

Axon VR

Community Engagement Training (CET)



Suicidal Ideation

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>Communication strategies lie at the core of this scenario. By employing deliberate and compassionate care, discover how to de-escalate an incident in which a subject expresses suicidal ideation.</p> <p>Trainees also learn how to connect the individual with the appropriate support channels.</p> <p>After completing this scenario, the trainee will debrief with the trainer.</p> |
| IN-HEADSET VR EXPERIENCE | <p>Trainees will begin the in-headset experience from the perspective of one of two officers responding to a call of a man on a roof.</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">• With a goal of obtaining voluntary compliance, successfully demonstrate proper conduct and situational awareness when a subject is experiencing suicidal ideation.• Discover what life might be like for someone living with thoughts of self-harm or suicide.• Recognize and explain the signs and symptoms exhibited by someone who may be at risk of self-harm or suicide.• Recognize and explain on-scene best practices for assisting someone experiencing suicidal ideations and/or threatening self-harm. |
| INSTRUCTIONAL GOAL | <p>As a responding officer, the trainee will apply agency policy and use available scenario information to recognize signs of suicidal ideation, demonstrate appropriate on-scene practices, and engage with the individual using empathy and effective communication strategies to obtain voluntary compliance and help to ensure the subject's safety.</p> |
| REQUIRED MATERIALS | <ul style="list-style-type: none">• Facilitator's Guide• Sample Course Roster |
| DATE CET MODULE RELEASED | <p>September 2019</p> |

| | |
|-----------------------------|---|
| PREREQUISITES | None |
| COURSE LENGTH | 45 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 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 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 |

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:

- With a goal of obtaining voluntary compliance, successfully demonstrate proper conduct and situational awareness when a subject is experiencing suicidal ideation.
- Discover what life might be like for someone living with thoughts of self-harm or suicide.
- Recognize and explain the signs and symptoms exhibited by someone who may be at risk of self-harm or suicide.
- Recognize and explain on-scene best practices for assisting someone experiencing suicidal ideations and/or threatening self-harm.

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 suicidal ideation<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: SUICIDAL IDEATION

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

DEBRIEFING QUESTIONS (INDIVIDUAL)

SCENE ENTRY & INITIAL ASSESSMENT

- What is the man saying?
- What is the tone of his speech?
- What did you notice about his body language?
- As you and your partner enter the scene, what are your initial safety considerations?
- Are there any additional resources you would request?
- How might your surroundings influence your tactics or verbal communication?
- What statements indicate the man may be experiencing a behavioral health crisis?
- Are there signs the man may be a threat to himself?
- What might the officer be trying to accomplish by approaching slowly with an open hand and keeping distance?
- What are your available resources for an individual in behavioral crisis?

INITIAL ENGAGEMENT & QUESTIONING

- What is the goal of engaging the man with questions?
- What types of questions are asked that encourage the man to speak?
- What other questions could you ask to keep him engaged?
- What would you do if the man ignored you or the situation didn't appear to be improving?
- How does our agency train you to speak with individuals experiencing suicidal ideation?
- How should questions be phrased in these situations?

VERBAL TECHNIQUES: EMPATHY, CONCERN, & SYMPATHY

Sympathizing

- Why is sympathy explained as not being useful?
- What are the negatives of sympathizing in a suicidal ideation call?
- What emotions might be evoked in someone when sympathy is used?
- Besides empathy, what other tools can help build rapport?

Expressing Concern

- Why might the man react negatively to you expressing concern for his safety?
- Why might he not care that he's making you nervous?
- What's a better way to express concern and redirect attention?
- What about the situation suggests that "concern over safety" is not effective?

Empathizing

- How does empathizing differ from sympathizing?
- Why is empathy a better approach in situations involving suicidal ideation?
- How does the man respond when you show empathy?
- What changes are observed in his demeanor?
- What options are offered during the scene?
- How does this help de-escalate and move toward voluntary compliance?
- If empathy isn't possible, what other rapport-building tactics can you use?

OFFICER DYNAMICS & PARTNER INTERACTION

- What happens when you speak to your partner during the scene?
- Why might the man react poorly to this?
- How does re-engaging 1-on-1 begin to de-escalate the situation?
- What questions might you ask someone experiencing acute suicidal ideation to better understand them?
- Does your agency provide guidance on how to engage with someone experiencing suicidal ideation when multiple officers are present?
- When is it made clear that the man is no longer an immediate threat?

PERSONALIZATION & CONNECTION

- How does the man's demeanor and body language change when you bring up his daughter?
- How does family discussion help improve engagement and de-escalation?
- What other questions could help redirect someone from suicidal ideation?
- What topics might help shift their attention?

REASSURANCE, RESOURCES, & RESOLUTION

- What resources or support options are offered to the man?
- Are there different resources our agency recommends depending on the scenario?
- What is asked of the man to help to ensure he's safe?
- Are the tactics used in this scene aligned with our agency's guidelines? If not, how do they differ?

WARNINGS, SAFETY TALK, & RESISTANCE

- Why might the man react poorly to safety warnings?
- Why might he not care about his danger?
- What could be said instead to redirect his attention?
- What about this situation indicates safety talk isn't connecting?

PHYSICAL INTERVENTION CONSIDERATIONS

- Did you choose to make a move toward the man?
- After seeing the reasoning why it's dangerous, would you choose differently? Why or why not?
- Are there situations where physically removing someone in crisis from an elevated position is necessary? Provide an example.
- What environmental conditions might pose similar safety concerns?

ADDITIONAL AGENCY DEBRIEFING QUESTIONS



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 expressing suicidal ideation?
- 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?

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.

