
 - e. A and C
14. Open source intelligence may include:
- a. Magazines
 - b. Blogs
 - c. Court records
 - d. Social websites
 - e. All of the above
15. Conflict mediation is always the best way to handle conflict?
- a. True
 - b. False
16. Targeted violence is best described as:
- a. An immediate reaction
 - b. Intense autonomic arousal
 - c. Planned and Purposeful
 - d. Temporary
17. The intangible costs of violence include:
- a. fixed costs only
 - b. factors that are easier to measure than tangible costs
 - c. the cost of crime, arrest, prosecution and possible incarceration
 - d. the lost wages, impact on community businesses, and ~~emotional~~ financial toll on a victim's family
18. The three stages of *threat assessment process* are:
- a. Identify, corroborate, and manage
 - b. Commonsense, investigative skill, and relationships
 - c. Identify, assess, and manage
 - d. Collection, analysis, and verification
19. Highly developed EQ can positively impact:
- a. Communication
 - b. Perceptual speed
 - c. Violence FAQs
 - d. Targeted violence profiles

e. A&B

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External Links and Resource Sites

- National Crime Prevention Council
<http://www.ncpc.org/topics>
- Project Ceasefire Chicago
<http://ceasefirechicago.org/>
- United States Bureau of Justice Assistance
<https://www.bja.gov/>
- United States Centers for Disease Control
www.cdc.gov/ViolencePrevention
- United States Secret Service
<http://www.secretservice.gov/>
- United States Federal Bureau of Investigation
<http://www.secretservice.gov/>

Evaluation Strategy

Evaluation of VI Online includes the collection of quantitative and qualitative data by means of a course evaluation survey using a Likert scale or similar rating system, as well sections for self-generated comments.

Course Design Matrix

Course Modules

Module 1 – Course Introduction

Module 2 – Crime, Violence and Interdiction

Module 3 – Navigating the Path to Intended Violence

Module 4 – Strategies and Principles of Violence Interdiction

Module 1 – Introduction to Violence Interdiction: A Proactive Approach to Mitigating Violence

Introduction:

Violence Interdiction: A Proactive Approach to Mitigating Conflict is a nationwide program designed to increase the capacity of law enforcement agencies in their efforts to explain and properly identify conflict, diffuse tensions, and transform the circumstances often leading to violent and/or lethal activity.

This program designed to enhance the capacity of law enforcement officers nationwide to reduce instances of violence through the integration of effective conflict mitigation theories and techniques into their daily law enforcement roles and responsibilities, particularly problem solving, crime prevention and community-policing efforts. Violence interdiction presents participants with practical skills and tools to effectively and proactively investigate, assess and manage the circumstances and context that have led to conflict, identify primary issues, and recognize the situational and individual factors influencing those involved and their decisions.

Topic Outline:

- I. Administrative Module
 - a. Course Overview
 - b. Course Length
 - c. Required Materials
 - d. Testing/Certification
 - e. Course Reference Material
 - i. Module 1
 - ii. Module 2
 - iii. Module 3
 - iv. Module 4

Module 2 – Crime, Violence, and Interdiction

Introduction:

This module introduces participants to the Violence Interdiction: A Proactive Approach to Mitigating Conflict course. The module begins by defining, comparing and then contrasting violence and violent crime in terms of law enforcement practice. Participants are encouraged to reassess their current perspective on both terms and to envision a broad-based approach to addressing violence within their communities/ jurisdictions.

In order to better frame the issue of violence and continued relevance despite fluctuations in crime rates, the module explores 2010 data on the impact of violence in terms of social, organizational and economic consequences. Finally, participants are introduced to the principles of Risk Management as a systematic, measurable and focused approach to implementing violence interdiction strategies and developing an effective language to articulate their efforts.

Learning Objectives:

- Participants will review, compare and contrast the definitions of violence and violent crime
- Participants will review the broad impact of violence in terms of communities, law enforcement and economic consequences
- Participants will be introduced to the application of risk management principles to interdict violence

Topic Outline:

- I. Crime, Violence, and Interdiction
 - a. Defining Violent Crime
 - i. Focus of Interdiction – violence and violent crime
 - b. The Impact of Violent Crime
 - i. Communities
 - ii. Law enforcement
 1. Agencies
 2. Personnel video from Richard French – Behind the Badge Show Part 1
 - iii. Economic Impact of Violent Crime
 - c. The Philosophy of Interdiction
 - i. Risk Management Formula
 - ii. The Impact of Philosophy on assets, threats, and vulnerability
 - iii. Countermeasures
 - d. Module Wrap Up/Review

Module 3 – Navigating the Path to Intended Violence

Introduction:

Module three prepares participants to understand the principles and to practice the strategies described in Module four of this course. In order to do so, the module is designed to address the needs and emphasize the significance of individual law enforcement and public-safety professionals as agents of violence interdiction. The module is organized into four (4) distinct sections.

