



# JAMES W. FOLEY LEGACY FOUNDATION



Photo by Manu Brabo

## *The James W. Foley Journalism Safety Modules*

*Updated May 2023*



(Nicole Tung/ASSOCIATED PRESS)

There's physical courage, but that's nothing compared to moral courage. If I don't have that moral courage, we don't have journalism.

~ James Foley

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Developed in Collaboration with Marquette University's Diederich College of Communication



# James W. Foley Journalism Safety Modules

## An Overview

The James W. Foley Legacy Foundation (JWFLF), in collaboration with Marquette University's Diederich College of Communication, developed the James W. Foley Journalism Safety Modules with undergraduate students of journalism and communication studies in mind. These safety modules serve as the undergraduate companion piece to the James W. Foley Journalist Safety Guide.\* JWFLF's goal is to introduce journalism and communications students to safety as a key component of the journalism craft. We believe the safety of young journalists is of paramount importance and that aspiring journalists must know how to prepare for – and respond to – danger if they choose to pursue a career in this field.

James W. Foley Journalism Safety Modules were piloted across the journalism and communications curriculum in Marquette's Diederich College of Communication in 2019-20. Since the completion of the pilot year, the modules have been available to journalism and communications programs, free of charge. JWF Safety Modules have been incorporated into journalism courses in over 25 colleges and universities in the US. In addition, the Samir Kassir Foundation provided grant funding to enable an Arabic translation of the safety modules and both the English and Arabic versions will be implemented into 11 Lebanese universities in the Fall 2023.

JWF Safety Modules help educators create a culture that promotes safety for all journalism and communications students. Each module has clear objectives and resources that can be implemented into existing courses. Depending on instructor needs and course content, the resources can be incorporated into part of a class period, a full class period, or multiple class periods. Some instructors incorporate resources from one module into their course; others have incorporated materials from multiple modules. Summaries and discussion questions are provided for each linked resource. When implementing the safety module materials, instructors often include one or more of the readings in their syllabus. The modules do not have to be introduced in a linear pattern; rather, instructors should incorporate modules into their existing courses based on how well the materials fit with the content of their course.

JWFLF aims to inspire students and instructors to think about safety throughout the undergraduate experience. These safety modules serve as 'safety scaffolding' with lessons learned building upon one another. The 14 safety modules cover a variety of topics, including, but not limited to, completing risk assessments, the responsibilities of newsroom managers, the safety of female and minority journalists, covering civil unrest (including protests), emotional self-care, care of sources, interviewing hostile sources, reporting on foreign conflicts, protecting digital data, covering weather-related stories, and reporting during the current pandemic. Along the way, students learn to view safety as an essential component of strong, healthy, and ethical journalism.

**\*The James W. Foley Journalist Safety Guide, designed by Ellen Shearer of the Medill School of Journalism and available at <https://jamesfoleyfoundation.org/journalist-safety>, is intended to serve graduate students in journalism. The Journalist Safety Guide was created through a collaboration of Medill's National Security Journalism Initiative and the James W. Foley Legacy Foundation, and in partnership with *Reporters Without Borders* and *A Culture of Safety Alliance (ACOS)*.**



## Module 1: Journalism Safety: Developing Safe Habits

In *Democracy in America* (1835 & 1840), Alexis de Tocqueville wrote, “The more I observe the main effects of a free press, the more convinced am I that, in the modern world, freedom of the press is the principal...element of freedom.” The free press is essential to a functioning democracy. Towards that end, the Society of Professional Journalists’ Code of Ethics posits that journalists should “seek truth and report it” and they “should be honest, fair, and courageous in gathering, reporting and interpreting information.” and attacks on press freedom are nothing new. While attacks on press freedom are nothing new, journalists face an increasingly hostile environment. More than ever, being a journalist requires the tools to work safely. The purpose of this introductory module is to make sure students recognize that safety is paramount when working as a journalist. While there will always be risks and dangers associated with journalism, preparation and careful assessments can help mitigate risks and dangers. From the early stages of their career, student journalists should be thinking about their safety and the safety of those impacted by their work.

### Learning Objectives

1. Students will recognize that safety is an essential element of journalism.
2. Students will be to articulate and explain why completing risk assessments is an important safety measure for journalists.
3. Students will be able to complete risk assessments.

### BE SAFE (Before Everything, Stop Assess Focus Enact)

This introductory module is designed to help aspiring journalists, editors, newsroom managers and other members of the media to develop safe habits. An **easy-to-remember** acronym for students is to **BE SAFE: Before Everything, Stop Assess Focus Enact**. Marquette University, for instance, created a business-sized card with **BE SAFE** on the front and a summary of the Society of Professional Journalists preamble with important contact numbers on the back for students to carry.

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">BE SAFE</p> <hr style="width: 50%; margin: auto;"/> <p style="font-size: 0.8em; text-align: center;">Issued by the Department of Journalism and Media Studies, Marquette University</p>	<p style="text-align: center; font-weight: bold; font-size: 1.1em;">Before Everything: Stop</p> <p style="text-align: center; font-size: 0.9em;"><i>Don't rush into a story, interview, situation.</i></p> <p style="text-align: center; font-weight: bold; font-size: 1.1em;">Assess</p> <p style="text-align: center; font-size: 0.9em;"><i>Where are you going? Who are you interviewing? What is your purpose?</i></p> <p style="text-align: center; font-weight: bold; font-size: 1.1em;">FOCUS</p> <p style="text-align: center; font-size: 0.9em;"><i>What can go right/wrong.</i></p> <p style="text-align: center; font-weight: bold; font-size: 1.1em;">Enact</p> <p style="text-align: center; font-size: 0.9em;"><i>Your plan.</i></p>	<p>The ethical journalist is <b>accurate</b> and <b>fair</b>; treats sources, subjects, colleagues and the public <b>respectfully</b>; meets the highest and primary obligation to <b>serve the public</b>; takes <b>responsibility</b> for one's work; and is willing to <b>explain one's decisions</b> to the public.</p> <p style="text-align: center; font-size: 0.9em;"><i>From: Society of Professional Journalists Code of Ethics</i></p> <p style="font-size: 0.9em;"><b>On-Campus Police:</b> 414.288.1911 <b>Off-Campus Police:</b> 911 <b>Marquette Counseling Center:</b> 414.288.7172</p>
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When preparing for assignment, journalists must understand their decisions have direct bearing on their own safety and the safety of others. Covering any beat comes with some risk, but careful planning and thoughtful risk assessments can mitigate those threats. Developing safe habits helps journalists think through how to manage risk and respond to any situation.

Dual goals arise: Reporting accurately if a situation turns dangerous while minimizing risk to avoid injury or worse. Preparation is the best way to mitigate risk. Of course, journalists should assume controversial

issues such as abortion, police shootings, or divisive political campaigns or rallies have the potential to become violent. Think about the rhetoric used and groups involved. Risk assessments, however, should be completed before any assignment. Do not assume that because similar events were not dangerous, this assignment will be safe. Advanced preparation – even practicing responses to danger – helps reporters react correctly without thinking. Much depends on a journalist’s ability to react in situations that turn in the blink of an eye. Journalists must be realistic about their physical and emotional thresholds. If any journalist deems the risk too great, the decision should not be treated as a source of shame or stigma. Journalists must avoid assuming there is no risk in covering less controversial or risky stories. Journalists and newsroom employees must always be prepared. Not scared. Prepared.

## **Readings & Resources**

### **Risk Assessments for Journalists** (see page 42)

Risk assessments help the entire team – journalists, crew members, and newsroom managers – prepare for potential risks when working any assignment. Risk assessments identify risks that may be encountered and help to mitigate them. The entire team needs to do their due diligence when assessing the risk/reward of covering any story. Young journalists are encouraged to talk with colleagues or instructors who have worked or reported on similar beats. This includes peers, instructors, and other experienced journalists.

Every risk assessment is context dependent based on assignment. Remember, conflict zones are not the only places involving risk and danger. Take a risk assessment-informed approach because all reporting carries the possibility of risk. Get in the habit of completing risk assessments that cover steps taken from the beginning of the assignment to the end. Risk assessments help think through “What if...?” scenarios. Ultimately, the team must confront whether risks involved are worth the benefits of an assignment.

### **Rory Peck Trust, Risk Assessment: Getting Started**

A great starting point for introducing safety and the importance of mitigating risk for young journalists. The Rory Peck Trust explains how risk assessments work, and why journalists should make it a habit to complete risk assessments for all assignments. This helpful website also offers a link with templates for completing the following: Risk Assessment & Security Protocol; Communications Plan; Digital Risk Assessment; and Proof of Life. After reading through, students should be prepared to discuss the discussion questions listed below.

#### **Discussion Questions**

- 1. What is a risk assessment?**
- 2. Why should journalists undertake a risk assessment?**
- 3. How can risk assessments help journalists prepare for an assignment?**
- 4. How and why should journalists update their risk assessment while on assignment?**

### **“Journalism Ethics 101: A Survival Guide for Student Journalists Navigating a Shifting World”**

Delaney Nothaft, *Markkula Center for Applied Ethics* (June 12, 2020)

Explores the importance of a free press, including on college campuses. Tackles questions about the importance of college newspapers, the difference between college newspapers and regular publications, and ethical guidelines for student journalists. Identifies 10 ethical guidelines for student journalists and newsrooms to prioritize.

#### **Discussion Questions**

- 1. What are some differences between college newspapers and regular newspapers?**
- 2. Why is it important to develop ethical guidelines for students? How do these ethical guidelines relate to safety for journalists and contribute to a healthy newsroom?**

**“For student journalists, the beats are the same but the protections are different”** Stephanie Sugars, *Freedom of the Press Foundation* (Dec 2, 2019)

Student journalists face the same challenges as their professional counterparts. The shuttering of local newsrooms results in student journalists filling the void in local journalism.

#### Discussion Questions

1. **How has the changing landscape of journalism impacted the role of student journalists?**
2. **What are some of the risks that student journalists may face?**



#### U.S. Press Freedom Tracker

Instructors can refer students to the U.S. Press Freedom Tracker. This nonpartisan website aims to provide reliable, easy-to-access information on press freedom violations in the US, including the number of journalists arrested, physically attacked, equipment seized, stopped at the border, etc. in a given year. Students should be aware of the risks journalists face and be prepared to learn how to navigate the world of journalism as safely and confidently as possible.

#### Discussion Questions

1. **Why is the media under so much scrutiny?**
2. **Why is it important to learn about safety when preparing to work in the media?**



Photo by Suree Towfighnia

## Module 2: On Assignment – Mitigating Risk

When thinking about journalism safety, the primary goal is to mitigate the risks when covering any assignment, including those that may lead to civil unrest, such as riots, protests, and political conventions. There should be specific emphasis on the importance of conducting pre-assignment risk assessments to mitigate potential threats. Remember, journalists may face potential dangers when covering *any* assignment. In addition to resources for mitigating risks while out on assignment, this module also includes two scenarios to help students better understand potential threats they may encounter: (1) Aaron Mak of the *Milwaukee Journal Sentinel* covering Milwaukee’s 2016 Sherman Park Riots that erupted after the fatal police shooting of a 23-year-old Black male, and (2) Cengiz Yar’s experience covering the 2016 Republican National Convention in Cleveland. Often, political conventions have journalists on edge, thinking anger and fights may erupt into more intense and widespread violence. Advanced preparation by news organizations and journalists is the right approach when preparing to cover civil disobedience-type events that may result in violence.

### Learning Objectives

1. Students will be able to articulate potential risks that journalists face in the field.
2. Students will be able to put completed risk assessments into practice.
3. After reading the scenarios by Tim Mak and Cengiz Yar, students will assess and critique the choice Mak and Yar made while covering potentially volatile situations.

### Readings & Scenarios

**The importance of undertaking risk assessments: 'No story is worth dying for'** Caroline Scott, [journalism.co.uk](http://journalism.co.uk) (May 8, 2017)

Scott’s central premise is the following: “No story is worth dying for.” This article focuses on conflict areas, but the main ideas hold true for *all* journalists. Journalists need to take precautions to mitigate risks. This involves completing risk assessments, taking a first aid course, focusing on digital security, dressing appropriately, and maintaining contact with the newsroom or other colleagues.

