

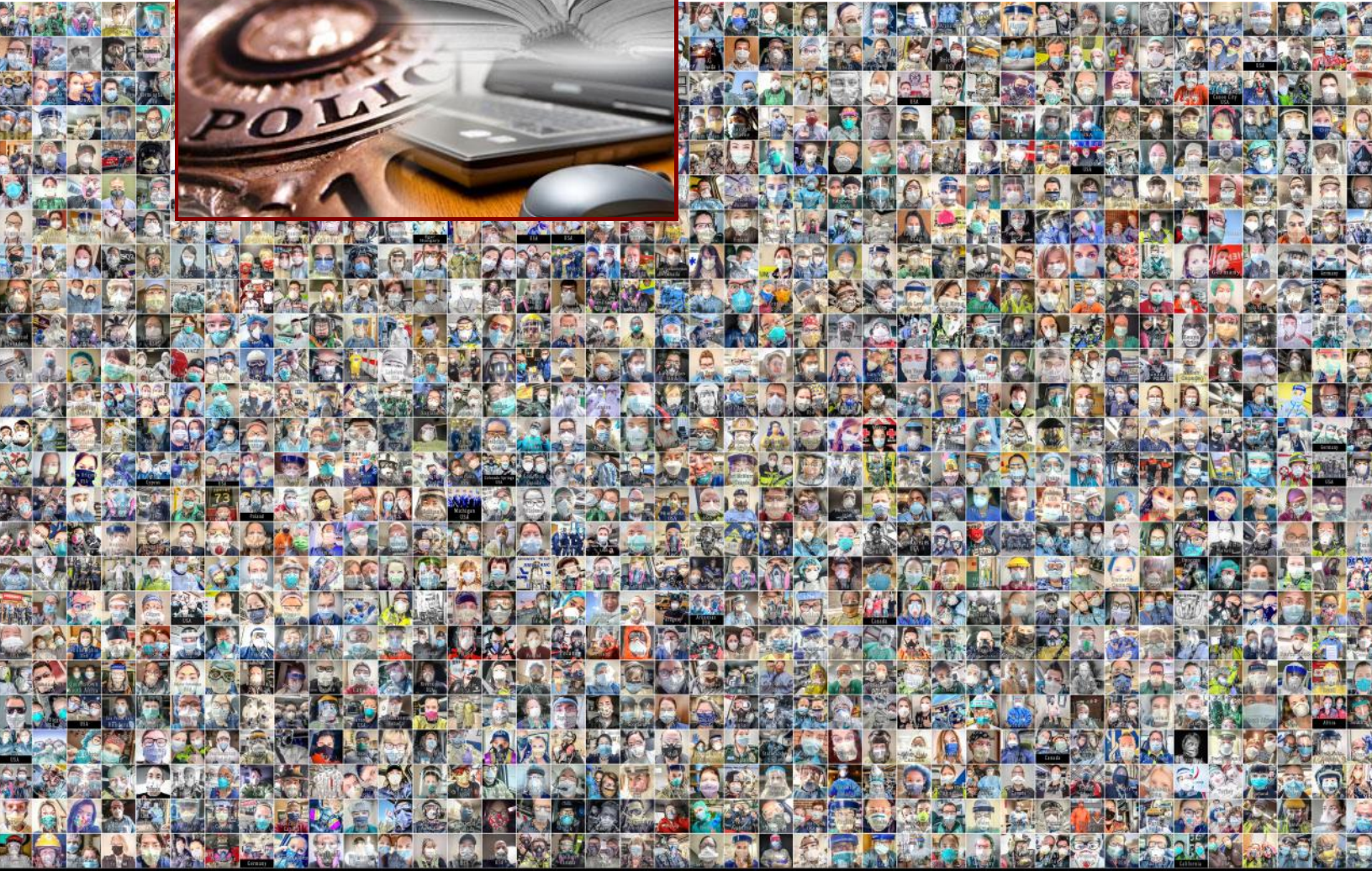
# ILEETA

International Law Enforcement  
Educators and Trainers Association

Spring Edition

Volume 10  
Edition 2

2020



Covid 19 Selfie Project



April 2020

D a n S u n

# The ILEETA Journal



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# ILEETA Journal Editorial



## Unprecedented

The cover of this edition of the journal is the result of the COVID 19 Selfie Project. Daniel is a firefighter and paramedic and a local artist dedicated to first responders <https://www.dansungallery.com/> He asked people around the world to submit a selfie in PPE and the collage is the final result. Thank you Dan for giving us permission to use this powerful image.

