

Axon VR

Community Engagement Training (CET)



Domestic Violence III

Facilitator's Guide

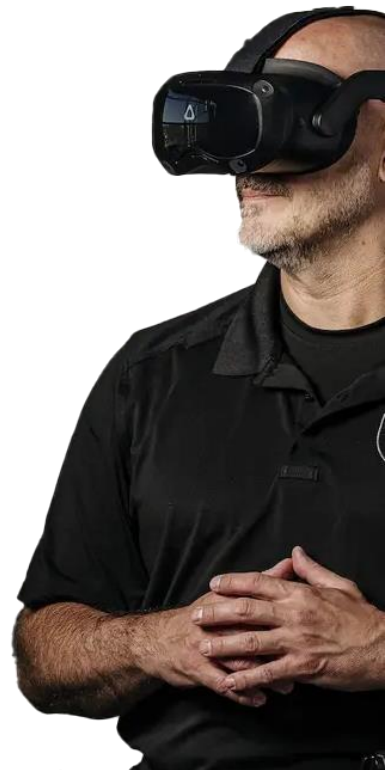


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FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

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 with 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 outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.

LESSON PLAN

COURSE OVERVIEW	<p>In this CET, trainees arrive on scene to find a female subject destroying her wife's car with a baseball bat. Armed with a TASER energy weapon and firearm, trainees will learn how to respond to instances of domestic violence and effectively establish a secure environment under time constraints.</p> <p>After completing the experience, the trainer will conduct a debriefing with the trainee.</p>
IN-HEADSET VR EXPERIENCE	<p>Trainees will begin the in-headset experience from the first-person perspective of a responding officer receiving a Dispatch call, followed by an initial scene assessment of a domestic altercation between subjects.</p> <p>Throughout the scenario, decision points allow trainees to practice responding under stress, making rapid judgment calls, and determining the best follow-up actions.</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>
MODULE TIMER	<p>In the scenario, whenever choices are presented, a timer will initiate a countdown. Trainees have five seconds to make a decision; if they fail to do so, the scene will replay, and the timer will reset.</p> <p>This timer is intended to simulate the pressure of making decisions in real-time, helping trainees develop their ability to respond effectively under stress.</p>
LEARNING OBJECTIVES	<ul style="list-style-type: none">• Discover what it is like to encounter a subject exhibiting destructive behavior.• Determine the best tactics for handling subjects exhibiting destructive behavior with little time or space to react and potential safety risks to all parties on scene.• Recognize an officer's role and articulate when their authority on-scene has changed.
INSTRUCTIONAL GOAL	<p>As a responding officer, the trainee will make decisions based on agency policy and proceed with the information available in the scenario to respond to instances of domestic violence and effectively establish a secure environment under time constraints.</p>

REQUIRED MATERIALS	<ul style="list-style-type: none"> • Facilitator’s Guide • Sample Course Roster
DATE CET MODULE RELEASED	February 2024
PREREQUISITES	None
COURSE LENGTH	<p>30 minutes (in-person instructor-led training)</p> <p>NOTE: The in-headset scenario experience takes approximately 15 minutes to complete. The module can be viewed more than once to experience different possible outcomes. To support trainees effectively, conduct an in-person debrief session for 15 – 30 minutes after they remove the headset.</p>
EQUIPMENT	Axon VR equipment
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 screen casting 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 sample course roster to use while facilitating a training to collect the names and email addresses of trainees and track 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

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:

- Discover what it is like to encounter a subject exhibiting destructive behavior.
- Determine the best tactics for handling subjects exhibiting destructive behavior with little time or space to react and potential safety risks to all parties on scene.
- Recognize an officer's role and articulate when their authority on-scene has changed.

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"/> 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 domestic violence<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 detail 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: DOMESTIC VIOLENCE III

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

DEBRIEFING QUESTIONS (INDIVIDUAL)

- What factors influenced your actions/decisions?
- How did the timer influence your decision-making? Would your choices have been different given more or less time?
- What choices seemed the least effective in de-escalating the situation? Which were most effective?
- What indicators stood out to you that suggested the subject was likely not a threat? (Audible cues, environmental factors, immediate surroundings, body language, etc.)
- Did any of the consequences of certain choices come as a surprise? If so, which one(s)? Why?
- Would you change any of your choices after viewing the outcome of the scenario? Which choices would you have made differently?
- What is our agency's policy in responding to situations similar to this scenario?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

TRAINER NOTES

TRAINEE EVALUATION (GROUP)

If facilitating this CET with more than one trainee at a time, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

DEBRIEFING QUESTIONS (GROUP)

- Was [insert trainee name] within policy with their actions/selections? If not, why?
- Was [insert trainee name] able to successfully justify their actions and articulate their use of force?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS

TRAINER NOTES

SCENARIO FLOW & DECISION POINTS

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