### Discussion Questions

1. **Why are risk assessments important? How can completing a risk assessment mitigate risk? How do clothing choices factor into a risk assessment/**
2. **How can journalists protect their data? Why is that important?**
3. **Why is it important to carry an emergency contact list?**

**“Covering Injustice: Safety Tips for Reporting on Protests”** *International Women's Media Foundation (IWMF)* (June 3, 2020)

Provides safety considerations for preparing to cover protests, including tips for younger journalists, as media members are increasingly targeted. Covers essentials to bring, how to prepare, what to do when covering the protests, how to respond if stopped by law enforcement, and additional resources.

### Discussion Question

1. **Have students covered protests? What precautions were taken? What concerns exist?**

**“It’s time to change the way the media reports on protests. Here are some ideas.”** Kendra Pierre-Louis, *Nieman Lab* (June 24, 2020)

Pierre-Louis examines *how* journalists report on protests. A concern Kilgo shares is – consciously or not – “the press contributes to the political status quo by reinforcing whatever the government thinks.” Be aware of inherent biases, the ways protests are framed, how “to hold powerful people and institutions

accountable to the broader public”, racial discrimination within newsrooms, and a tendency to report on extreme/violent protests while neglecting peaceful protests.

### **Discussion Questions**

- 1. How does framing of protests impact narrative? Should journalists be aware of this?**
- 2. Why is word choice and passive vs. active voice important when describing the actions of police officers and protesters?**
- 3. What other concerns are addressed? List and discuss.**

**“You’re Asian, Right? Why Are You Even Here?”** Aaron Mak, *Politico* (August 23, 2016)

Aaron Mak, intern with *Milwaukee Journal Sentinel*, was attacked while covering Milwaukee’s 2016 Sherman Park riots. Read the article, then read Mak’s three-part reflection on covering the riots. Consider how a risk assessment may have helped Mak prepare for this situation that spiraled into a riot.

**Scenario, Three Parts: Aaron Mak Covering the Sherman Park Riots (Milwaukee 2016)** from The James W. Foley Journalist Safety Guide. Includes discussion questions and suggested responses.

### **Part 1**

*It is Aug. 13, the last day of your summer internship. But your editor has an assignment. He sends you to the city’s predominantly Black and socio-economically underprivileged Sherman Park neighborhood. There had been reports of a fatal shooting in the area. Because you have reported at crime scenes in the past without incident, it seemed like a routine assignment. But when you arrive you learn that the shooter is a policeman, and the victim is a well-liked member of the community. An outraged crowd is forming around the cul-de-sac where the homicide occurred. This did not concern you because you had spent much of the summer covering police brutality protests, all of which had been peaceful.*

*You begin to suspect that the protest could turn violent when some in the crowd start shoving forward and throwing rocks at the police officers who are guarding the crime scene. In demonstrations that you’ve covered in the past, making any sort of physical contact with law enforcement is usually an unspoken line that protestors won’t cross. The police conducted their on-scene investigation throughout the afternoon, during which time the crowd grew progressively larger and more unruly.*

### **Discussion Question for Part 1**

- 1. Should Mak have shadowed an activist? Discuss.**

### **Part 2**

*At sunset, the officers place the body into the ambulance, pile into their squad cars, and begin to leave. Just as the last car in the procession is about to pull out of the cul-de-sac, someone runs up and smashes its back window. This emboldens others in the crowd to follow suit, and soon the rioters are smashing and setting fire to parked vehicles and small businesses that line the streets of the neighborhood. You run after the mob to capture video of the turmoil on your cell phone.*

*You also call your editor and inform him that a riot has broken out. He sends another reporter and a photographer, both white men, to help with the coverage. You meet them at a nearby intersection. Moments later, a phalanx of armored police comes marching down the street behind us. A rioter fires seven gunshots from the other side of the intersection. The police disperse, and you and your colleagues dive behind a Chevy Suburban. Once it seemed like the gunfire ceased, the photographer walks off to take more pictures, while you and the other reporter remain behind the car.*

*Minutes later, a man shouts, “Get your white ass out of here! You better not let me fucking catch you!” You see a group of around 20 people chase the photographer down the street. You don’t have a plan to*

*diffuse the situation, but feel you can't leave your colleague to fend for himself. You decide to run after him and make sure that he isn't assaulted. It may not have been the right call, but you're not sure what else you can do.*

*The photographer drops the bulky cameras that are around his neck so that he can run faster. Worried that you'll lose all of his work, you run over to retrieve the gear. He stops and looks back, at which point you yell at him to keep running. You realize that picking up the cameras and shouting at him were ill-considered moves that likely endangered both of you. The mob realizes that you are associated with him, and so they begin chasing you.*

### **Discussion Question for Part 2**

- 1. When rioting began, what should Mak have done to mitigate potential risks?**

### **Part 3**

*Because the photographer was a much faster runner, the mob caught up with you first, threw you to the ground and pummeled you. A few onlookers saw what was happening and ran up, yelling, "Stop, he's not white! He's Asian!" The attackers, after taking a step back to examine you, run off into the night. An activist who had been a source in earlier reporting on police violence comes over to help you get up from the ground and escorts you to a nearby park. Other people you have interviewed in past protests hear about what happened, and they too come over to make sure you are not attacked again. You call an editor and ask her to pick you up. Your two colleagues also managed to run to safety, unharmed, and you meet back at the newsroom.*

### **Discussion Question for Part 3**

- 1. Do you need to think about how a crowd might react to you based on your gender, race or ethnicity? Is that something to consider in assessing risk?**

**"The US is now a 'noticeably problematic' place to be a journalist, report shows" Lucy Handley, CNBC (April 18, 2019)**

Highlights how threats to journalists continue to increase in the U.S., making the profession more dangerous. Politicians have fomented aggression towards journalists by making continued accusations of "fake news" and describing the media – individually and collectively – as being "dangerous and sick."

### **Discussion Questions**

- 1. Why is the U.S. considered a 'noticeably problematic' place for journalists?**
- 2. How should journalists react to the increased risks in terms of performing their craft?**

### **Biography of Cengiz Yar**

Cengiz Yar, a U.S.-based documentary photographer with a focus on Iraq and ISIS, writes on mass displacement, religious and ethnic minorities, and the fight against ISIS. Yar has written for *The Guardian*, *The Telegraph*, *Maclean's Magazine*, *Foreign Policy*, *Huck Magazine*, *The American Scholar*, *Vice*, *Makeshift Magazine*, and *Mashable*. Humanitarian clients include UNHCR, UNICEF, UNDP, and Mercy Corps. Yar's work has appeared in *BBC World News*, *Juxtapoz Magazine* and *Roads & Kingdoms*. In 2015, Yar received *Online News Association's* James W. Foley Award for Conflict Freelancers.

### **Scenario, Two Parts: Cengiz Yar Covering 2016 Republican National Convention in Cleveland**

#### **Part 1**

*It is the summer of 2016. You are a freelance photographer and have been assigned to cover the Republican National Convention in Cleveland. Tens of thousands of protesters are predicted to fill the*

streets, along with thousands of police officers. The anticipation of violence is high with many news outlets reporting on it in the weeks leading up to the July convention. The weather during the convention is supposed to be in the 90s. The city of Cleveland has a restricted zone in downtown that limits the items allowed near the convention hall. Included in that list are gas masks and tennis balls - not included are guns because Cleveland has a law allowing registered gun owners to carry concealed weapons.

Pro-gun activists from around the country likely will be traveling to Cleveland to exercise their right to carry weapons. Black Lives Matter protesters are heading to the city as well, as are branches of the Black Panthers. Members of Bikers for Trump are riding in from South Dakota and anarchists like Black Bloc are said to be traveling from the East Coast. There is also the possibility of Trump not receiving the Republican nomination, which could lead to violence on the streets from his supporters.

Your editor assigns you to cover the protesters and environment outside the convention hall as well as some Cleveland voices from around the city. You will not have to go into the convention hall to cover the speeches and nominating procedures. You will be outside and mobile on the streets. There will be thousands of other reporters and photographers covering this event so the competition for compelling stories and imagery will be high.

### **Discussion Questions for Part 1**

- 1. What are the possible threats to safety?**
- 2. What should a journalist wear in this situation? Should journalists bring body armor?**
- 3. Due to the security restrictions downtown where most protests take place, what might journalists bring to protect themselves?**
- 4. What other preparations should journalists make?**

### **Part 2**

The second day of the RNC. Events have not been violent, crowds are small, but there is a gathering of journalists and thousands of police. It's midday and you're feeling hot. A crowd of police and journalists surround a group of men arguing. A scuffle starts and you are between the police and protesters, including the men arguing. There is shoving. Some small objects, most likely plastic bottles, are thrown through the air. The confrontation appears to be between masked anarchistic protestors and InfoWars, the conservative gun rights group.

You have seen people with handguns on their hips in the crowd and others earlier in the day walking around with rifles. The police, of course, are armed, and there are police snipers in nearby buildings. The situation appears to be escalating quickly.

### **Discussion Questions for Part 2**

- 1. What should journalists do: stay in the crowd or move? Why?**
- 2. How could a photography/storytelling plan help mitigate risks?**

**Create an outline** Identify risks, and properly outline. List the key building blocks: sequences, interviews, travel plans and actions that are vital to your plans.

**Locations and brief schedule** Where are you going, when, and for how long?

**Assignment details** Give details of what you intend to film, photograph, record, and write. Include meetings, sequences, interviews, and locations. This is the foundation of a risk assessment and provides a clear idea of what and how to achieve your goals.

**Project-specific risks** Is this a sensitive topic? Are you reporting in a high-risk location/event? Are the people you are meeting under surveillance, putting you are risk? How can you mitigate risks? Could you leave sensitive interviews until the end?

## Module 3: Understanding Journalists' Rights

This module emphasizes the importance of understanding journalists' right as a free and independent press is fundamental to a democratic society. According to [US Press Freedom Tracker](#), there were 297 reported incidents against journalists in 2021, including 144 assaults and 37 reports of damaged equipment. There were also 59 incidents where journalists were arrested and/or faced criminal charges. Journalists must make informed choices when covering protests, including what access they do and do not have and what to do if they are detained by law enforcement officers. Knowing their legal rights allows journalists to perform their important work more safely and can help de-escalating confrontation.

### Learning Objectives

1. Students will be able to explain the rights of journalists.
2. Students will be able to explain various tactics law enforcement officers (LEOs) use, including kettling, and articulate their rights if stopped by law enforcement.

### Readings/Resources

**"What some reporters get wrong about the First Amendment"** Jonathan Peters, *Columbia Journalism Review (CJR)* (February 5, 2018)

Peters shares responses from 11 law professors and attorneys regarding common misconceptions about what is/is not protected under the First Amendment and other laws. Topics covered include news gathering protections, social media content, access to newsgathering on private property, etc.

### Discussion Questions

1. Do members of the press have the same or different rights than the general public?
2. Do journalists have the right to republish something from *Facebook, Instagram, etc.*?





**“Journalists, attacked by police and rioters alike, must build local bridges”** Joel Simon,  
*Columbia Journalism Review*. (June 2, 2020)

Simon examines how frayed relationships between journalists and law enforcement over the past decade have contributed to aggression towards members of the press. Simon notes that growing hostility towards traditional media has made covering protests increasingly dangerous.

#### **Discussion Questions**

- 1. What is “kettling” and why should journalists be aware of this law enforcement tactic?**
- 2. What can journalists and organizations do to stem the rise in violence towards media?**  
(see [CPJ Safety Advisory: Covering U.S. protests over police violence](#)).

**“Police, Protesters and the Press”** *Reporters Committee for the Freedom of the Press (RCFP)*

Updated June 2022

This 13-page PDF “aims to help journalists understand their rights at protests and avoid arrest when reporting on these events. It summarizes the legal landscape and provides strategies and tools to help journalists avoid incidents with police and navigate them successfully should they arise.” Journalists must familiarize themselves with their rights. This resource answers questions about rights, and what to do if detained and/or arrested.

