Axon VR

Community Engagement Training (CET)



Officer in Crisis

Facilitator's Guide



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FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting training sessions, and debriefing and assessing trainees after they complete the CET scenario in-headset.

TRAINING SESSION PREPARATION	
NOTE: Trainers should complete the scenario in-headset at least once prior to facilitating this CET module with trainees.	
LESSON PLAN	Review the lesson plan, which provides a comprehensive overview of the CET module, including its purpose, scenario overview, trainer preparation guidance, references, and links to additional resources.
LEARNING OBJECTIVES	Review the CET module's learning objectives, identify additional learning objective skills to assess trainees on during the scenario, and add any agency-specific learning objective skills to assess.
AGENCY RESOURCES	Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.
SCENARIO FLOW & DECISION POINTS	Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.

TRAINEE EVALUATION	
Use the Trainee Evaluation form to track trainee completion and document notes on their scenario decisions. Conduct a debriefing with the trainee by asking debriefing questions. Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record. **NOTE**: If facilitating this CET with multiple trainees at once, use the group debriefing questions in the group evaluation section to debrief the group. Axon also recommends screen casting the in-headset experience for the group to observe.	
DEBRIEFING QUESTIONS	After the trainee completes the scenario in-headset, conduct a debriefing with them to provide feedback, discuss their choices and the scenario's outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.

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LESSON PLAN

COURSE OVERVIEW	More law enforcement professionals die by suicide than from any other cause. To protect the lives of fellow officers, in this scenario trainees learn how to recognize the signs of a first responder in crisis and take immediate action to help a colleague find the necessary resources. After completing this scenario, the trainee will debrief with the trainer.
IN-HEADSET VR EXPERIENCE	**This scenario will not prompt trainees to make any decisions in-headset.** Additionally, this experience is most impactful when trainees go through the scenario with no prompting or spoilers. This honest narrative demonstrates signs of a first responder exhibiting risk of self-harm and offers tips on how to help a colleague seek out the appropriate resources. The scenario concludes with a brief testimonial, call to action for trainees to seek help if needed, and a description of where to find resources within Axon Academy. See the scenario flow and decision points flowchart for an overview of the VR scenario and decision points branching.
CHARACTER PROFILES	In the scenario, trainees will meet the following characters: • **Officer James Bailey**: With sixteen years on the police force, Officer Bailey (James) represents the first responders who can't catch a break. On top of the daily traumas that an officer must deal with, including the loss of his partner the previous year, James is also juggling marital problems and administrative issues at work. James has recently started demonstrating negative behavioral changes such as aggression, withdrawal, calling in sick more frequently, and recklessness regarding his own safety. • **Officer Will Young**: Officer Young is a new recruit in field training, working under Officer Bailey's direction and guidance. He is excited to be a member of the law enforcement family and is focusing all of his attention on passing the last phase of field training. He doesn't yet have the experience or knowledge to fully understand how the daily grind can push an officer into depression. • **Officer Keith Bryant**: Seasoned Officer Bryant is a colleague and friend of Officer Bailey who has been through his own hard times. He is a strong supporter of counseling and mental health programs to assist officers who are facing crises and notices the worrisome changes in Officer Bailey's behavior. *(continued on next page)*