The COVID-19 pandemic changed our day-to-day lives. Events, school, and travel are all cancelled. Work, school, meetings, training, and even hobbies are now taking place online while government officials, health care professionals, and infectious disease epidemiologists try to understand the virus and minimize the death count. The last two months has been a flurry of change, disappointment, grief, frustration, isolation, and resilience. I was trying to avoid using this word, but the amount of change we're experiencing is unprecedented.

My first concern is the health and wellness of our community. Over 100 police officers have died from COVID-19 in the United States. My condolences go out to everyone who has lost a co-worker, friend, or family member. Being together to grieve is not possible right now which further exacerbates the sadness. We are currently experiencing this with the cancellation of the in-person police week events.

My next concern is the impact to policing. As police officers you are already well versed on working in ambiguity. Although we aim to provide the best training possible to give officers the tools to do their job, it only scratches the surface of the variety of situations they are going to face while on duty. Policing is already a stressful occupation, dealing with highly unpredictable people and situations plus exposure to trauma on a regular basis. COVID-19 adds another layer because officers are now concerned about a highly contagious virus which may threaten their health and the health of their family members. On top of all of that there are new and changing restrictions which the police are expected to enforce while continuing their regular duties. This is a potentially dangerous level of stress. Please watch out for each other! Talk to each other and use the resources available. The health and wellness section of the journal always contains information to increase our understanding of mental and physical health.

In this time of crisis, the focus has been on information. I am impressed by the amount of information being shared freely between organizations, agencies, and numerous ILEETA members. As we continue to navigate these challenges we are seeing (once again I hate to say it) a new normal coming. I believe ILEETA is poised to support instructors when the crisis is over and the changes which happened overnight are evaluated for long term viability. I hope we can look back and feel these lives were not lost in vain. That we as individuals and an organization used this experience to advance training and the lives of the officers we teach.

Stay safe!

Kerry

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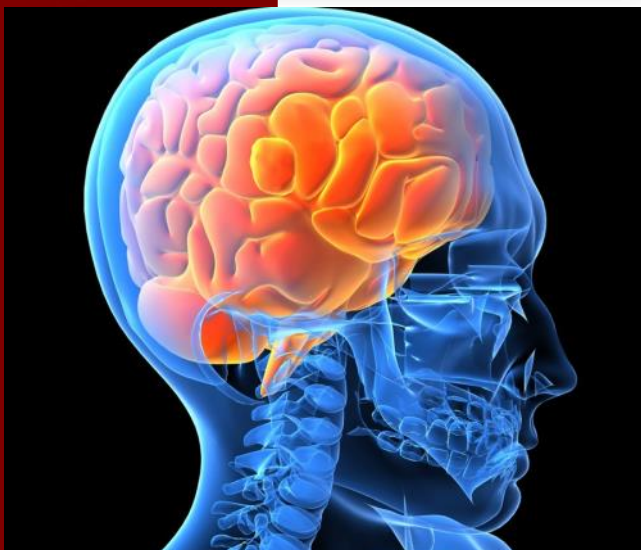
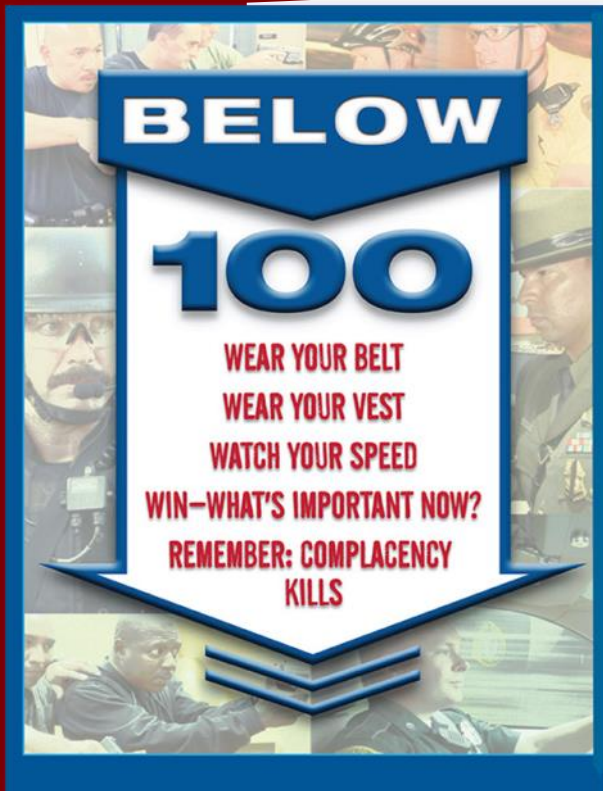
# Editorial