#### **Discussion Questions**

- 1. What rights do journalists have under the First Amendment? Discuss.**
- 2. What is a “Terry Stop”? Why is it essential that journalists know this information?**
- 3. What is the Privacy Protection Act of 1980 and how does this relate to journalism?**

**“Student journalists covering protests face unprecedented violence from police”** Joe Severino,  
*Student Press Law Center (SPLC)* (June 30, 2020)

Severino lists several examples of student journalists being targeted and/or assaulted by law enforcement officers. Student journalists must remember they face the same risks as their professional counterparts. Severino examines the importance of journalists knowing their rights and provides steps to ensure safety.

#### **Discussion Questions**

- 1. What threats and dangers have student journalists encountered covering protests?**
- 2. In addition to knowing media rights, what can journalists do in emergency situations?**
- 3. What should journalists do if denied access or asked to disperse with general public?**
- 4. What can journalists do when covering possible law enforcement abuses?**

**Freedom of the press is not just important  
to democracy, it is democracy.  
~Walter Cronkite**

## Module 4: Working with Sources

As students learn how to work with their sources, precaution and preparation remain an essential element of journalist safety, especially with the changing political climate where journalists are targeted and harassed. Just like performing a risk assessment before covering a story, journalists should consider in advance how they plan to work with their sources. This includes if a source may be hostile. Remember, the purpose of an interview is not to debate a source, but to gather information. Journalists must strive to remain level-headed. In addition, journalists not only have a responsibility for their own safety, they have a responsibility for the safety of their sources. This includes taking into consideration their sources' emotional well-being. Journalists must have the best interests of their sources in mind and make efforts to ensure to avoid or minimize re-traumatization when covering a story and/or interviewing victims.

### Learning Objectives

1. Students will examine different methods of working with sources depending on the situation.
2. Students will be able to explain how to work with sources who have experienced trauma.
3. Students will be able to identify how race and gender may impact how sources respond to questions from journalists.
4. Students will be able to articulate why it is important to avoid re-traumatizing victims, and put these skills into practice.

### Reading(s)

**“Tragedies & Journalists: A Guide for More Effective Coverage”** Joe Hight and Frank Smyth, *Dart Center for Journalism & Trauma* (2003)

This 16-page guide covers the wide-ranging effects that tragedies can have on all involved. From the newsroom perspective, this includes managers, reporters, photojournalists and everyone in between. Hight and Smyth write, “Reporters, editors, photojournalists and news crews are involved in the coverage of many tragedies during their lifetimes. They range from wars to terrorist attacks to airplane crashes to natural disasters to fires to murders. All having victims. All affecting their communities. All creating lasting memories.” In order to cover tragedies, Hight and Smyth point out that that the three areas to consider are the following: (1) The victims; (2) the community; and (3) the journalists.



**Discussion Questions (for each question, create a list and discuss responses)**

1. What are some tips for the following: (a) interviewing victims; (b) writing about victims; (c) covering traumatic events in your community; (d) taking care of yourself; (e) for photojournalists who respond to tragedies; and (f) managing those who cover traumatic events?
2. How can and should newsroom employees address emotional trauma and/or PTSD? What role does the newsroom manager play?

**“When interviewing trauma victims, proceed with caution and compassion”** Sherry Ricchiardi, *IJNET: International Journalists’ Network* (Nov 7, 2018)

Discusses how to proceed when working with sources/victims of trauma. There is an embedded video, “Getting it right – ethical reporting on people affected by trauma,” where victims and survivors discuss how the media treated them.

### Discussion Questions

1. According to Buttry, how should journalists approach trauma victims? Discuss.
2. What rules does Sherry Ricchiardi follow when interviewing trauma victims? Discuss.

**“An editor’s sensitive guide to interviewing victims of trauma”** Jan Winburn, *Nieman Foundation* (Jan 20, 2022)

Winburn points out that early in her career, there was little to no discussion about covering trauma or about the impact that can have on victims of trauma. Winburn has noticed positive changes over the past two decades as well and offers this advice to students: “We do not get through our lifetimes without experiencing loss. Trauma is central to human existence. And central to journalism, because it is the journalist’s duty to inform, to give voice not just to opinion, but to people’s lived experience. Sometimes that means illuminating the landscape of tragedy and trauma.”

### Discussion Questions

1. According to Winburn, how can journalists help to empower trauma victims?
2. Is it ethical and morally sound to request interviews with trauma victims?
3. What can journalists do to avoid leaving trauma victims “in a dark place”?

**“Interviewing in the aftermath of trauma”** Kimina Lyall, *Dart Center for Journalism & Trauma* (March 8, 2022)

The resource points out “there is no infallible method for interviewing survivors and witnesses to trauma. Each case is unique and presents its own challenges.” Discusses what journalists should know beforehand, how to prepare for an interview with trauma victims, how to act during an interview, and what to do after the interview is completed.

### Discussion Question

1. What should journalists know before interviewing trauma victims?
2. How can journalists prepare for an interview with trauma victims?
3. What can journalists do before *and* after an interview? Why is this important for both the journalist and the victim?



### **“Journalists of Color Face Harassment by Sources”** Jane C. Hu, *The Open Notebook* (Apr 2019)

Examines the toll harassment takes on journalists of color by explaining how microaggressions of racism build up and ultimately wear down those on the receiving end. Delves into the role editors and newsrooms can play in supporting journalists of color.

#### **Discussion Questions**

- 1. How are “microaggressions” defined? Is there a clear line between these pinpricks of racism and a source being friendly or cordial?**
- 2. How should journalists of color respond? Is there a correct – or best – way to respond to “microaggressions”? What is the risk of *not* responding?**
- 3. What responsibility does a newsroom manager have in identifying and address issues of racism? How can newsrooms support journalists of color who experience harassment?**

### **“Interviewing people who have experienced trauma”** Qainat Khan, *The GroundTruth Project* (Dec 26, 2017)

Provides key considerations for interviewing victims of traumatic events. Consists of two articles that inform journalists of best practices when interviewing victims.

#### **Discussion Questions**

- 1. What tips are offered for interviewing those who experience trauma?**
- 2. What are three things Beth Murphy focuses on in terms of her experiences? What can journalists learn from these experiences? Discuss.**

### **“The art of the interview: Asking the hard questions about asking the hard questions”** Ann Friedman, *Columbia Journalism Review* (May 30, 2013)

Discusses how to deal with hostile sources, including asking the hard questions. Important steps to asking good questions are provided. When considering these steps, discuss how to respond if asking hard questions leads to push back from sources.

#### **Discussion Question**

- 1. What advice does this article offer in terms of how to ask the hard questions? Do you agree with these steps? Why or why not? Discuss.**

### **“How to Conduct Difficult Interviews”** Mallory Pickett, *The Open Notebook* (Dec 11, 2018)

Offers firsthand accounts of conducting difficult, tense interviews. Recounts how journalists overcame fears and uncertainties and pushed forward to complete stories. Feeling anxious or nervous before conducting interviews is normal. One key is to remain open-minded. Avoid heated discussions.

- 1. Don’t fear the fear!** It’s natural to be nervous before an important or difficult interview.
- 2. Prepare.** Make sure you have all your facts and reporting in order and that they are accessible to you during the interview if you need them. Then practice the interview as much as you can – map out an interview flowchart and/or role play with a colleague.
- 3. Stay calm and stick to the facts.** During the interview, if your interviewee starts to get upset or shut down, ask them to share their concerns. “I can tell you’re upset/reluctant to talk about [X]. What specifically are you worried about?”
- 4. Make every effort to include all voices in your story.** Don’t just send one email and then say the source didn’t respond to a request for comment. If you can’t get a phone or in-person interview, put serious thought into writing questions for written response. Remember that your questions are on the record; keep them neutral.
- 5. No surprises!** If you work with a publication that has a fact-checking department, they run much of your reporting by the source. If you don’t have a fact-checking department, a “no

- surprises” letter that goes through everything you said about that source and gives them a chance to respond can be useful. A “no surprises” phone call can also be a great idea, but make sure you record it.
6. **Be kind and fair.** Building relationships with the people you are interviewing can make reporting easier, and might even lead to new stories down the road.

#### Discussion Questions

1. **How can journalists overcome fear and also be prepared and calm when interviewing trauma victims?**
2. **Why is it particularly important to be both kind and fair when interviewing trauma victims?**
3. **Why does Martha Mendoza argue that “interviews with the main subject of an investigative story shouldn’t be about fact-finding”?**



ALEXANDER HONG/SENIOR STAFF

**I don't think a tough question is disrespectful.  
~Helen Thomas, White House Press Corps**

## Module 5: Reporting on – and during – the COVID-19 Pandemic

This module offers information and strategies for staying safe – physically and mentally – during the pandemic. Journalists must make sure they protect themselves, their colleagues, and their sources. Knowledge evolves so staying informed with current resources is important. This is especially relevant as mask ordinances come and go, variants raise infection rates for periods, and isolation for many persists.

Covering health-related crises presents risks for journalists. Journalists must seek updated pandemic information while also drawing upon past health crises to develop action plans. Journalists must mitigate personal risk – nothing is more important than physical and mental health. At times, the pandemic raises additional concerns with many journalists working from home and newsrooms often sparsely filled. With even more of our communications taking place wirelessly, additional concerns about digital safety arise. Journalists must adjust to this ‘new’ normal.

### Learning Objectives

1. Students will be able to explain what, if any, precautions they should take when covering stories during a pandemic or other health emergency.
2. Students will be able to understand and explain the importance of keeping informed about the risks related to a pandemic or other health emergency.

### Readings/Resources

#### **“CPJ Safety Advisory: Covering the coronavirus outbreak”** *Committee to Protect Journalists*

Easy-to-digest information and advice for working during the pandemic. Introduces journalists to various aspects of reporting during this, or any, health-related crisis. Includes information on the following: (1) Pre-Assignment Planning; (2) Psychological Well-Being; (3) Avoiding Infection and Infecting Others; (4) Digital Security; (5) Crime and Physical Security on Assignment; (6) International Travel Assignments; and (7) Post-Assignment.

### Discussion Questions

1. **During the pandemic, what can be done to mitigate risk and protect mental well-being?**
2. **What precautions can journalists take to avoid infection and infecting others?**
3. **Why should journalists be aware of digital security during this pandemic?**
4. **What post-assignment precautions should journalists be prepared to take? Be sure to follow WHO or CDC guidelines.**

#### **“Reporting on coronavirus: Handling sensitive remote interviews”** Jo Healey, *Dart Center for Journalism & Trauma (originally published by BBC Academy)* (April 20, 2020)

Jo Healey, senior BBC news journalist, develops and delivers Trauma Reporting through the BBC Academy. Healey explains the “added considerations” beyond typical sensitivities when remotely interviewing during the pandemic. Interviewees may be in isolation or semi-isolation, may have lost someone who died alone, the ‘normal ritual’ of death and mourning has been altered, there is still unknown about the virus, and anxiety and fear about the safety of other loved ones may still exist. Due to these factors, journalists should provide extra support before, during, and after the interview.

### Discussion Questions

1. **What can journalists do before a remote interview?**
2. **What technology should journalists use when conducting remote interviews?**
3. **What should journalists keep in mind during the interview?**
4. **What are a journalist’s responsibilities after an interview concludes?**

**“How Journalists Can Deal with Trauma While Reporting on COVID-19”** Olga Simanovych, *Global Investigative Journalism Network (GIJN)* (March 24, 2020)

Examines the balance journalists face in causing no additional harm to victims while focusing on their own mental well-being. Dr. Cait McMahon, director of Dart Center Asia Pacific, reminds journalists: “During a natural disaster or outbreak of violence, a journalist — like a psychotherapist — often takes on the role of a witness, who at times may experience a horror, rage and despair that is almost like that of the victim’s.” A journalist “risks psychological harm at three different stages of his or her work: firstly, as a witness or participant in the event; secondly, while communicating and showing compassion to the victims; and thirdly, by telling their stories — allowing their experiences to pass through the reporter to an audience.” This helps journalists prepare a strategy for their mental health during the three stages — before, during, and after — of an assignment.

