

## Simulation exercise 1

### Domestic violence case

Learners are faced with the real-life situation, where they can demonstrate knowledge and skills gained during the training. Their performance is closely monitored and assessed with marking rubrics. Detailed feedback is given after the exercise.

#### General aims of the exercise:

1. Learners should demonstrate the ability to use only objectively reasonable, necessary, and proportional force
2. Learners should demonstrate the ability to render medical assistance

#### Learning methods:

Explanation during the briefing – introduction and preparation for the exercise; simulation; discussion during the debriefing and evaluation of the exercise

#### Training environment and facilities:

Simulation room or other appropriate indoor space

#### Training equipment:

Duty belt with standard police equipment – radio communication device, handcuffs, baton, pepper spray, flashlight, FX handguns and simmunition; IFAK, fake blood; rubber knife

#### Number of learners:

Two (one patrol) per two instructors – one for the use of force, one for tactical medicine  
As there are 24 learners in the training, 12 iterations will be needed

#### Number of actors:

1 adult female and two males – one of which is the offender. It is recommended for the actor playing offender to be one of the trainers, who know how to adapt to the actions of learners – if they perform correctly, actor complies; if not, actor raises the level of his resistance.

#### Duration:

2 hours overall

## Topic plan

Time	Learning activities and content	Practice (learners actions)	Notes
<i>Introductory part</i>			
5 min	Security inspection and distribution of training equipment of equipment	Learners sign up, follow the trainer's instructions, and listen	Important: Make sure that learners do not

		to the safety briefing. Perform exercises.	have real guns and rounds, OC gas.
5 min	Learners are divided in pairs, acting as police patrol		
5 min	Introduction – trainers present: <ul style="list-style-type: none"> <li>- goals of the exercise</li> <li>- key criteria to be assessed</li> <li>- scenario of the exercise</li> </ul>	Listen and ask questions	
<b>Main part</b>			
60 min	Learners perform the exercise in patrols of two	Learners have to perform regarding appropriate security procedures. Learners have to ensure accurate first aid actions and communication.	Trainers should interfere during the exercise only when really necessary.
<b>Final part</b>			
5 min	Detailed feedback is given by the trainers to each group directly after the exercise	Learners listen and participate in discussion	Trainers encourage learners to share their opinion on the exercise before giving their suggestions on possible improvements of performance. Feedback is given in a constructive way – with sandwich or similar method. In other words, trainers start the feedback by identifying the things that are done right, continue with pointing out the mistakes and explaining the better course of the action, and finish with positive remarks.
10 min	Group feedback is given <ul style="list-style-type: none"> <li>- most common mistakes are identified</li> <li>- suggestions for improvements are made</li> </ul>	Participate in discussion, answer questions	Trainers talk about the mistakes without mentioning specific learners or patrols

## Simulation details

Description of the situation
<b>Domestic violence case</b>
<p>Patrol gets information from Command Centre through radio communication about reported event – a domestic violence.</p> <p>Incident happened at the apartment, and has been committed by male person. Female reported that her husband is under the influence of drugs and alcohol and he has attacked her verbally and physically. Allegedly, he had argued with her and his father about not wanting to go to the addiction clinic.</p> <p>Two-member patrol unit goes to the appointed location, equipped with their duty belts and radio.</p>
<b>Instructions for trainers and actors</b>
<p>In front of the apartment, female is waiting with an older man. She shows bruises and asks for help. She says that her husband, who fell asleep in the living room, had taken her documents and money.</p> <p>The older man, who is the suspect's father, wants to wake him up. Suddenly, his son turns around and stabs him in the leg with a big knife.</p> <p>Police officers should contain the suspect by taking him to the ground and using the appropriate coercive measures, in accordance with the principle of proportionality and avoiding injuries.</p> <p>Suspect will then collapse and seem to have a heart attack.</p> <p>Police officers should conduct all necessary tactical procedures and provide first aid to both men in order of urgency.</p>

## Marking rubrics

Criterion	Satisfactory level of performance	Critical mistakes
Communication with the injured person, command centre and with each other	<p>Attempt to make contact with the victim</p> <p>There is a communication with command centre and it is short and clear</p> <p>There is a communication between team members and the instructions are short and clear</p>	<p>Command centre is not informed about the situation</p> <p>It isn't clear who is the main first aid provider</p>
Taking care of the security of injured person and themselves	Follow security protocol CUF/TFC	<p>Start first aid procedure without evacuation to safer zone</p> <p>Miss to put medical gloves when handling bloody wound</p>
Recognize and stop massive bleeding and other life threatening injuries	Find all life-threatening injuries and apply the appropriate medical treatment	<p>Inappropriate application of tourniquet – not high and tight enough</p> <p>Usage of the wrong medical treatment</p> <p>Missed to find injury</p>
Treating possible heart attack	Provide CPR correctly	Did not place the person on the firm surface

		<p>Did not check if the person is breathing</p> <p>Did not perform head tilt</p> <p>Chest compressions are not deep enough, the pressure is not fully released, rhythm is not appropriate</p> <p>The arms of the CPR provider are bending in the elbows</p>
Following the safety principles	Complied with safety principles when using handgun or other coercive measures. The weapon is not directed where it is not intended to be used, the finger is not held on the trigger until it is intended to shoot, shoot only at visible targets, treat the firearm as if it is loaded	<p>Index finger on the trigger, "friendly fire/fire line"</p> <p>Flagging</p> <p>Applying restraint techniques with weapon in hands.</p>
Control of handgun and other duty belt equipment	Properly controls the weapon and other duty belt equipment in detaining situation. Uses the most efficient and comfortable position of duty belt equipment and handgun. Quickly passes and reorganizes, choosing movement paths.	<p>Unprepared duty belt</p> <p>Losing duty belt equipment</p>
Communication in team	Understands and invokes the principles of teamwork. Transmits information to other patrol member. Communicates with Command Centre and other police officers, as well as with representatives of other institutions.	<p>Not clear division of the roles.</p> <p>Not transmitting the key information.</p>
Communication with perpetrator and other people involved in situation	Communicates with people involved in situation, interacts with offender. Verbally or physically moves people away from the threat, and attracts offender's attention from people to itself, searching for opportunity to decontaminate him.	<p>Not giving clear commands or instruction.</p> <p>Not providing last warning before use of force.</p>
Taking initiative and adapting to the situation	Takes the initiative from a colleague, changes roles (action, safety, communication).	<p>Passive stance</p> <p>Not supportive behaviour</p> <p>Not understanding evolving situation</p>
Situational awareness	Promptly identifies the source of the emerging danger, has the ability to maintain visual control while working in a team. Collects information from visual assessment of the situation, people involved in the situation, supporting police officer or other police officers and other institutions.	Not capable to build situational awareness.

De-escalation techniques	Uses de-escalation techniques to suppress incidents and chooses the style and content of communication with the offender correctly. Does not demonstrate aggressive use of duty gun and other duty belt equipment.	Absence of attempt to use de-escalation technique  Escalating situation by aggressive attitude or use of non-proportional measures
Preparing to use force	Quickly prepares to use force – the position is correct, everything is in the right place, readiness to use duty belt equipment or handgun is prompt.	Lack of readiness Wrong positioning
Tactics and techniques principles	Uses basic tactics and techniques principles in detaining situation: - changes one duty belt equipment with another or replaces it with gun and vice versa (transition) - changes position and variations depending on situation - correctly chooses shooting position (assessing whether is safe to shoot or there are people behind the offender) - chooses the right cover - actions under cover (reload handgun, regroup, medical help, movement)	Using non-adequate techniques lack of synchronisation