

Axon VR

Community Engagement Training (CET)



Schizophrenia II

Facilitator's Guide

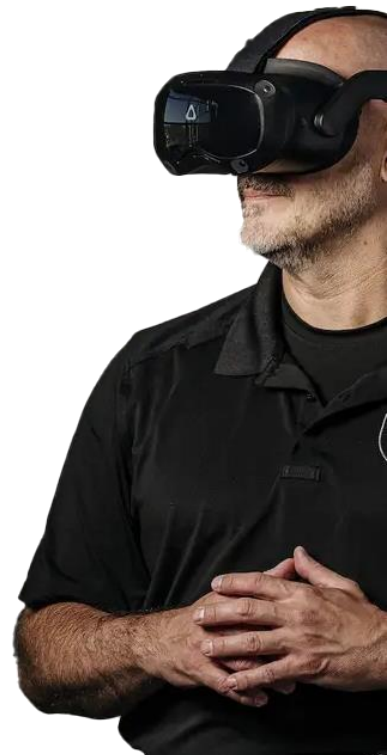


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FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

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.

LESSON PLAN

COURSE OVERVIEW	<p>When encountering a young man at a train station, trainees must navigate a heavily populated area to approach and empathize with an individual living with schizophrenia.</p> <p>In this scenario, trainees learn how to maintain a secure environment for officers and the community in a busy urban area when dealing with an individual experiencing a mental health crisis.</p>
IN-HEADSET VR EXPERIENCE	<p>Trainees will begin the in-headset experience from the point of view of a man experiencing a mental illness episode while waiting for a bus. Trainees will see him become increasingly paranoid of the people around him. As his paranoia grows, he will begin to act erratically and have vocal outbursts. Trainees will reenter the scene as an off-duty officer with a partner witnessing a crowd of people surrounding the man experiencing a mental health episode. The man on the ground rummages through his possessions while onlookers crowd him.</p> <p>Trainees will then be given the opportunity to identify as an officer or remain a concerned citizen. Depending on their choices, they will go through a series of attempts to de-escalate the situation using different tactics. Depending on the choices made, the situation can be de-escalated by the trainee or their partner. This experience is intended to demonstrate how certain behaviors exhibited by individuals living with schizophrenia could be mistakenly interpreted by an officer as non-compliance, a direct challenge, active aggression, or defensive resistance behavior.</p> <p>Trainees will be asked to make decisions in real time by selecting from multiple on-screen options. The trainees will see the scenario play out based on their selections. No VR Controllers are required; trainees will use head movements to aim a crosshair and make selections.</p> <p>See the scenario flow and decision points flowchart for an overview of the VR scenario and decision points branching.</p>
LEARNING OBJECTIVES	<ul style="list-style-type: none">• Successfully demonstrate proper conduct and situational awareness on a basic call involving a person living with schizophrenia that ends with the best possible outcome for both officers and community members.• Discover what life might be like for a person living with schizophrenia.• Recognize and explain signs that an individual might be schizophrenic that could be misinterpreted on a call.• Recognize and explain best practices for public safety when encountering community members living with schizophrenia. Recognize and explain best practices for public safety when encountering community members living with schizophrenia.
INSTRUCTIONAL GOAL	<p>As a responding officer, the trainee will apply agency policy and use available scenario information to properly respond to a community member who is experiencing an acute behavioral health episode related to schizophrenia.</p>

REQUIRED MATERIALS	<ul style="list-style-type: none"> • Facilitator's Guide • Sample Roster
DATE CET MODULE RELEASED	October 2022
PREREQUISITES	None
COURSE LENGTH	30 minutes (in-person instructor-led training)
EQUIPMENT	<ul style="list-style-type: none"> • Axon VR headset • Samsung VR tablet (<i>optional, but recommended for trainer observation through Miracast</i>)
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	<p>This curriculum is designed for a trainer-to-trainee ratio of 1:1.</p> <p>NOTE: If facilitating this module with multiple trainees at the same time, Axon recommends screencasting a trainee's in-headset experience for the group to observe. Use the group debriefing questions to guide your debriefing with the group.</p>
TRAINER PRE-WORK	<ol style="list-style-type: none"> 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	<p>Download the optional Sample Course Roster.</p> <p>Print the roster to collect trainee names and email addresses during training and to track course completion.</p>
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> • 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 – VR article • IACP - Responding to Persons Experiencing a Mental Health Crisis • Increasing Mental Health Literacy in Law Enforcement to Improve Best Practices in Policing—Introduction of an Empirically Derived, Modular, Differentiated, and End-User Driven Training Design

SAMPLE COURSE SCHEDULE

0800-0815	Trainee completes VR scenario in-headset
0815-0845	Trainer conducts a debriefing evaluation with the trainee using the debriefing questions in this Facilitator's Guide

LEARNING OBJECTIVES

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

- Successfully demonstrate proper conduct and situational awareness on a basic call involving a person living with schizophrenia that ends with the best possible outcome for both officers and community members.
- Discover what life might be like for a person living with schizophrenia.
- Recognize and explain signs that an individual might be schizophrenic that could be misinterpreted on a call.
- Recognize and explain best practices for public safety when encountering community members living with schizophrenia.