**Discussion Questions**

1. **What can journalists do to prepare for covering an assignment during this pandemic?**
2. **What protections can journalists take after completing an assignment?**

**“Covering COVID-19: Concepts, sources, treatments, and more”** Aldana Vales, *International Journalists’ Network (IJNET)* (April 3, 2020)

Typically, a health crisis is covered by journalists well-versed in science; however, due to the pandemic’s wide-reaching impact, all journalists are impacted by science reporting during the pandemic. Aldana Vales provides tips so reporters can “familiarize[e] themselves with new concepts, sources and data.” Vales explains key concepts, offers advice on incorporating testimonials, and examines ethical dilemmas about the role of journalists during the pandemic.

**Discussion Questions**

1. **What key concepts about the pandemic should all journalists know?**
2. **Why be aware of how first-hand testimonials are incorporated in pandemic stories?**

**“How journalists can work from home securely”** *Freedom of the Press Foundation* (Mar 2020)

Remote work is often necessary during the pandemic. This heightens the importance of digital security. This resource examines systemic changes in journalism and the importance of digital safety for newsrooms and individuals working from home. This helps newsroom managers and editors understand basic infrastructure needs and to offer reporters tips on digital security.

**Discussion Questions**

1. **How can newsroom managers and editors help ensure digital security?**
2. **What precautions can be taken to protect their equipment and their stories?**



Alexi Rosenfeld / Getty Images 2020

## Module 6: Photojournalism – Staying Safe

Photojournalism is dangerous with its own distinct risks. To capture images of people, disasters, riots, etc. in real time, photojournalists put themselves in situations where the subjects and conditions can change in an instant. Photojournalists may have limited peripheral vision and be less aware of changes taking place around them. Photojournalists have multiple responsibilities: themselves, their subjects, and their equipment. Photojournalists must be intentional to mitigate physical risks and avoid equipment damage.

### Learning Objectives

1. Students will be able to identify and explain specific risks that photojournalists face.
2. Students will be able to use best practices to protect themselves and their equipment.

### Readings/Resources

**“Video & recap: Caring for photojournalists – Preventing burnout, treating trauma and ensuring equity”** *Journal Institute, The National Press Club* (Jan 22, 2021; updated March 2, 2021)

Burnout and trauma are examined by Nicole Frugé, director of photography at the *San Francisco Chronicle*, Rich Glickstein, a photojournalist, trauma therapist, and social worker, and Michael Santiago, staff photojournalist at Getty Images. Tips on preventing burnout, treating trauma, and ensuring equity as well as ensuring equity for photojournalists are covered by this panel. Video coverage is linked.

### Discussion Questions

1. **When can photojournalists do to prevent burnout and protect their mental well-being?**
2. **Why is the issue of equity important when considering the role of photojournalists?**



**“Photojournalism best practices during COVID-19”** *International Journalists’ Network (IJNET)* (August 25, 2020)

Expert advice about safety best practices, general information for photojournalists during the pandemic, tips for journalists and press organizations, and photography best practices.

### Discussion Questions

1. **What safety best practices should photojournalists employ to ensure their safety and well-being during the pandemic? List and discuss.**
2. **What best practices should photojournalists follow? List and discuss.**



**“Photojournalists: The key to getting published and staying safe”** Glenn Edwards, *Thomson Foundation* (2021)

Glenn Edwards, an award-winning photojournalist, shares his experience as a photojournalist, mostly in Africa. His assignments included covering protests and most recently he has photographed the Black Lives Matters demonstrations in his native Wales. Edwards talks about how to get work, what to do once you get an assignment, and safety protocols you should follow when on the job.

**Discussion Questions**

- 1. According to Edwards, whether a demonstration is at home or in another country, if you don’t know the details of the story, and reasons behind the protests, how can you convey this in your photographs?**
- 2. Consider the following: Why are you going? Who are you there for? Discuss.**
- 3. Finally, when it comes to safety (risk assessment and equipment safety), what questions should photojournalists be prepared to answer? List and discuss.**

**“#SafetyInFocus: Photojournalists at risk”** *Committee to Protect Journalists (CPJ)*

Six short videos (2-3 minutes each) on the risks of being a photojournalist. Each covers a different topic: personal safety, financial safety, injury and trauma, sexual harassment, digital security, and risk assessment. Includes statistics from 500 photojournalists who were surveyed about safety.

**Discussion Question**

- 1. Students and instructors can watch videos in class (or as an assignment) and then discuss. Why are these topics important for photojournalists? How can addressing these issues provide photojournalists with another level of safety?**

**“‘We face a different danger,’ war photographer Paul Conroy says”** Lucy Westcott, *Committee to Protect Journalists (CPJ)* (May 22, 2019)

British war photographer Paul Conroy recounts his last assignment with reporter Marie Colvin in Syria in 2012. Conroy discusses the biggest issues for photojournalists and their safety, what safety training they receive, if any, and what needs to be done to better support photojournalists. Conroy notes journalist and photojournalist safety have changed since 2012 and how he protects himself on assignment.

**Discussion Questions**

- 1. What are the biggest safety issues that photographers face?**
- 2. What type of training does Conroy wish he had received? What is “mission creep”?**
- 3. How has the landscape for photographer safety changed in the past several years?**
- 4. Are photographers well-equipped for digital threats? How can photographers better prepare themselves?**
- 5. How can photographers prepare themselves? What does Conroy do to protect himself?**

**“When Should Journalists Put Down the Mic and Lend Aid?”** Patrick L. Plaisance, *Psychology Today* (Sept 7, 2017)

Addresses questions that arose about photojournalists responsibility in the aftermath of Hurricane Henry. “Most journalists are loathe to become part of the story they’re covering, and for good reason: adhering to the role of impartial observer is usually a critical component of the notion of journalistic credibility. Bearing witness is a moral imperative deeply embedded in journalistic DNA. And yet it is often not so simple. Stepping out of one’s role should not be taken lightly, of course. At the same time, the value of that role may be outweighed by circumstances in which others might face imminent danger where the journalist can safely provide aid.” Students and instructors should address this potential dilemma.

### Discussion Questions

1. “During a civil rights march in the early 1960s in Selma, Alabama, a photographer for Life magazine witnessed sheriff’s deputies shoving children to the ground. The photographer stopped taking photos and went to help the children. Later, Martin Luther King, Jr. heard about the incident and spoke with the photojournalist. ‘The world doesn’t know this happened, because you didn’t photograph it,’ he said. ‘I’m not being cold-blooded about it, but it is so much more important for you to take a picture of us getting beaten up than for you to be another person joining in the fray.’ Discuss the journalist’s decision and MLK, Jr.’s response.
2. What are the three guidelines that media researcher Roger Simpson offers? List and discuss. Do students agree or disagree with Simpson?

### “Safety Tips for Travel Photographers (Particularly Women)” Karthika Gupta, *Digital Photography School* (2021)

Tips include doing research before traveling, insuring camera gear and other equipment, and keeping an updated itinerary with friends and family. Blend in as much as possible. Looking like a tourist and a photographer is not helpful. Dress like the locals and plan where to go ahead of time so as to not look out of place. Trust your instincts (being safe is more important than a photo opportunity) and carry personal protection equipment like pepper spray or a Swiss army knife.

### Discussion Question

1. What safety measures can – and should – photojournalists (particularly women) take? List and discuss.



SIMON KLINGERT (PHOTO COURTESY HBO)

You are not just a  
photojournalist,  
you’re a historian.  
~Bill Eppridge,  
photojournalist  
(1938-2013)

## Module 7: Running a Newsroom – Creating a Culture of Safety

This module assists aspiring newsroom managers in considering the safety of journalists and other staff members when handing out assignments. Newsroom managers should not fault or penalize a journalist for questioning or turning down an assignment if the potential risk is deemed too great. Newsroom managers should clearly inform their staff about the support that is provided, including emotional counseling for those who experience trauma on the job. If these issues are not addressed when a journalist begins a story, stressful complications may result later. Additionally, newsroom managers have a responsibility to check in on their staff after a story has been covered, especially stories that involve traumatic situations.

### Learning Objectives

1. Students will be able to explain how to create a safe, healthy newsroom.
2. Student newsroom managers will be able to complete risk assessments.
3. Students will be able to articulate and implement measures to create a safe newsroom.

### Readings/Resources

**Risk Assessments for Newsroom Managers** (See page 43)

Risk assessments help the entire team – journalists, crew members, and newsroom managers – prepare for potential risks. Newsroom managers, in particular, should complete risk assessments to set the tone for a healthy, safe work environment by showing that he or she has the staff’s best interest in mind.

When preparing for assignment, identify possible risks to help mitigate them. The entire team must do their due diligence when assessing the risk/reward of each assignment. Young journalists should talk to peers, instructors and seasoned journalists who worked or reported on similar beats. Risk assessments are dependent upon context and change based on assignment. Conflict zones are not the only place where there is risk and danger involved. Journalists should take a risk assessment-informed approach to reporting because all reporting carries the possibility of danger. Risk assessments are designed to cover steps taken from the beginning through end of a proposed assignment. Journalists, crew members, and newsroom managers should draw upon their own experiences while also consulting experienced colleagues to more fully understand the risks that may arise.

Think through potential “What if...?” scenarios to help identify and classify potential risks. This includes both possible and improbable threats that may arise when covering an assignment. Ultimately, the most important question a journalist must confront is whether the (potential) risks involved are worth the benefits of covering a situation and completing an assignment.

### Discussion Question

1. **Why is it important for the newsroom manager to conduct a risk assessment before assigning staff members to cover a story? What is the danger of not doing so?**

**“Plan for the expected and unexpected: What you need to think about when completing a risk assessment”** Caroline Scott, *WAN IFRA: World Association of News Publishers* (June 4, 2019)

This post explains how newsrooms promoting safety habits help protect journalists. Completing risk assessments is essential when creating a strong, cohesive newsroom. Events like the Boston Marathon or the Las Vegas concert can turn dangerous in a moment. Newsroom managers can help set the tone by making sure that risk assessments and safety measures are being taken seriously by all staff members.

### Discussion Questions

1. In addition to physical threats, what risks do journalists face? Why are risk assessments a necessary measure for working safely?
2. What suggestions does Sally Fitton offer for managers and staff completing risk assessments? Why is this an important part of the preparation? Discuss.

### **“Improve diversity and inclusion in journalism”** *American Press Institute (API)* (2023)

According to *API*, their “primary goal...is a public information ecosystem (consisting of journalism products and the public’s own conversations) that fairly represents, includes and aids varied groups and viewpoints in a community.” This involves not only hiring diverse employees, but empowering and retaining diverse employees. Consider what organizations – including university newsrooms – are doing (or not doing) to promote diversity in hiring, retaining, and encouraging diverse viewpoints.

### Discussion Questions

1. Why is it important that newsrooms make a concerted effort to hire, train, and retain diverse employees?
2. How does diversity connect to sustainability and safety?

### **“Editors’ Checklist: Preparing for U.S. protest assignments”** *Committee to Protect Journalists (CPJ)* (June 8, 2020)

This checklist can be utilized by editors and newsroom managers when staff members cover protests or other large gatherings. Includes strategies for selecting staff, completing risk assessments, ensuring equipment and digital security, knowing journalists’ rights, and how to act if stopped by law enforcement.

### Discussion Questions

1. What questions should newsroom managers/editors consider when assigning stories?
2. What concerns should newsroom managers consider when staff cover protests?

### **“Are Newsrooms Doing Enough to Take Care of Their Journalists’ Mental Health and Safety?”**

*Nu Yang, Editor and Publisher* (Sep 17, 2018)

Examines emotional toll journalists can experience. Assignments can start as simple events, then evolve into traumatic situations. John Tlumacki covered the Boston Marathon for two decades before the bombing occurred in 2013. Reporters and editors, like Julie Anderson, worked on stories such as the Marjory Stoneman Douglas school shooting, the Las Vegas concert shooting, the Pulse night club shooting, and the wildfires in Northern California. These events took an emotional toll on journalists. This explores how managers/editors can support staff in seeking needed help by considering what newsrooms do to watch out for the entire team.