The first section is an introduction to the importance of knowledge and accurate paradigms (mindsets) for professionals seeking to interdict violence.

The second section provides participants with the knowledge-based elements (crime theory, conflict and violence typology, and a delineation model) that will encourage participants to create a mental map of violence and its progression.

The third section discusses techniques for effectively using the “map of violence” in order to identify opportunities for violence interdiction.

Finally, the fourth section provides participants with an overview of the individual skills that are often overlooked, but play a very important role in violence interdiction.

These include sharpening mental acuity, developing a strong emotional intelligence, and developing a heightened awareness of interdiction opportunities.

Learning Objectives:

- Participants will review and identify paradigms that are important to effective violence interdiction
- Participants will compare and contrast affective and targeted violence
- Participants will be introduced to the Path to Intended Violence model and how violence is a delineated process that may interdicted
- Participants will be provided with an overview of skill development that may help them to be effective agents of violence interdiction

Topic Outline:

- I. Module 3 – Navigating the Path to Intended Violence
 - a. Module Introduction
 - i. Understanding for Interdiction
 - ii. See-Do-Get Paradigm
 - iii. See-Do-Get Exercise
 - b. Mapping Violence for Interdiction
 - i. Criminology Thoughts and Theories
 - ii. Exploring Violence: Forms in Which Violence Originates
 - iii. Targeted and Affective Violence
 - iv. Targeted and Affective Violence Case Study Exercise

- v. The Sequence of Violence: Path to Intended Violence Model
- c. Navigating Violence and Interdiction
 - i. The OODA Loop
 - ii. Violence Interdiction with the OODA Loop as a Tool of Interdiction
 - iii. Navigating by Applying Both the Path of Intended Violence with the OODA Loop
- d. Building the Skills of Interdiction
 - i. Mental Acuity
 - 1. Neuroplasticity: Sharpen the Mind
 - 2. Emotional Intelligence and Communication
 - 3. Limbic System
 - 4. Perceptual Speed: Processing and Response
 - ii. Interdiction Paradigms
- e. Module Wrap Up/Review

Module 4 – Strategies and Principles of Violence Interdiction

Introduction:

This module introduces participants to a four-pronged approach to actively interdicting violence and mitigating conflict. Although framed in a simple and likely familiar crime prevention approach (Detect, Deter, Deny, and Disrupt), the module details specific practices such as developing threat assessment intelligence, conducting protective- intelligence investigations, implementing conflict resolution strategies, suppressing violence through an “all-options” approach and other practice-based strategies for violence interdiction.

In order to account for the wide range of resource availability, organizational policies, and jurisdictional differences as well as the constant evolution of law enforcement approaches, the module stresses the core policing principles that underlie and support each of the strategies and practices described.

Learning Objectives:

- Participants will be introduced to a comprehensive four-pronged approach to mitigating and interdicting violence
- Participants will be able to differentiate between practices and law enforcement principles
- Participants will be introduced to conflict resolution and mitigating strategies

Topic Outline:

- I. Module 4: Strategies and Principles of Violence Interdiction
 - a. Module Introduction

- i. Defining Principle
 - ii. Four Strategies (Detect, Deter, Deny, Disrupt) and Underlying Principles
- b. Detect
 - i. Threat Assessment
 - ii. Key Principles of Threat Assessment
 - iii. Stages and Key Elements of Threat Assessment Investigation
 - iv. Making a Threat vs Posing a Threat
 - v. Threat Assessment Considerations
 - vi. Risk Enhancing and Risk Reducing Factors
 - 1. Contributing Factors to Consider When Assessing the Level of Threat for Violence to Occur
 - vii. Information vs Intelligence
 - viii. Principles of Intelligence Development
 - ix. Five Intelligence Sources
 - x. Case Study of Threat Assessment
- c. Deter
 - i. Conflict Resolution Introduction
 - ii. Determining the Viability of Conflict Resolution
 - iii. Collaborative vs Competitive Factors
 - iv. Transformative Mediation
 - v. Ten Hallmarks of Transformative Mediation
 - vi. The Four Phases of Mediation
 - vii. The Challenges of Conflict Mediation
 - viii. Video: Project Ceasefire Chicago “Don’t Shoot – I Want to Grow Up”
- d. Deny
 - i. Countermeasures (Protective Intelligence)
 - ii. Protective Intelligence Functions
 - iii. Protective Intelligence Investigations: Five Areas of Inquiry
 - iv. U.S. Secret Service Ten Questions to Assess Targeted Violence
 - v. Protective Intelligence and Crime Prevention
- e. Module Wrap Up/Review