LEARNING OBJECTIVE SKILLS

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

SITUATIONAL AWARENESS & OBSERVATION <ul style="list-style-type: none"><input type="checkbox"/> 360° awareness<input type="checkbox"/> Observation: Whole body, hands, belt line, demeanor (immediate area)<input type="checkbox"/> Subject proximity<input type="checkbox"/> Vehicle proximity	DE-ESCALATION & COMMUNICATION <ul style="list-style-type: none"><input type="checkbox"/> Active listening & conflict resolution<input type="checkbox"/> Building rapport<input type="checkbox"/> Communication with partner<input type="checkbox"/> Communication with subject/individual<input type="checkbox"/> Cuffing under power<input type="checkbox"/> Dispatch disparity (caller perception, bias, etc.)<input type="checkbox"/> Duty to intervene<input type="checkbox"/> Empathy<input type="checkbox"/> Family intervention<input type="checkbox"/> Indicators of schizophrenia<input type="checkbox"/> Non-verbal communication<input type="checkbox"/> Third party considerations/bias<input type="checkbox"/> Verbal de-escalation
TASER ENERGY WEAPON DEPLOYMENT <ul style="list-style-type: none"><input type="checkbox"/> Post deployment activity (supervisor; medical; other)<input type="checkbox"/> Probe deployment: Clothing consideration	
ADMINISTRATIVE <ul style="list-style-type: none"><input type="checkbox"/> Court preparation<input type="checkbox"/> Report writing<input type="checkbox"/> Resource identification	TACTICS & MOVEMENT <ul style="list-style-type: none"><input type="checkbox"/> 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:

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.

TRAINEE EVALUATION: SCHIZOPHRENIA II

TRAINEE NAME	ID	TYPE
		<input type="checkbox"/> Recruit <input type="checkbox"/> Officer

DEBRIEFING QUESTIONS (INDIVIDUAL)

SCENE RECOGNITION & INITIAL DECISION TO INTERVENE

- What is the crowd focusing on?
- What is the crowd responding to?
- How does the situation begin to escalate?
- What triggers you and your partner to make a decision about intervening?
- Do you have a responsibility to intervene as an off-duty cop? Why or why not?
- What is our agency's policy for officers intervening while off duty?

CHOOSING NOT TO INTERVENE: ETHICAL, TACTICAL, & SAFETY IMPLICATIONS

- Why did you choose to not intervene?
- What may be the benefits to the parties involved?
- What safety concerns do you have as an off-duty officer?
- How are onlookers engaging with the individual?
- What are the risks of allowing the crisis to continue on the platform?

ENGAGING AS A CONCERNED CITIZEN: INITIAL CONTACT

- What is the individual saying? Where is his attention? Why is he trying to ignore you?
- Why did you choose not to identify as an officer?
- What are the potential concerns of identifying as an officer in a behavioral health crisis?
- How do you identify if someone is a risk to themselves or others?
- What tactics have you learned to de-escalate a behavioral health crisis?
- What do you do if the situation doesn't appear to be improving?

IDENTIFYING AS OFF-DUTY OFFICER: DEMEANOR SHIFT & ESCALATION RISKS

- How does the individual's body language and demeanor change when you state you are an officer?
- What does your partner do after you identify yourself?
- Why does the individual appear to grow more concerned?
- Why did you choose to identify as an off-duty officer?
- How do you identify if someone is a risk to themselves or others?
- What tactics have you learned to de-escalate a behavioral health crisis?

ESCALATION & FLIGHT RESPONSE – SUBJECT RUNS OFF

- Why did the individual run away from you and your partner?
- Why might a direct approach work in some situations but not in this one?
- When did the situation begin escalating?
- Where were there opportunities to change your approach?
- What are the dangers of engaging in a foot pursuit while off duty?
- What other acceptable actions could you take if a subject flees?

CREATING DISTANCE: TACTICAL POSITIONING & ENVIRONMENTAL CHANGE

- How did you modify your body positioning in relation to the individual?
- How does creating distance begin to de-escalate the situation?
- What does your partner do?
- What questions might you ask someone experiencing a crisis to gather information?
- What does the individual say about his medication?
- How does changing the environment (moving away from the platform) affect the individual?
- When is it made clear that the individual is no longer a threat to himself or others?
- Are the tactics used in this scene the same or different from your on-duty approach?
- How can your body language be interpreted as threatening? How would you correct it?

GROUNDING & STABILIZING THE SITUATION

- How is the individual's body language different than on the platform?
- How does his speaking change?
- What is his main concern?
- What questions are being asked on the bench?
- Why might the body language and positioning matter in this situation?
- What do the officers decide to do next?
- When is it clear the individual is no longer a threat?
- How has the approach of the officers changed?

SWITCHING WITH PARTNER: PEER LEARNING & SUPPORT

- Why might switching with your partner benefit the situation?
- What did you observe from your partner's tactics?
- How does your perspective change after switching?
- What additional attributes or skills have you learned?
- How does the individual's demeanor change after the switch?
- When is it made clear he is no longer a threat?
- What do the officers decide to do next?

TRAINER NOTES

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)

- What about this scenario is similar or dissimilar to your real-life experience with a subject experiencing an episode of schizophrenia?
- If you were in the officer's position in this scenario, what would you have done differently or what have you done differently on similar calls?
- What are some lessons learned from this scenario about how to facilitate a culture of reducing the stigma around behavioral health and mental illness?

TRAINER NOTES

SCENARIO FLOW & DECISION POINTS

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