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CHARACTER PROFILES. CONT.	• **Sergeant Marge Jerico**: Sergeant Jerico is Officer Bailey's immediate supervisor who must issue him with disciplinary action for recent actions unbecoming to an officer. Having worked with Officer Bailey for a while now, Sergeant Jerico sees that he may be struggling with all of the pressures in his life. • **Officer Mike Walters**: Officer Walters was Officer Bailey's partner and although he does not make an appearance in this scenario, his absence is strongly felt by Officer Bailey. Reminders are everywhere of 'Mikey,' a brave officer who lost his life in the line of duty, leaving Officer Bailey to feel guilt ridden with survivor's remorse.
LEARNING OBJECTIVES	• Recognize a fellow first responder who is in crisis and at risk of suicide or exhibiting self-harm behaviors. • Discover what life might be like for a first responder living with thoughts of self-harm or suicide. • Recognize and explain types of work and home life events that can occur with first responders that increase the risk of suicide. • Explain best practices for intervening with a fellow first responder who is exhibiting these behaviors or symptoms.
INSTRUCTIONAL GOAL	The trainee will discover the warning signs of suicide, learn how to have a conversation with someone who might be at risk, and learn about additional resources available.
REQUIRED MATERIALS	• Facilitator's Guide • Sample Course Roster
DATE CET MODULE RELEASED	January 2022
PREREQUISITES	None
COURSE LENGTH	40 minutes (in-person instructor-led training)
EQUIPMENT	• Axon VR headset • Samsung VR tablet *(optional, but recommended for trainer observation through Miracast)*

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FACILITY LOCATION	The Training Space will be identified by the agency and must contain a virtual boundary to keep trainees safe. Training Spaces should be kept clear of objects, pets, live weapons, and other people.
TARGET GROUP	Public safety and law enforcement officers
INSTRUCTORS	Any agency-identified VR trainer
GROUP RATIO	This curriculum is designed for a trainer-to-trainee ratio of 1:1. **NOTE**: If facilitating this module with multiple trainees at the same time, Axon recommends screen casting a trainee's in-headset experience for the group to observe. Use the group debriefing questions to guide your group debriefing.
TRAINER PRE-WORK	1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated. 2. Open the CET application and download the module to the Library if it's not already present. 3. Once downloaded, complete the module in-headset at least once prior to facilitating this CET. View the scenario more than once to experience the different possible outcomes.
ADDITIONAL MATERIALS	Download the optional Sample Course Roster. Print the roster to collect trainee names and email addresses during training and to track course completion.

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ADDITIONAL RESOURCES	• For assistance facilitating this CET or setting up Axon VR equipment, see the Axon VR Training page
	• For assistance screen casting the in-headset experience, see the Screen cast options article
	• Crisis Text Line: Text "BLUE" or "BADGE" to 741741
	• National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
	• Websites:
	  ○ Blue H.E.L.P. website (Honoring the Service of Law Enforcement Officers Who Died by Suicide)
	  ○ Substance Abuse and Mental Health Services Administration
	  ○ Badge of Life
	  ○ COPLINE (International Law Enforcement Officers' Hotline)
	  ○ Suicide Prevention Resource Center
	  ○ American Foundation for Suicide Prevention
	• For assistance setting up a wellness program: Axon Aid
	NOTE: If your agency doesn't have a wellness program, Axon Aid has compiled some useful online resources to help you get started in creating your own. Visit Axon Aid for more information on setting up a wellness program at your agency.

SAMPLE COURSE SCHEDULE

0800-0825	Trainee completes VR scenario in-headset.
0825-0840	Trainer conducts a debriefing evaluation with the trainee using the debriefing questions in this Facilitator's Guide.

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LEARNING OBJECTIVES

Upon completion of this CET module, trainees should be able to do the following:

- Recognize a fellow first responder who is in crisis and at risk of suicide or exhibiting self-harm behaviors.
- Discover what life might be like for a first responder living with thoughts of self-harm or suicide.
- Recognize and explain types of work and home life events that can occur with first responders that increase the risk of suicide.
- Explain best practices for intervening with a fellow first responder who is exhibiting these behaviors or symptoms.

