

<b>Course</b>	<b>SECR 5160 - Violence in the Workplace</b>
<b>Term</b>	Fall 1, Aug 17 – Oct, 2009
<b>Instructor</b>	Name: Kathleen McComber Phone: 833-0888 or 766-0888 Email: mcombek@webster.edu
<b>Catalog Description</b>	This course is designed for managers in any organization who have responsibility for the safety and security of personnel and clients and would be responsible for managing incidents of violence in the workplace. This course provides an in-depth review of this important security challenge and will emphasize prevention response and recovery. Students will address and become familiar with warning signs that could telegraph potential acts of violence. Also, students will analyze crisis management teams, post incident trauma, and other critical issues associated with violence in the workplace.
<b>Prerequisites</b>	NONE
<b>Course Level Learning Outcomes</b>	At the conclusion of this course, the student will be able to: <ol style="list-style-type: none"> <li>1. explain the difference between the myths and realities of workplace violence.</li> <li>2. explain the definitions of “workplace violence”.</li> <li>3. explain the leading behavioral patterns that usually precede a violent incident.</li> <li>4. describe the components and value of a fair disciplinary system as an aide to deterring workplace violence.</li> <li>5. explain the impact of domestic violence on the workplace and help them understand options for mitigating the risk.</li> <li>6. explain the entire spectrum of process components that when cemented together will mitigate the likelihood a potential or actual violent incident will occur or escalate.</li> <li>7. explain workplace violence processes and possible consequences that when initially responding to the first signs of a potential or actual violent incident the likelihood of mitigating escalation is strong.</li> <li>8. explain the differences between “structure”, “processes” and “results”.</li> <li>9. respond to the various stages of a possibly violent workplace situation with sufficient knowledge and confidence so as to mitigate the likelihood of escalation.</li> <li>10. explain the pervasiveness of workplace violence and commit to working to prevent such issues.</li> <li>11. detail a plan of action to buffer the workplace against the overflow of domestic violence into the workplace.</li> <li>12. refute the myths of workplace violence.</li> <li>13. recognize the general behavioral patterns that precede a threatening or violent incident.</li> <li>14. outline a security-in-depth model to mitigate the likelihood of workplace violence.</li> <li>15. approach a potential or actual incident investigation.</li> <li>16. clearly articulate the differences between “structure”, “processes” and “results”.</li> </ol>

<p><b>Materials</b></p>	<p>Use of internet sites, white papers, research and classroom handouts.</p> <p><i>Violence in the Workplace</i>, S. Anthony Baron, Ph.D. ISBN 0-934793-70-0, 2000, Pathfinder Publishing</p> <p><i>Preventing Violence in the Workplace</i>, Charles E. Labig, Ph.D. ISBN 0-8144-0287-9, 1995, AMACOM</p>
<p><b>Grading</b></p>	<p><b>Grading Scale</b> 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 70-79 C 0-69 F</p> <p><b>Course Requirements</b> The GRADUATE catalog provides these guidelines and grading options:</p> <p>A/A- Superior graduate work B+/B/B- Satisfactory graduate work C Work that is barely adequate as graduate-level performance CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. F Work that is unsatisfactory I Incomplete work ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. IP In progress NR Not reported W Withdrawn from the course</p>
<p><b>Activities</b></p>	
<p><b>Policy Statements: University Policies</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>A student may submit their term paper to the On-Line Writing Center in St. Louis by email and have a coach make suggestions/corrections. It is up to the student to allow sufficient time (7-10 days) for this process to be utilized and still turn in the term paper on the assigned date. Go to <a href="http://www.webster.edu/acadaffairs/asp/wc/online.html">http://www.webster.edu/acadaffairs/asp/wc/online.html</a></p> <p><b>Academic Honesty</b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p>

	<p><b>Drops and Withdrawals</b> Please beware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b> Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate, when you enter the classroom.</p> <p>Disruption of class, whether by latecomers, noisy devices, or inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b> From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b> It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p><b>Course Policies</b></p>	