### Discussion Questions

1. How are journalists similar to first responders (police, firefighters, and paramedics)?
2. Why didn’t John Tlumacki attend counseling after the 2013 Boston Marathon bombing? Does he regret that decision? Would you have attended counseling?
3. Julie Anderson mentions adrenaline when covering a story. What happens when adrenaline kicks in? What can happen when adrenaline wears off, and the story is over?
4. Kent Porter won a Pulitzer for his photojournalism in covering fires in Northern California in 2017. After this assignment, Porter felt an “overwhelming sense of anger, grief, depression and anxiety.” Why? What steps did Porter take to deal with these emotions? How could a newsroom manager support someone in Porter’s situation?



**“Coping with Emotional Trauma in the Newsroom”** Kenna Griffin, *Prof KRG: A practical resource for student journalists* (Oct 30, 2014)

Kenna Griffin discusses covering a rape case as a young 21-year-old cub reporter. This experience led to Griffin’s involvement with the *Dart Center for Journalism & Trauma* before pursuing a PhD in journalism with an emphasis on studying “the conflict journalists experience when their professional values and their feelings after covering a traumatic story don’t align.” Griffin includes steps newsroom managers can take to make sure they are meeting the needs of staff members.

#### **Discussion Questions**

- 1. How did journalism school prepare Griffin? In what ways did it fail to prepare her for?**
- 2. “We’re objective, detached professionals. We aren’t supposed to feel about the things we cover, but we do.” How can journalists balance being objective and detached while also acknowledging journalists are human and experience an emotional toll (PTSD)?**
- 3. What can newsroom managers do to help minimize their staff’s risk of emotional harm?**

**Our liberty depends on the freedom of  
the press, and that cannot be limited  
without being lost.  
~ Thomas Jefferson**

## **Module 8: Diversity in the Newsroom & the Targeting of Female and Minority Journalists**

To highlight the importance of a diverse newsroom and recognize that female and minority journalists face heightened and more aggressive targeting. Diversity in newsrooms lags behind overall diversity in the workplace. An encouraging trend shows younger newsroom employees “show greater racial, ethnic and gender diversity,” according to Pew Research Center. However, 77% of newsroom employees are non-Hispanic whites and nearly 48% are non-Hispanic white males. Lack of diversity impacts how stories and beats are covered. Another pressing issue involves female and minority journalists being targeted far more than non-Hispanic white male colleagues.

### **Learning Objectives**

1. Students will be able to articulate the importance of having a diverse newsroom.
2. Students will be able to compare and contrast the different types of trolling and targeting that women and journalists of color often face.
3. Students will be able to explain why “parachuting” into communities may lead to less access and trust, and how biases – implicit or explicit – may impact how stories are covered.

### **Readings**

**“Journalists of color are part of the story of racism in America. That raises tough questions on the job”** Tracy Potts, *Center for Health Journalism* (June 22, 2020)

Potts notes, “Issues of racism, discrimination and police brutality...are deeply personal for journalists of color. This moment raises new questions about how we do our jobs.” Potts explores the difficulty as well as the necessity to have journalists of color covering important stories that deal with race and racism.

### **Discussion Questions**

1. **How can journalists balance personal opinion and lived experience when covering stories? What is appropriate and what crosses the line? Discuss.**
2. **Potts raises the following question: “Should I use my experiences to ask questions that may not otherwise be asked or pursue stories that might never be assigned?” Discuss.**
3. **What is the difference between “bias” and “perspective”?**

**“Five decades after Kerner Report, representation remains an issue in media”** Darren Walker, *Columbia Journalism Review* (March 5, 2018)

Explores racial and gender dynamics that exist in many newsrooms. The 1968 Kerner Report identified a “lack of adequate representation among the people assigning, reporting, and editing media coverage.” Considers how and why women and people of color comprise a smaller percentage of employees in the newsroom than in the overall workplace and how being more frequently threatened and harassed can lead to even further isolation.

### **Discussion Question**

1. **Why should newsrooms more accurately reflect the diversity of our country?**
2. **Walker notes that “people who are underrepresented in the media have a very different view of its coverage than people who are overrepresented.” What are the consequences?**

**“Journalism for Black Lives: A Reporting Guide”** *The Movement for Black Lives and Free Press*

Four-page reporting guide considers the Society of Professional Journalists’ Code of Ethics in examining how journalists can provide “ethical journalism by bringing truth to light and shifting power away from the anti-Black status quo, and into the hands of communities fighting to build a shared future.” Focuses

on journalists' willingness and ability to do the following: (1) Seek Truth & Report It, (2) Minimize Harm, (3) Act Independently, and (4) Be Accountable.



LightFieldStudios / Getty Images

#### Discussion Questions

1. Ethical reporting on Black uprising, oppression, and despair means going beyond capturing powerful images and stories. What does this mean and what tactics are offered to achieve this?
2. What does it mean to “parachute” into a community? Why is this problematic?
3. Why is “framing” important when journalists file their stories?

**“Journalists of color facing racism head-on: ‘It kind of rips you apart’”** April Simpson, *Current: News for People in Public Media* (Nov 10, 2017)

Firsthand accounts from journalists of color, ranging from feeling uncomfortable to physically and emotionally threatened. Includes a discussion about journalists of color covering certain stories.

#### Discussion Questions

1. Should journalists of color avoid stories because of race or ethnicity?
2. Do journalists of color need “special training” to cover specific stories/events?
3. What are the benefits of having journalists of color covering events? What are the downsides if journalists of color do not cover these events? Discuss.

**“IWMF Emergency Fund”** *International Women’s Media Foundation* (2019)

Established in 2013, *IWMF* Emergency Fund provides female journalists direct lines of support. *IWMF* teamed up with *The Black Journalists Relief Fund* to create the *IWMF* U.S. Journalism Emergency Fund and Black Journalists Therapy Relief Fund. Joint application form can be found [here](#).

#### Discussion Questions

1. What resources does the *IWMF* Emergency Fund provide for women journalists?
2. What criteria must be met for women journalists to qualify for assistance from *IWMF*?
3. What is the purpose of [The Black Journalists Therapy Relief Fund](#)?

**“Why going solo is a risk for female reporters in the US and Canada”** Lucy Westcott, *Committee to Protect Journalists* (Sep 4, 2019)

Lucy Westcott describes the experience of an anonymous female journalist sent on a solo assignment. The story involved reporting on a man known to target and attack young women. The journalist felt she had no choice but to accept the assignment. According to Westcott, many female and gender non-conforming journalists “lacked support or empathy from editors, who appeared to have an attitude of do the job or move aside, no matter the risk.” Jason Reich, VP of corporate security at *The New York Times* and former director of global security at *BuzzFeed*, notes, “It’s a problem that we’ve created what I consider a false dichotomy between a conflict zone, and everything else, which is [considered] safe. It’s an outdated model.” Many female journalists believe that the risks they confront need to be taken more seriously by newsroom editors.

### Discussion Questions

1. What are some of the risks that female journalists face?
2. What are some safety training gaps identified in this article?

**“The cost of reporting while female”** Anne Helen Petersen, *Columbia Journalism Review* (2018)

This article examines the various challenges, obstacles, and threats that women journalists face in the industry. As Meg Dalton notes, “Over the course of nearly 200 years, female journalists have been under threat because of their gender, race, beat, views, and coverage.” Peterson provides several examples of women journalists covering various beats in different parts of the country and the world. The article examines how women journalists receive threats that feel very personal and often include death threats. When considering the important role that women journalists play, Peterson notes, “The question isn’t our capacity to do it. The question is, at what cost?”

### Discussion Questions

1. Through what medium are most threats communicated to women journalists?
2. How does increased online harassment impact the work done by women journalists?
3. How does online harassment impact the stories that many women journalists choose to work on – and choose not to work on?
4. According to Nadra Nittle, what are the three themes of reporting as a woman?
5. Why does Imani Gandy say, “I don’t know how any woman of color can have their DMs open”?

Diversity is essential to the success of the news industry, and journalists must include diverse voices in their coverage in order to reach a broader audience. We have stories to tell, but many in our audience have stopped listening because they can tell that we're not talking about them.

~~ Gwen Ifill



## Module 9: Digital Security

This module focuses on the importance of securing electronic devices that store personal and work-related data. Students should develop a heightened awareness about how to protect data and how to determine the level of security needed in different situations. One thing to keep in mind is that ***nothing digital is ever completely safe***. The safest way to get and protect information is to meet face-to-face, but that is not always possible. Encryption tools may mitigate risks associated with digital communications, but they do not prevent them. Digital security is essential for journalists. And while it is true that most journalists will never be targeted with something like Pegasus Spyware, all journalists face some level of digital security threats. Journalists everywhere should evaluate their own digital security practices. If students – and instructors – have not thought about digital security, now is the time to take that into consideration. Newsroom leaders and instructors have a responsibility to make digital security awareness an important, visual part of their newsrooms or classrooms. Like personal and mental safety, digital safety is not an afterthought, but an essential part of journalism.

### Learning Objectives

1. Students will be to explain the importance of digital security to protect their data.
2. Students will practice “doxxing” themselves to understand what information about them is available online.
3. Students will be able to create a digital security plan that helps them protect their online presence, their data, and their sources.

### Reading(s)

**“How to Dox Yourself on the Internet”** Kristen Kozinski, Neena Kapur, & Floyd Muir, *NYT Open*

This article from *NYT Open* examines doxxing (online attacks that expose personal information). Doxxing, or doxing, can intimidate and silence journalists. *NYT Open* offers ways for journalists to proactively limit the amount of personal information available on the internet. This includes identifying steps “doxxers” take to find personal information and then offers “a formal program that consists of a series of repeatable steps that can be taken to clean up an online footprint.” *NYT Open* has publicly released this program, free of charge, for individuals to promote general online hygiene.

### Discussion Questions

1. What is “doxxing”? How is doxxing used to silence and intimidate journalists?
2. What steps do “doxxers” take to expose their targets?
3. How can this free, publicly available program from *NYT Open* help journalists limit their online footprint and dissuade doxxers?
4. Ask your students to utilize this program to identify their online footprint. Did they find it valuable? Will they utilize it moving forward? Why or why not?

**Digital Safety Kit from Committee to Protect Journalists** (July 30, 2019)

This kit helps journalists protect themselves and their digital content from attack. According to *Committee to Protect Journalists*, “Journalists should protect themselves and their sources by keeping up to date on the latest digital security news and threats such as hacking, phishing, and surveillance. Journalists must consider the information they are responsible for and what could happen if it falls into the wrong hands, and take measures to defend their accounts, devices, communications, and online activity.”

### Discussion Question

1. What should journalists be aware of regarding digital security? List and discuss.

**“Tips for digital security”** Qainat Khan, *The GroundTruth Project* (June 15, 2017)

Digital security is a basic requirement for all journalists. Tom Lowenthal, staff technologist at the *Committee to Protect Journalists*, provides baseline precautions journalists can take to protect their devices and their communications.

**Discussion Question**

1. **What precautions can help journalists protect devices and communications? Discuss.**

**“Journalism School?: Lessons in security they might not teach at your J-school”** *Surveillance Self-Defense* (June 15, 2017)

This reading covers “Lessons in security they might not teach at your j-school.” There are 10-linked lessons to protect digital data. Select lessons based on course objectives. Topics include:

- (1) [Your Security Plan](#); (2) [Communicating with Others](#); (3) [Creating Strong Passwords](#); (4) [How to: Delete Your Data Securely on macOS](#); (5) [How to: Delete Your Data Securely on Windows](#); (6) [How to: Delete your Data Securely on Linux](#); (7) [Keeping Your Data Safe](#); (8) [Protecting Yourself on Social Networks](#); (9) [How to: Circumvent Online Censorship](#); and (10): [What Should I Know About Encryption?](#)

**“Are You Savvy About Digital Security?”** Sarah Wild, *The Open Notebook* (August 14, 2018)

“Many journalists mistakenly believe that their stories are not sensitive enough to warrant increased digital protection.” Unfortunately, this is a misconception. All digital communications, including email, texting, instant messaging, and voice-over-internet services, team collaboration tools (such as Slack), and social media applications, are vulnerable to digital threats, including viruses, eavesdroppers, and hackers. This resource provides useful techniques and strategies to protect digital communications.