LEARNING OBJECTIVE SKILLS

Select additional learning objective skills to assess trainees on in this module:

SITUATIONAL AWARENESS & OBSERVATION

- ☐ 360º awareness
- ☐ Observation: Whole body, hands, belt line, demeanor (immediate area)
- ☐ Subject proximity
- ☐ Vehicle proximity

TASER ENERGY WEAPON DEPLOYMENT

- ☐ Post deployment activity (supervisor; medical; other)
- ☐ Probe deployment: Clothing consideration

ADMINISTRATIVE

- ☐ Court preparation
- ☐ Report writing
- ☐ Resource identification

DE-ESCALATION & COMMUNICATION

- ☐ Active listening & conflict resolution
- ☐ Building rapport
- ☐ Communication with partner
- ☐ Communication with subject/individual
- ☐ Cuffing under power
- ☐ Dispatch disparity (caller perception, bias, etc.)
- ☐ Duty to intervene
- ☐ Empathy
- ☐ Family intervention
- ☐ Non-verbal communication
- ☐ Third party considerations/bias
- ☐ Verbal de-escalation

TACTICS & MOVEMENT

- ☐ Interview stance

AGENCY-SPECIFIC LEARNING OBJECTIVE SKILLS

Add any additional agency-specific learning objective skills you would like to assess trainees on as a part of this scenario:

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AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

AGENCY-SPECIFIC NOTES

TRAINEE EVALUATION (INDIVIDUAL)

After the trainee completes the VR scenario in-headset, conduct a debriefing with them to provide feedback and discuss their choices and the scenario outcome using the provided questions as a guide.

You can use the Trainee Evaluation form with the debriefing questions as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

NOTE: If facilitating this CET with multiple trainees at once, use the group debriefing questions in the Group Evaluation section to conduct a debriefing with the group.

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TRAINEE EVALUATION: OFFICER IN CRISIS

TRAINEE NAME	ID	TYPE
		☐ Recruit ☐ Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

LOCKER ROOM SCENE – EARLY SIGNS OF DISTRESS

- ☐ Did you know right away that James was in trouble?
- ☐ If yes, what words or actions led you to believe James was in trouble?
- ☐ If no, describe when you began to realize James was in trouble.

DOMESTIC CALL SCENE – PUBLIC BEHAVIOR & COMMUNITY IMPACT

- ☐ What words or actions from James did you find concerning on the domestic call?
- ☐ What are some potential consequences of these kinds of interactions within the community?
- ☐ If you were in this situation with James, would you feel comfortable intervening?
- ☐ How would you address this with James as a peer?

OFFICE SCENE – SUPERVISORY ENGAGEMENT & PEER PERSPECTIVE

- ☐ How would you describe James' behavior during the meeting with his supervisor?
- ☐ What would you do if you were his supervisor?
- ☐ What was Will talking about in this scene?
- ☐ What would you tell Will if you were his peer?

TRAFFIC STOP SCENE – DISTRACTION & SAFETY CONCERNS

- ☐ What was James' level of engagement on this traffic stop, and why?
- ☐ How do you think that impacted his approach to this stop?
- ☐ As a peer, would you feel comfortable intervening with James on this call?
- ☐ How would you approach James?

BRIDGE SCENE – MENTAL HEALTH WARNING SIGNS

- ☐ Why was James not helpful in cleaning up?
- ☐ What was James doing or saying that caused you concern?
- ☐ How would you react if you saw a peer acting like James in this scene?

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CELEBRATION SCENE – GRIEF, ISOLATION & SUPPORT

- [ ] What did James say or do at the party that might lead you to believe he was in trouble?
- [ ] Was anyone else at the party having a hard time with Mikey's passing?
- [ ] What would you do if you saw a peer struggling like James?
- [ ] How would you start the conversation with James?
- [ ] Have you or anyone you know ever felt like James?
- [ ] Are you/they better now? How did you/they get better?
- [ ] What are you doing to take care of yourself and handle the stressors of the job?