<p><b>Week 1:</b></p>	<p>Class orientation, introduction and student expectations related to research papers, in-class exercises, group presentations and individual presentations.</p> <p><b>PREWORK:</b> Internet Reading: OSHA Workplace violence statistics <a href="http://www.osha.gov">www.osha.gov</a>; NIOSH workplace violence statistics and information <a href="http://www.cdc.gov/niosh">www.cdc.gov/niosh</a>; Department of Justice statistics and articles <a href="http://www.ojp.usdoj.gov/bjs/abstract">www.ojp.usdoj.gov/bjs/abstract</a>. Bring information on statistics and research on violence in the workplace. To be used as part of the group exercise. Review workplace violence statistics, conflict in the workplace, cost of workplace violence, categories of workplace crime perpetrators.</p> <p><b>Video:</b> Violence on the Job by NIOSH</p> <p><b>Group Exercise:</b> Review guidelines and information on the following organizations OSHA, NIOSH, Department of Justice related to workplace violence, report findings and discuss issues raised.</p> <p><b>Assignment for week two:</b> Internet readings: OSHA information on workplace violence prevention <a href="http://www.osha.gov">www.osha.gov</a>; USDA information on workplace violence prevention <a href="http://www.usda.gov/news/pubs/violence/wpv.htm">www.usda.gov/news/pubs/violence/wpv.htm</a>. Internet research: Search for articles and information on risk/threat assessments and vulnerability surveys. Review survey in <i>Preventing Violence in the Workplace</i>, Appendix page 185. Read Security and Prevention chapter in <i>Violence in the Workplace</i>.</p>
<p><b>Week 2:</b></p>	<p>Discussion on articles found related to risk/threat assessments, pros and cons on conducting an assessment. Lecture on security, violence prevention strategies and vulnerability surveys. Review chapter on Security and Prevention in <i>Violence in the Workplace</i>.</p> <p><b>Group Exercise:</b> Case Study on threats in the workplace. Case Study on veiled threats in the workplace.</p> <p><b>Guest Presentation:</b> Threat/risk assessment</p> <p><b>Video:</b> Violence in the Workplace</p> <p><b>Assignment for week three:</b> Conduct risk assessment for your organization. Internet Research: Conduct research on zero tolerance related to workplace violence. Be prepared to discuss policies, practices and procedures currently recommended in the workplace. Bring sample company policies to class. Read Chapter 6 in <i>Preventing Violence in the Workplace</i>.</p>

<p><b>Week 3:</b></p>	<p>Review and report findings of the threat/risk assessment conducted at worksite. Discussion and lecture on policy development, content, process, education, communication. Review chapter six in <i>Preventing Violence in the Workplace</i>.</p> <p><b>Group Exercise:</b> Develop company policy on workplace violence and present policy to class based on internet research.</p> <p><b>Case Study:</b> Threat by nonemployee.</p> <p><b>Group Exercise:</b> Pros/Cons of Zero Tolerance Policy</p> <p><b>Video:</b> Investigative Reports</p> <p><b>Assignment for week four:</b> Select a book or article that interests you on a specific topic related to violence in the workplace. Summarize the key points and critique the ideas presented. This paper will be presented in class. Be prepared to share article title and content at end of class for week four's presentation.</p>
<p><b>Week 4:</b></p>	<p>Discussion and lecture on sensitivity training. Review content of sensitivity training and importance of communication. Read chapter in <i>Violence in the Workplace</i> on Training Programs and Trauma Plan.</p> <p><b>Individual Presentations:</b> Each student will present their paper related to a book or article on workplace violence.</p> <p><b>Group Exercise:</b> Develop an outline for a company training class on communication and sensitivity. Present your outline to the class and be able to explain why you selected this topic/area.</p>
<p><b>Week 5:</b></p>	<p>Discussion and lecture on critical incident stress debriefings, employee assistance programs</p> <p><b>Assignment for week six:</b> Research critical incident stress debriefings and the value they provide in the workplace. Be prepared to present the pros and cons of this type of counseling to employees. Go to website <a href="http://www.west2k.com/wego.htm">www.west2k.com/wego.htm</a>. Click on archived Q &amp; A, select verbal abuse. Select one of the past questions and read the answer given by the expert. Be prepared to discuss if you agree or not with the response and why you do or do not agree. Research the history of Employee Assistance Programs and be prepared to discuss their value in an organization. Are they worth the expense? Do they add value? Find out if your organization has an EAP. Bring to class the services of your EAP.</p>