**Discussion Questions**

1. **What is the benefit of [Signal](#) when delivering communications?**
2. **What is threat modeling? How does threat modeling protect journalists and sources?**
3. **What high-impact steps protect journalists and sources from digital attacks? Discuss.**



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## Module 10: Dealing with Online Harassment and Cyberbullying

To recognize safety risks associated with online harassment and cyberbullying. Most young journalists have grown up with social media as an omnipresent part of their lives and have some familiarity with online harassment and cyberbullying. But how will young journalists react when harassment and cyberbullying is directed at them? Journalists must recognize that internet anonymity enables mean-spirited, dangerous trolling without risk to the perpetrators. When should journalists respond, and when should journalists ignore? When should journalists inform the newsroom manager – or authorities – about harassment? The resources below focus on the online harassment and cyberbullying of journalists, in general, as well as more specifically on female and minority journalists.

### Learning Objectives

1. Students will be able to better define the difference between online trolling and harassment that should be reported to the newsroom and/or authorities.
2. Students will recognize that women and journalists of color are often on the receiving end of more violent and vitriolic cyberbullying.
3. Students will be able to articulate what steps they should take if they are the victims of harassment or cyberbullying.

### Reading(s)

**“Online Harassment New Frontline for Journalists, Report Says”** Dalia Faheid, *Voice of America (VOA)* (Dec 17, 2020)

According to Faheid, “a global survey of more than 700 journalists who identify as female, found 73% had experienced some form of online violence, with threats of physical or sexual violence most common.” This can have a devastating impact on individual journalists, specifically, and on journalism, generally. With the anonymity of the internet, online harassment continues to increase.

### Discussion Questions

1. **What are some ways that journalists, particularly female journalists, respond to online harassment, particularly with the threats include sexual or physical violence? Discuss.**
2. **How can individual journalists, newsrooms, and the authorities combat this increase in online harassment? What measures should be taken? Discuss.**

**“Patrolling the Trolls: How Journalists Can Cope with Harassment and Threats”** Shannon Ramlochan, *Beyond Bylines: Covering the Intersection of Journalism, Emerging Media and Blogging* (June 7, 2015)

Describes online harassment journalists may face and provides steps to take when harassment occurs. Addresses the various levels of harassment journalists confront, including “doxing.” Based on a 2015 *Online News Association* conference, this resource also identifies the difficulty of ‘avoiding’ social media when it is such a large part of contemporary journalism.

### Discussion Question

1. **What steps should journalists who experience online harassment take? Discuss the importance of each step and how they can be implemented.**

**“Tips and tools for journalists to deal with online harassment”** Natasha Tynes, *IJNET: International Journalists’ Network* (Feb 23, 2018)

Provides steps for dealing with online harassment and includes links to apps that can block trolls while acknowledging the important role that social media plays for journalists. Also considers ways to distinguish between harassment and criticism.

#### Discussion Question

1. What advice does Michelle Ferrier of the *Daytona Beach News Journal* have for journalists facing online harassment? List and discuss.

**“The column I won’t write because of a troll with a gun”** Theresa Vargas, *Washington Post* (July 4, 2018)

Theresa Vargas describes an article about gender, power and motherhood that she has delayed writing because of current dynamics surrounding journalism, including threats from online trolls. Vargas also discusses difficult stories to cover and references the shooting at the *Capital Gazette*.

#### Discussion Questions

1. Why are women and journalists of color targeted by online trolls? What role does gender play? Discuss.
2. What do you think about Vargas’s decision to reply to most emails, even those that contain racist sentiments? Discuss. How would you react/respond to such emails?



Journalism can never be silent: that is its greatest virtue and its greatest fault. It must speak, and speak immediately, while the echoes of wonder, the claims of triumph and the signs of horror are still in the air.

~~ Henry Anatole Grunwald

## Module 11: Self-Care – Addressing Emotional Trauma

This module introduces emotional self-care for journalists. Included are emotional self-care techniques and strategies for young journalists to practice. Young journalists should be thinking about their own mental well-being from the start, and should not consider it a failing to feel overwhelmed by stories they cover. Journalists are not immune to trauma and are not expected to be superhuman. Journalists must recognize that when they cover stories, what they witness becomes a part of them. It is normal to feel the weight of the stories covered. Photojournalist Nicole Tung describes how journalists become “intimate chroniclers” when covering stories. Journalists’ close proximity to emerging stories and firsthand accounts can result in emotional and mental trauma. This trauma must be addressed.

### Learning Objectives

1. Students will be able to articulate why it is important to focus on their self-care and the self-care of their colleagues, especially after covering potentially traumatic events.
2. Students will be able to practice various strategies to protect their mental health and avoid burnout.
3. Student newsroom managers will create a plan for checking in on their staff, especially after covering potentially traumatic events.

### Readings

**“For Reporters Covering Stressful Assignments, Self-Care is Crucial”** Catherine Stifter, *Center for Health Journalism*

This article provides examples of stories that elicited emotional responses from the journalists covering them and identifies warning signs of trauma that journalists can look for in themselves and in their colleagues. The article offers strategies for dealing with traumatic experiences, including avoiding isolation, practicing self-care, and practicing mindfulness. Sifter also notes the warning signs can be physical, behavioral, and/or psychological.

### Discussion Questions

1. What is “vicarious stress” or “compassion fatigue”? What are some signs or symptoms?
2. What are the coping strategies that clinical social worker Thom Sterling offers to alleviate on-the-job stress?
3. What are different warning signs to look for when dealing with self-care issues?

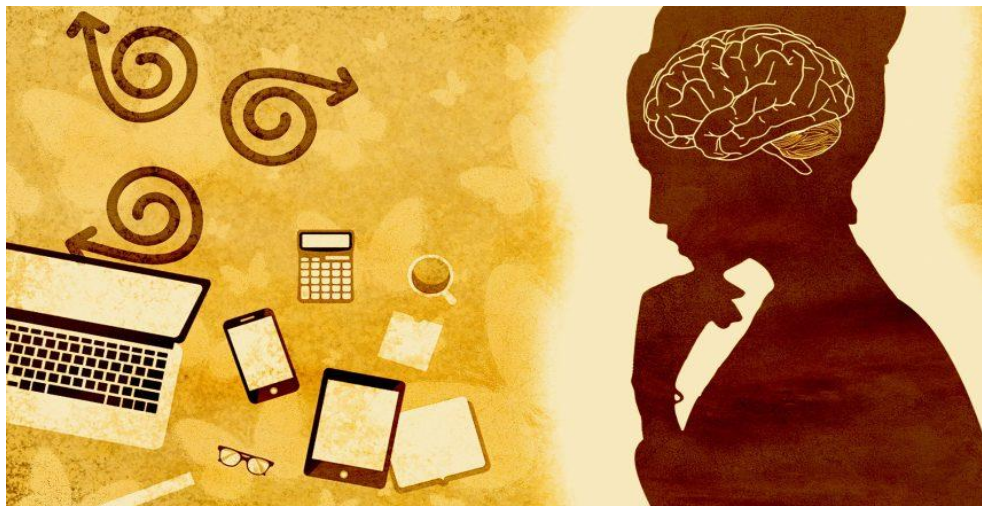


Image by [chenspec](#) from [Pixabay](#)

**“How journalists can take care of themselves while covering trauma”** Kari Cobham, *Poynter* (May 29, 2019)

Framed around the experience of Jareen Imam in the aftermath of *Capital-Gazette* shooting. Like first responders, journalists need to make sure they are taking care of their own well-being. This involves coping techniques and being open about the trauma that many journalists witness and/or experience.

**Discussion Questions**

1. **What advice and reminders are offered for dealing with stress, depression, and trauma? List and discuss. What techniques and strategies are the most useful?**
2. **All journalists are different. How can we address stress, depression, and trauma knowing there are different thresholds for all journalists? Have students create a plan for themselves.**

**“How journalists practice self-care while covering tough stories”** Elite Truong, *Poynter* (2016)

Advice from three experienced writers particularly geared towards female journalists and journalists of color. Provides journalists with strategies for dealing with emotional stress.

**Discussion Questions**

1. **How can journalists, particularly women and journalists of color, deal with emotional and mental stress?**
2. **Why is dealing with emotional and mental stress important? What are the risks if emotional and mental stress are not addressed?**

**“Covering Trauma: Impact on Journalists”** River Smith, Elana Newman, Susan Drevo, Autumn Slaughter, *Dart Center for Journalism & Trauma* (July 1, 2015)

Provides an overview of current research on the occupational hazards for journalists covering traumatic events, the risk factors that aggravate those effects, and some suggestions for mitigating those factors.

**Discussion Questions**

1. **What is Post-Traumatic Stress Disorder (PTSD) and how does it impact journalists?**
2. **What are the risk factors for PTSD, and what are some protective factors for PTSD?**

**“Self Care Tips for News Media”** *Dart Center for Journalism & Trauma* (April 30, 2009)

Provides tips for fostering healthier newsrooms and better journalism. Based on research findings on well-being, resilience, and the practical experience of news professionals in the field.

**Discussion Question**

1. **Which self-help tips are most effective during the following phases of an assignment: Before a potentially traumatic assignment? On the job? After the job? Why? Explain.**

**Good journalism should challenge people, not  
just mindlessly amuse them.  
~~ Carl Bernstein**

## Module 12: Foreign Conflicts – Staying Safe Abroad

To prepare students who are interested in reporting abroad, particularly in conflict zones. This includes risk assessment strategies, tools, and applications created to help journalists in the field. To start, journalists must consider types of conflicts they feel capable of covering. For many newly minted journalists, freelancing abroad may be a way to start their career as a foreign correspondent. Of course, this choice comes with great risk. This module, gleaned from the James W. Foley Journalist Safety Guide, examines realities on the ground, ways to prepare for conflict reporting, and safely building a career as a foreign correspondent.

### Learning Objectives

1. Students will be able to articulate the preparation needed before traveling to a conflict zone to report.
2. Students will be able to explain what HEFAT training is and where HEFAT courses can be taken.
3. Students will be able to understand and explain “ground truth” as described by Charles Sennott.
4. Students will be able to articulate their own interest in covering conflict zones while also beginning to understand and explain their own risk threshold.

### Readings/Resources

#### **Jim: The James Foley Story (2016), HBO, Director: Brian Oakes**

Created by Brian Oakes, this documentary examines Jim’s life from small-town New Hampshire to the frontlines in Libya and Syria. Oakes explores Jim’s motivations for reporting from the front lines as well as his desire to return to conflict reporting after being abducted and detained in Libya. Instructors may consider showing the first half of the documentary, which concludes with Jim’s abduction in Syria, or watch the documentary in its entirety. (*Jim: The James Foley Story is available on HBO and Amazon*).



### Discussion Questions

1. What preparations can be taken before going to a combat zone, areas with civil unrest, or other dangerous situations? What are the risks and how can they be mitigated? What is [Hostile Environment and Emergency First Aid Training](#).
2. What were James Foley’s motivations for reporting from Libya and Syria? How do those motivations align with students’ motivations to become conflict journalists?
3. What is a ‘black hole’ in news reporting? What are the consequences of a ‘black hole’?

#### **“The Principles: We Must Embed a Culture of Safety in Our Profession” ACOS Alliance**

Formed in 2015, A Culture of Safety Alliance (ACOS) encourages the news industry to protect journalists it hires, both staff and freelancers, and encourages journalists to learn best practices in protecting themselves on assignment. The “Freelance Journalists Safety Principles” were launched in February 2015.

### Discussion Questions

1. What principles and practices should journalists, particularly freelancers, follow to mitigate dangers? List and discuss.
2. What principles and practices should editors and news organizations follow to help protect journalists, particularly freelancers? List and discuss.

**“A Field Guide for Correspondents”** Charles M. Sennott, *The GroundTruth Project* (Oct 8, 2015)

Charlie Sennott, founder/executive director of *The GroundTruth Project* and friend and colleague of James Foley, describes the importance of ‘ground truth’ when reporting. This is both an exciting and dangerous time to be a journalist overseas. Instructors and students should download “A Field Guide for Correspondents” to use as a resource when planning to work in dangerous areas here or abroad.