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TRAINEE EVALUATION (GROUP)

If facilitating this CET with multiple trainees at once, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

DEBRIEFING QUESTIONS (GROUP)

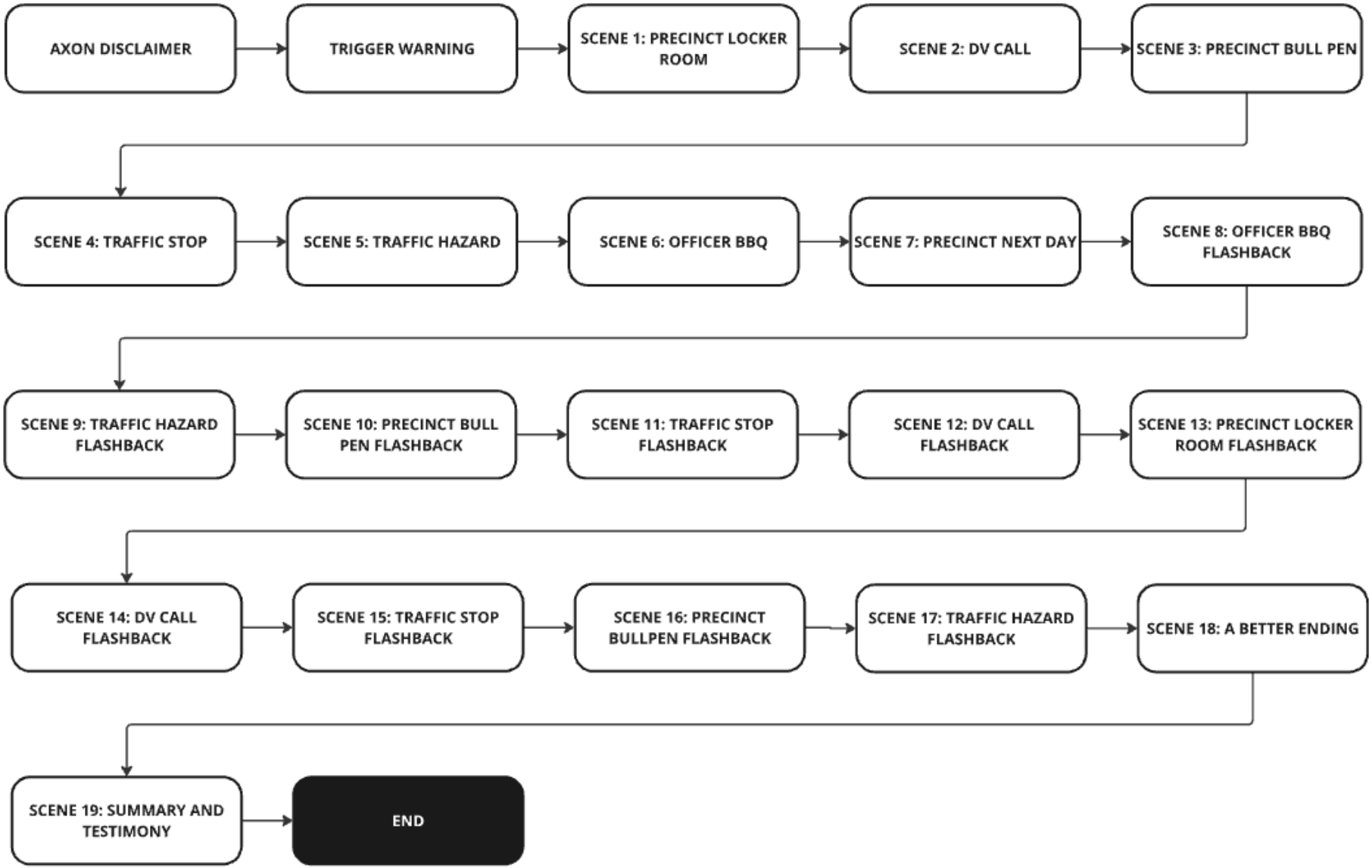
- [ ] Does anyone want to provide personal insights or experience to some of the key points we learned about today?
- [ ] If you were in the officer's position in this scenario, what would you have done differently or what have you done differently in similar situations?
- [ ] What are some lessons learned from this scenario?

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SCENARIO FLOW & DECISION POINTS

The flowchart below displays the trainee decision points and their respective branches in the scenario.



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