<p><b>Week 6:</b></p>	<p>Discussion of verbal abuse and violence in the workplace and what type of advice to offer to managers confronted with this situation in the workplace. Review research on EAPs in the workplace. Do they add value?</p> <p><b>Individual Presentation:</b> Each student will present their findings on west2k.com question they selected. Do you agree with the answer given by the expert, why or why not? What advice would you offer?</p> <p><b>Group Exercise:</b> Each group will use their research of EAP's and present their research findings. This will include developing a RFP to select an EAP for your organization.</p> <p><b>Assignment for week seven:</b> Research the use of the behavioral interviewing style and be prepared to discuss the pros and cons to this style of interviewing. Include sample questions. Read Chapter 4 in <i>Preventing Violence in the Workplace</i>.</p> <p><b>Final Paper Group Discussion:</b> Discuss the content of the final paper on Violence in the Workplace. Select a previous violence in the workplace incident that happened in the last four years. Analyze the sources of the incident, the costs to the employer, employee or others due to the incident and the issues which surfaced related to personality, conflict between employees, work/life balance, diversity, legal, etc., which contributed to the violent act. Discuss ideas of how it could have been prevented. What would you have put in place that might have affected the outcome in a positive way?</p>
<p><b>Week 7:</b></p>	<p>Discussion and lecture on the importance of the employment interview. What should be asked? What is the benefit of the interview? Review of behavioral interviewing and the benefit of using this technique. Discussion of Chapter 4 <i>Preventing Violence in the Workplace</i>.</p> <p><b>Individual Presentations:</b> Each student will present their findings on behavioral interviewing.</p> <p><b>Guest Presentation:</b> Behavioral interviewing in the workplace.</p> <p><b>Group Exercise:</b> Develop sample behavioral interviewing questions for use at your worksite. Present those to the class and be prepared to discuss why you would use those questions. What are you trying to uncover?</p> <p><b>Assignment for week eight:</b> Research incidents of workplace violence involving a terminated employee. What cause the violent reaction? How could it have been prevented? Read Chapters 5 and 9 in <i>Preventing Violence in the Workplace</i>.</p>

<p><b>Week 8:</b></p>	<p>Discussion and lecture of the workplace termination. What is the correct way to successfully terminate someone? Legal issues in terminating such as negligent hiring. ADR in the workplace. Review chapters 5 and 9 in <i>Preventing Violence in the Workplace</i>.</p> <p><b>Group Exercise:</b> Role play a termination based on scenario provided.</p> <p><b>Guest Presentation:</b> Negligent Hiring</p> <p><b>Individual Presentations:</b> Present Violence in the Workplace paper.</p>
<p><b>Week 9:</b></p>	<p>Review of violence in the workplace</p> <p><b>Individual Presentations:</b> Present Violence in the Workplace paper. Turn in paper.</p>
<p><b>Additional Information</b></p>	<p>Introduces the major components of comprehensive violence in the workplace policy, program and education initiative. The course will review and discuss policy development, risk assessment audits, critical incident stress debriefings, employee assistance programs, sensitivity training, behavioral interviewing techniques, reference checking, negligent hiring, and national statistics on violence in the workplace and resources available.</p> <p><b>Course Statement of Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the changes that have taken place in recent years regarding the increase in workplace violence.</li> <li>2. Research and learn the major factors which contribute to workplace violence.</li> <li>3. Understand key proactive steps organizations can take to be prepared in defusing this type of behavior among employees.</li> <li>4. Understand how to implement a program in any organization.</li> </ol> <p>Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations and a final paper. Textbooks: <i>Violence in the Workplace</i>, S. Anthony Baron, Ph.D. ISBN 0-934793-70-0, 2000 and <i>Preventing Violence in the Workplace</i>, Charles E. Labig, Ph.D. ISBN 0-8144-0287-9, 1995</p>
<p><b>Approved by</b></p>	<p>Michael Hostetler, Faculty Coordinator, 4 May 2009</p>