**Discussion Questions**

1. What is “ground truth”? Why is ‘ground truth’ necessary for a free press? Discuss.
2. What is the risk of NOT being on the ground covering stories? How do we determine if the dangers/threats are too great to cover a story? Discuss.

**“The Rules of Conflict Reporting are Changing”** Janine di Giovanni, *Committee to Protect Journalists (CPJ)* (April 27, 2015)

Examines the death of Marie Colvin, a 58-year-old Irish American reporter killed by a rocket blast in Syria. An experienced conflict journalist, Colvin’s death served as a wakeup call to many conflict journalists. According to di Giovanni, Colvin’s death signified a change in how conflicts are covered. Being experienced, prepared, and brave no longer was enough to protect conflict journalists.

**Discussion Questions**

1. What changes have made conflict journalism increasingly more dangerous? Discuss.
2. One controversial step that di Giovanni “gingerly” suggested was to have a system of journalistic accreditation. What do students think about this type of system? What, if any, steps can journalists take to stay safe in light of the increasing dangers they face?

**Smart Traveler Enrollment Program (STEP)** *US Department of State – Bureau of Consular Affairs*

This free service allows U.S. citizens traveling or living abroad to receive the latest security updates from the nearest U.S. embassy or consulate. Journalists planning to work overseas should enroll in STEP to stay informed about threats that may arise.



Photo by Dan Shakal



## Module 13: Wrongful Detention, Kidnapping, and Hostage Survival

The goal is to help students think about the risks involved when covering stories – domestically or abroad – in areas that may be unfamiliar and/or fraught with danger. Included are tips for addressing security risks as well as strategies and techniques if wrongfully detained, kidnapped, or held hostage. This may be a difficult topic to cover, but students and instructors should not shy away from thinking through these worse case scenarios. Included in this module is a five-part, firsthand scenario from Caitlan Coleman, who was abducted and held hostage for five years by the Haqqani Network in Afghanistan. Caitlan shares specific details about things she would have done differently, strategies that helped her and her family survive, and information about the reintegration process upon her rescue and return home.

### Learning Objectives

1. Students will be able to explain what they should do if they are wrongfully detained by law enforcement officers.
2. Students will be able to analyze the enhanced risks that journalists covering conflict zones face.
3. Students will demonstrate a basic ability to think through steps to take in the unfortunate event that they are abducted.

### Readings & Scenarios

**“Tips for Independent Media Facing Security Risks”** SembraMedia, *International Journalists’ Network (IJN)* (Sept 11, 2019)

Reporters and editors share experiences and tips for dealing with dangerous situations, including a well-planned strategy, never traveling alone, and not always trusting authorities (balance listening to authority figures with an understanding of journalists’ rights and the limits of power the authority figure holds). Ernesto Aroche, *Lado B*’s editor and founder, offers a pre-reporting security strategy. First, understand the assignment’s timeline and expense plan, including if hotels are safe, the transportation methods, and advanced knowledge of the location. Next, check if security is reliable, if communication lines are open, and the best (safest) hours to work. Lastly, establish a chain of response if threats arise and government contacts if needed. Other tips include scouting the location beforehand, keeping to a schedule, and maintaining regular contact with the newsroom.

### Discussion Questions

1. **What steps, in addition to risk assessments, can journalists take to mitigate risks when in new or dangerous locations?**
2. **What else can journalists do to help mitigate their risk?**

**“Journalists Under Attack: Lessons from the Field”** Jennifer Dorroh, *International Journalists’ Network (IJNET)* (June 3, 2020)

Threats do not just exist abroad. Journalists experience similar dangers in the US. Freelancer Linda Tirado lost sight in an eye when shot with a foam bullet by Minnesota State Police. Branden Hunter had tear gas in his eyes when Detroit Police confronted him with a shotgun. Despite identifying themselves as press, police threw a tear gas canister at Hunter and colleagues. Ahmer Khan, 2020 Human Rights Press Award Winner, and Maria Salazar-Ferro, CPJ Emergencies Director, are also part of the conversation. Tips include assessing risks in advance, emotional self-care, digital security, and how to cover a protest.

### Discussion Questions

1. **What precautions can be taken before covering events that can turn violent?**
2. **How can journalists mitigate risk while on the scene?**

### **“Journalist Held Captive by Pirates says Focus and Forgiveness were Crucial (2018)” Interview with Michael Scoot Moore by Dave Davies, *National Public Radio (NPR)* (June 24, 2020)**

Michael Scott Moore spent two and half years as a hostage of Somali pirates. Moore discusses his thought process and his tactics for survival. Moore’s mother eventually negotiated his ransom from \$20 million to \$1.6 million. Moore tried to escape while at sea, but was recaptured and brought to a prison on land. To deal with stress and uncertainty, Moore requested a yoga mat. The guards laughed at first, but they started doing yoga with Moore. Moore identifies what him to survive captivity, both physically and mentally.

#### **Discussion Questions**

- 1. What do you think about Moore’s escape attempt? Would you respond similarly?**
- 2. How did Moore survive mentally? Why did Moore forgive his captors?**

### **“German journalist who gave birth as hostage in Syria speaks of ordeal” Philip Oltermann, *The Guardian* (March 21, 2019)**

Janina Findeisen discusses her survival after being abducted in Syria while filming a documentary. Findeisen, seven months pregnant at the time, said the risks did not concern her. This was her last project before the baby came. Findeisen recounts how she and her driver were ambushed and kidnapped when crossing the Turkish border. As time passed, Findeisen maintained hope she would be home to deliver her baby. Eventually, her kidnappers blackmailed a doctor to deliver her child. After giving birth, she received better treatment, including receiving chocolates, juice, a teddy bear, and the best diapers in Syria. Findeisen was freed by another group of Islamists in September 2016.

#### **Discussion Questions**

- 1. What strategies and techniques for survival did Findeisen employ while in captivity? Was escaping using scavenged tools a real possibility or an effort to feel in control?**
- 2. What type of impact would the captors’ early threat of beheading followed by the showering of gifts after Findeisen gave birth have?**

### **“After escaping captivity, American detainees come home to credit penalties” Ali Rogin, *PBS* (July 2019)**

This examines, among other things, the credit penalties *Washington Post* reporter Jason Rezaian has dealt with since returning from captivity in Iran. Rezaian needed over two year to fix his downgraded credit report and to find someone at the IRS to help expunge records from when he was held hostage. Reports show this is common when people return home after being detained or held hostage. Although the IRS tries to track individuals held overseas, the US government classifies hostages and detainees differently. Rachel Briggs, founder of Hostage US, says, “Whether it’s Evin Prison in Tehran or a boat off the coast of Somalia, the experiences of recovery are pretty much identical.” Rezaian does not blame anyone in particular, but notes survivors need to be given the best chance at surviving when they return home.

#### **Discussion Question**

- 1. What unforeseen obstacles do former hostages face when home from captivity? Discuss.**

### **The Experience of Caitlan Coleman**

Caitlan Coleman and her former husband were abducted while backpacking in Afghanistan in 2012. At the time of her abduction, Caitlan was pregnant. During the next five years while being held by the Haqqani network, the Colemans had three children. The family was routinely moved to various locations in Afghanistan and Pakistan until October 2017 when they were rescued by Pakistani forces in Kurram Agency, Pakistan. In the five-part scenario below, Caitlan reflects on her experience. Includes discussion questions and suggested responses.

## Scenario, In Five Parts: Caitlan Coleman, Afghanistan

### Part 1: How to Avoid being Taken Hostage (A Reflection)

*When my former spouse and I crossed into Afghanistan, we found ourselves, admittedly, in way over our heads. Though we had done a fair amount of backpacking, including in other Central Asian countries for the previous few months, this was an entirely different world. I didn't speak any local languages, was unfamiliar with local customs, and to make things worse, I stuck out, even more so than the backpacker or NGO worker I occasionally passed on the streets. This was because I was wearing traditional Muslim clothing, but from the wrong Muslim culture. In Afghanistan, women wear either a hijab (hair covering) or a full body covering called a burqa. What I had was something called a jilbab, popular in the Gulf states, also a full body covering, but largely unknown amongst the women of Afghanistan. I was warned about this by a couple of the locals who offered us shelter, but we didn't listen.*

*The day of my hostage taking, my former spouse negotiated a cab taking us out of the US controlled North Afghanistan, into Ghazni province, of Taliban controlled South Afghanistan. We were the only occupants of the cab, which was odd as anyone offering cab rides wants to stuff their car or van with as many paying passengers as possible. The cab ride was entirely uneventful through Kabul province, and even the US troops that manned the checkpoint between Kabul and Ghazni didn't question us or warn of any potential hazards.*

*How I was captured is a testament of what not to do more than anything else. Here are some things I should have done (or considered) that could have made a significant difference:*

**Preparation and Prior Research** Becoming familiar with the geopolitical and local situation in Afghanistan, as well as the culture. I could have avoided wearing the wrong style of clothing, and kept a lower profile. Have a plan of what types of situations are safe.

**Situational Awareness** At times, we did feel uncomfortable about situations. There's no guidebook that covers all the warning signs; however, some questions you can mentally be asking yourself can help:

- Is this situation the norm for the culture, environment and location?
- Is there something about the situation that doesn't seem rational or make sense?
- Is somebody offering me something that seems too good to be true? If so, what is their motive?
- What is the demeanor of those around me? Are people taking a lot of interest in me, or going about their business? Do the people I am interacting with seem nervous? Or overly generous?

**Be Flexible Enough to Quickly Change Plans** Practice being able to walk away and adjust your plans when alarm bells go off. If there is an intent to abduct you, the abductors also have a plan, and if you go off-script, they must as well. Many walk away instead.

**Don't Assume You'll Be Warned of Dangerous Situations** Take into account warning that an area is dangerous, but don't assume everything is fine if you aren't warned. US soldiers at a checkpoint between Kabul and Ghazni province never questioned our trip into Taliban territory or warned us to not proceed. Within an hour of leaving the US checkpoint, we were abducted at gunpoint.

**Have a Contingency Plan** Always have a safety plan in place, or an exit strategy. Be able to tailor your safety plan to the current situation.

## Discussion Questions for Part 1

1. What would Coleman do differently? Does anything stand out?
2. Caitlan identifies five things she felt could have helped. What are they? List and discuss.

## Part 2: Initial Captivity (The First Days)

*A lone figure on the side of the road, holding an assault rifle, surrounded by vast, open landscape punctuated with rock formations. When I spotted him, I filed him away as part of the landscape. Seconds later, I heard the resounding crash of his AK-47 on the hood of the taxicab we were riding in.*

*I started to go into shock, unwilling to grapple with this reality. The taxicab driver pulled off the road and into a gulch where another man was waiting there for us. The two men made the taxi driver climb into the trunk, and they climbed into the front, driving the taxi at breakneck speed.*

*The next few hours felt like days and months and years of life going by. I barely moved, frozen to my seat. Mentally, I remained calm. I didn't feel the panic and fear that I would have expected (that came later, and many times). I instinctively knew that to survive, I could not panic, or give way to my emotions.*

*What I could not grapple with in those first hours was the enormity of what was happening. This wasn't a little mishap, an adventure gone awry that we could laugh about the next morning. Narrowing my mind was a coping skill to manage the panic, but it would have benefited me to have more presence of mind. Things to remember if captured:*

- **Hostage takers are often nervous, suspicious, terrified, and having second thoughts.** Do not make them more nervous or inclined to second thoughts. This is not a moment for heroics.
- **Observe what you can and file it away in your mind.** If they blindfold you, don't try to fight it. If they restrain you, don't try to break free. If spoken to, cooperate without saying too much.
- **Use coping strategies.** Pray, use grounding techniques, and/or breathing exercises. Have a mentally rehearsed reaction strategy for a crisis situation.
- **Keep hydrated and eat when food or drink is available.** There's no guarantee there will be a regular schedule. During captivity, there was an ever-shifting dynamic of feast or famine.
- **Something to hold onto:** You are stronger than you know.

## Discussion Question(s) for Part 2

1. Caitlan describes her initial reaction when first abducted. What stood out? She also provides strategies to use right from the beginning of captivity. What are they, and why are they important? Would can be added, if anything, to this list?