Managing Editor:  
Kerry Avery

# *Officer Safety Use of Force*

Editor:  
Brian Hill





# Seconds in Time: Analyzing Force on Video

by Kevin R. Davis



Or more precisely, “fractions of seconds of time,” ala 1/30<sup>th</sup> of one second. \*29.97 frames per second to be exact, which is the “industry standard for frame rates in Body Worn Cameras.

When I first started in the BWC unit after being driven from the Training Bureau, from my now former “El Jefe Supremo, (I am loathe to call him “chief”). He was much more like one of those B movie bandido jefes. Though he didn’t have the gold teeth and bad accent, he thought of himself as the ultimate authority on everything and a “bigga shot...” (as my late father-in-law would refer to those types of personalities...). I knew that video analysis would be a vital skill. I also knew that knowledge about digital video evidence from BWC’s was going to prove vital to law enforcement use of force investigations.

Afterall, I’d been reviewing video evidence for years as an instructor and expert witness. But I also knew I needed to know more.

Researching training on the topic, (you know LE training is so vital regardless of your assignment and there are usually some great programs out there to attend), I picked several different programs and submitted training requests which were summarily turned down. My local Fraternal Order of Police lodge was offered some free spots at Force Science’s Foundational Principles 2-day course as well as FS’s one day BWC program. I attended those then went about going to multiple digital video evidence courses on my own time and at my own expense. The result was requesting that my agency purchase [INPUT-ACE](#), a digital video evidence forensic software package, as well as Adobe Premiere Pro.

## Application of Training and Software Technology

After obtaining these excellent programs, I went about working with the software, analyzing and evaluating: surveillance and BWC digital video evidence on murder cases, OIS – officer involved shootings, burglaries, rapes and more. I’ve now worked on multiple murder cases, resulting in an award from my County Prosecutor as “Top Cop” for my review, analysis and expert testimony at two murder trials resulting in convictions, and a variety of

different felony cases.

I am not a *video analyst*.

A L.E.V.A. – Law Enforcement & Emergency Services Video Association certified analyst is a

high standard and not one that you or I need to have to perform our mission in force investigations. That said, as Grant Fredericks (one of the foremost experts on digital video evidence) said to me, “I know video, I don’t know use of force,” to which I responded, “I know use of force.” Our goal in law enforcement is to learn the basics of the media, its strengths and weaknesses, as well as how BWC and surveillance digital video systems function, operate, compress and store these images and how: frame rate, refresh rate, lighting, compression and much more affects our analysis of use of force events. What we see is *not necessarily* what we get with digital video evidence.

Though I’ve investigated and examined multiple OIS incidents captured on some form of video, I am flabbergasted at the untrained investigators who base their entire investigative conclusion on the images they see on video, not understanding the many flaws of this type of evidence.