## Part 3: Managing for the Long Haul

*The first four to five days after being taken hostage, we were transported across Afghanistan, crossing the border into a region of Pakistan known as Wakiristan. This journey was difficult, frightening, and full of uncertainty. Then, I was deposited without ceremony in a locked room inside what appeared to be a repurposed abandonment. There was no answer about 'what comes next.'*

*Over the days, months, and years to come, I learned to combat the deprivation of stimulation by finding ways to keep busy and stimulated, and to modify my perspective to make the intolerable became tolerable. Boredom became a surprisingly frequent challenge.*

*There was no “normal” the next five years. At times, our captors were kind, and quick to ensure I had everything I needed. Sometimes it was overwhelming just how much of their supplies were shared with us. Once I was even gifted costume jewelry, and a couple of times a bottle of perfume. To counter that, sometimes we went months where the most basic necessities – medicine, toilet paper, food – were hard or impossible to get. We would receive a pen and a notebook, or a flashlight, then someone would decide that was a bad idea and confiscate them. Stockpiling became essential to survival.*

*As the months turned to years, thinking about freedom became an impediment. Too often, we were told we were weeks, or in one case, just one or two days away from going home. At first, I believed the captors and when the crushing disappointment and letdown came, it was overwhelming. To overcome the boredom and lack of stimulation, I developed mind games and fantasies, developed and stuck to a routine, kept up with physical exercise, and mentally strategized requests for materials to entertain or stimulate (I call this “captor politics”).*

*Equally important, I resolved to never let a “no” or a bad turn of events cause discouragement, and I continually planned and worked to improve my situation. This required that I avoid dwelling on the past or the future. This allowed me to prepare for anything and maintain hope, even if the scale of that hope was constantly changing. I accepted that this was not just captivity, this was my life.*

### **Discussion Questions for Part 3**

- 1. Caitlan addresses the boredom that comes with captivity. What did Caitlan do to help pass the time and deal with this boredom?**
- 2. Caitlan concludes Part 3 by writing, “I accepted that this was not just captivity, this was my life.” What was the importance of looking at her captivity from this perspective?**

### **Part 4: Release/Rescue**

*Two days before our release, the guards told us we were going to be transferred. This was so common that I had developed a routine for “transfer days.” We were taken to a location about an hour away, and I waited patiently for some hint of whether this was a short- or long-term location. The second night, they brought us cooking supplies, which suggested it was long-term.*

*The following morning, a frantic young guard barged in shouting, “Transfer! Transfer!” I rolled my eyes and began preparing for another transfer. Shortly after, two strangers arrived and we were drugged with ketamine, which had happened only once before. Despite the ketamine, I was aware of the sleek, shiny new black SUV we were in the trunk of. Before long, I was fully awake. Previously, the captors drove us old Toyota Corollas and pickup trucks. In this new SUV, everything seemed a little bit off.*

*On the drive, I spotted a Shell gas station. Since leaving Kabul five years ago, I had seen no modern shops or amenities. Now we were on a highway, passing Shell stations. But driving towards what? We were heading to Kohat, a small Pakistani city. Our SUV was stopped at a checkpoint and when the driver stepped out, I heard an argument. Another captor jumped into the driver’s seat and we sped off at top speed. We were now in the middle of a high-speed car chase, and I could hear gunfire around us. After our captor tried escaping with several sharp turns, the tires were shot out and we came to a halt. We remained in the trunk as the captors argued. Ultimately, the captors fled.*

*Several minutes of uncertainty followed, as hazy figures circled our vehicle. Who were they? After seeing a police cap, we decided our best course of action was to start shouting. Fortunately, the men identified themselves in broken English as Pakistani ISI officers, and told us they were there to help us. We were loaded into their SUVs and taken to a police station. We were finally free.*

#### Discussion Questions for Part 4

1. At this point, Caitlan's reflection suggests that captivity had become a series of routines, even when moved from one location to another. What does this suggest about the things that can be controlled when held hostage?
2. What are the benefits of finding a routine?

#### Part 5: Returning Home

*The part of being held hostage that is not often discussed is the challenge of returning and reintegrating into your former life, after captivity. I was a hostage for five years, and the experience altered the course of my life. It also altered my connection to the world I left behind irreversibly.*

*Early on, government officials explained reintegration would not be simple. For five years, I waited and prayed to be reunited with family and friends, and they had waited just as long to be reunited with me. But our expectations for that moment existed in a vacuum, isolated from each other. I felt like a time traveler, walking into my world five years in the future. Over those five years, I experienced things unimaginable to those back home, who still held an image of me from five years before.*

*Another challenge involved navigating the world of responsibilities that being free entails. Regaining control of my life has been wonderful, but there are details that are less wonderful. Problems can arise with the IRS, banks, and credit card companies. Medical and mental health issues must be addressed. Employment can be hard to find and there may be a dependence on family. These new demands can prove overwhelming and social interactions can lead to a feeling of overstimulation. Simple things can no longer be taken for granted.*

Things to keep in mind about the return and reintegration process:

- Avoid holding on to expectations about what reconnecting with family will look like.
- Ask for help to figure out the logistics of your needs upon returning home.
- Expect to take things slowly when you return.
- Make your needs known -- Communication is key to taking back control of one's life.
- Do not ignore the need to process trauma. Finding a professional to guide the process is essential.

#### Discussion Question for Part 5

1. Caitlin discusses difficulties reintegrating into society, including things she did not initially consider. What difficulties does Coleman address?
2. What are some important things to consider when reintegrating into society after being held in captivity? List and discuss.

**“You go through different emotions when you're in captivity... These weird extreme ideas of where you are based on this capture. You don't want to be defined as that guy who got captured in 2011. I believe front-line journalism is important, [without it] we can't tell the world how bad it might be.”**

**~~ James Foley**

## Module 14: Covering Natural Disasters and Weather-Related Events

The goal is to make sure young journalists are aware of the dangers involved with covering natural disasters and other weather-related events. Covering any type of weather-related disaster can prove to be very difficult for everyone in the newsroom. Young journalists should learn how to protect themselves, and also how to be sensitive to those who are victims of these events. If these are local events, journalists might not only be covering the story, they may be part of the group that is at risk.

### Learning Objectives

1. Students will be able to articulate the steps they should take before covering a natural disaster or weather-related event.
2. Students will be able to explain the dangers that can present themselves when there is a natural disaster or weather-related event.
3. Students will be able to create a plan, including a checklist of necessities, if tasked with covering an extreme weather event.

### Readings

**“This is our Super Bowl: why do reporters go into the eye of the storm?”** Luke O’Neil, *The Guardian* (Oct 10, 2018)

Considers why journalists travel into dangerous weather situations and the risks faced to provide reports. “Destruction and mayhem are simply more interesting for viewers, most of whom are far from the storm themselves, to look at than a talking head simply reading off a list of facts. It’s pretty clear that networks wouldn’t be broadcasting so much of this stuff if there wasn’t a big audience for it.” Discuss where and when to draw the line when it comes to covering extreme weather.



Mike Stone / Reuters

### Discussion Question

1. Is it a dangerous decision to cover extreme weather when citizens are ordered to remain indoors and/or evacuate?
2. As Strassman asks, “Why would you have reporters standing potentially in harm’s way who are telling people to do exactly the opposite?” Discuss.
3. What precautions can journalists take when preparing to cover natural disasters/extreme weather?

**“Self-Care Amid Disaster”** Joe Hight, *Dart Center for Journalism & Trauma* (Aug 31, 2005)

Focuses on steps the entire newsroom can take when covering local disasters and/or weather-related events. Newsrooms must band together as a team to cover the story, including rotating journalists.

### Discussion Questions

1. When covering natural disasters or weather-related events, what should all editors and reporters be encouraged to do? List and discuss.
2. Are there ethical guidelines – for journalists and in consideration of the public—that should be followed when covering natural disasters or weather-related events?

**“In a Tornado's Path: Reporting the Spring Storm Season”** *Dart Center* (May 2, 2011)

Experts offer tips based on covering natural disasters, including hurricanes, floods, tornadoes, forest fires, and earthquakes. Includes other resources from the Dart Center that students can explore.

#### Discussion Questions

1. What advice is offered when documenting the emotional, psychological, and physical impact of weather-related disasters? List and discuss.
2. What are some things that might be overlooked when journalists are heading out to cover weather-related events? Why do you think these things may be overlooked?

#### **“Weather”** Mike Reilley, *Journalist’s Toolbox*

An in-depth list of resources to track flooding, rain, storms, hurricanes, volcanoes, droughts, etc. This website has links to over 200 valuable weather-related resources.

#### Discussion Questions

1. What are some useful resources that students should consider if they are assigned to cover an extreme weather event?
2. What are some things that a newsroom manager should consider before sending members of the team out to cover a weather-related event?







## ***Risk Assessment for Journalists***

(Modified from Rory Peck Trust)

### **Assignment outline**

- To identify risks, you need to outline your project. Before beginning your risk assessment, it is important to write an assignment outline. Identify and list the key elements of your project: interviews, travel and actions that are vital to your plans.

### **Locations and brief schedule**

- Where are you going, when, and for how long?

### **Assignment details**

- Give specific details of what you intend to cover to complete your assignment. What will you film, photograph, record, write about to make your piece? Including relevant meetings, sequences, interviews and locations. This is the basic foundation of your risk assessment and will provide a clear idea of what you want to achieve and how you want to achieve it.

### **Project specific risks**

- Is this a sensitive topic?
- Are you covering a high-risk location, activity or event?
- Who will you be meeting, and might they be at risk if they talk to you?
- Is your security threatened by talking to specific people, visiting or working in a specific area?
- More than anything, effective risk management is about asking questions, listening to the answers, and working within the realm of the possible. Seek advice from experienced journalists, if possible.

### **Travel Risks**

- Have you made travel arrangements? Plan and research the safest means of travel.
- Have an alternative plan in case you need to adjust travel arrangements or if you do not feel comfortable with your initial plan.

### **Profile Risks**

- This is not about how you perceive yourself, but how others may perceive you. Be aware of your image and presence online. The same questions apply to those accompanying you.
- Is there an increased risk as a result of your gender, age, ethnicity, religious beliefs or nationality? What about those accompanying you, and how does your profile affect them?



## ***Risk Assessment for Newsroom Managers***

(Modified from Rory Peck Trust with input from Mark Zoromski,  
Former Director of Student Media, Marquette University)

***Before sending a reporting crew into the field, the newsroom manager should complete the following:***

### **Assignment outline**

- What is the project? Is the story sufficiently newsworthy to justify the risks to our reporting crew? Does the situation require that I send a two-person crew to ensure safety?

### **Location/schedule**

- Does the journalist and/or crew know the neighborhood? Has a timeline been established for when the assignment will be happening and how long it should take?

### **Assignment Details**

- What will need to be done to complete this project? Provide specific details about your expectations for your journalist and/or crew? This is similar to what is expected when a journalist does his or her own risk assessment. Is it situation-safe for live transmission?
- Does your reporter know how to assist your photojournalist by maintaining a broad view of the entire scene while the photojournalist concentrates on collecting images?
- Does the crew know the procedure to stay in contact with the assignment desk?

### **Project Specific Risks**

- Do I need to hire private security? Is there a heightened risk due to the equipment my crew needs to carry, and if so, what can I do about it?
- Are there health hazards for the reporting crew? Do they need gloves, respirators, safety masks? Is there a need for personal protection equipment (helmet, flak jacket, gas mask etc.)?
- Are sources at risk because of the presence of a journalist and/or crew?

### **Travel Risks**

- Has the crew made travel arrangements? Should I send the crew in an unmarked vehicle?
- Does the crew have an evacuation plan? Does a member of the team – other than the driver – have an extra key for the news vehicles?

### **Profile Risks**

- Is there any heightened risk due to the gender, ethnicity, or nationality of the crew? Have I thought about the emotional safety of my crew? Have you briefed your crew on whether to wear their identification badges in view or hide them if they want to blend in?

In Loving Memory of James Wright Foley  
(1973 - 2014)