An untold number of officers have been disciplined and criminally charged based on an overreliance on digital video evidence without an understanding of the limitations of such systems.

## Cases

One off-duty officer was charged by the county prosecutor based solely on a video which did not even show the actual shooting.

A Constable in Canada was criminally charged based on a surveillance video from across the room despite that eyewitness testimony substantiated the officer’s claims.

Three deputies were charged in Federal criminal court based on video from a low-cost and low-quality system with a low frame rate which failed to capture suspect movement between frames.

A SWAT officer who was sued in Federal civil court over an OIS incident where two camera systems with slow frame rate and one with a blurry camera covering, still allowed me to substantiate the human factors involved.

One OIS of an unarmed fleeing suspect was captured on multiple BWC videos and the aforementioned software allowed me to prove that the suspect had turned and presented a deadly threat to the officers involved. This work was edited together in a press release [video](#) which effectively ended media and special interest group outcry.

\*Truth is that using the proper analysis even “crappy” images can help ascertain events, totality of the circumstance and human factors which heretofore was only an educated guess.

## Wrap-Up

I’ve lost track of the number of videos I’ve now examined in use of force cases. Sadly, I’ve read these types of statements from investigators:

“The best evidence was clearly the CCTV footage.”

And,

“Q. So you're saying that the person who had his hands on him could be biased one way or another?

A. Yes.

Q. And because of that, you would prefer to let

the video tell you what happened?

A. Absolutely.”

All this while not allowing the involved officer to view the video(s) prior to making his statement and oftentimes accusing them of lying when the officer’s memory/ statement didn’t match up with the events on video.

As an expert witness I am currently waiting for six cases to go to trial once court resumes post Covid-19 delays. Each one of these cases has digital video evidence as a central part of the evidence. Misunderstanding of the examination and evaluation of video evidence have, in large part, led to improper investigative conclusions or criminal prosecutions.

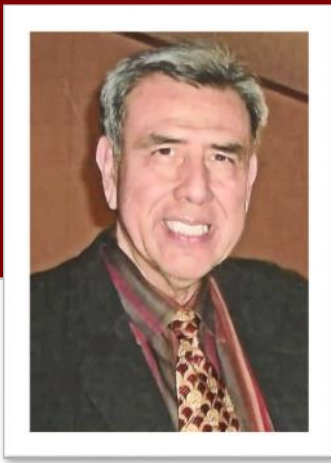
At the foundation of the force investigator’s analysis is proper training and software to allow a professional informed opinion to be reached. “El Jefe Supremo” talked out of his posterior when use of force was the topic (or anything else for that matter...). Don’t emulate his behavior. Seek out the training and software to allow you to professionally analyze and evaluate digital video evidence. **ILEETA**

## About the Author

*Kevin R. Davis is a full-time law enforcement officer with over 35 years of police experience. Kevin’s assignments have included: corrections, patrol, street narcotics, SWAT, full-time training bureau instructor and video analyst. Kevin’s website is [KD-ForceTraining.com](http://KD-ForceTraining.com). Kevin actively works as an expert witness in use of force cases and instructs his two-day “Use of Force Investigations” course to interested agencies. He welcomes your comments at [TrainerKevinDavis@Gmail.com](mailto:TrainerKevinDavis@Gmail.com)*

# Active Shooter Incidents: Looking from the Inside Out

by Jesse C. Gonzalez, CST, CPD



**E**ven in the COVID pandemic, active shooter incidents are occurring. Police Officers

are trained to respond to these incidents, no matter what the challenges are that are involved. The approach today by all departments is to respond immediately, identify the shooter(s), and neutralize them as quickly as possible.

Police agencies have invested millions of dollars in equipment and thousands of hours in training to be able to respond effectively and safely to Active Shooter Incidents. In order for responding Officers to have all the information they need and to stay safe in responding to these incidents it is essential to look at how the people inside the event are responding to what they are hearing, seeing and feeling, when Police move to clear a building, look for the shooter(s) and interact with victims and people in the building.

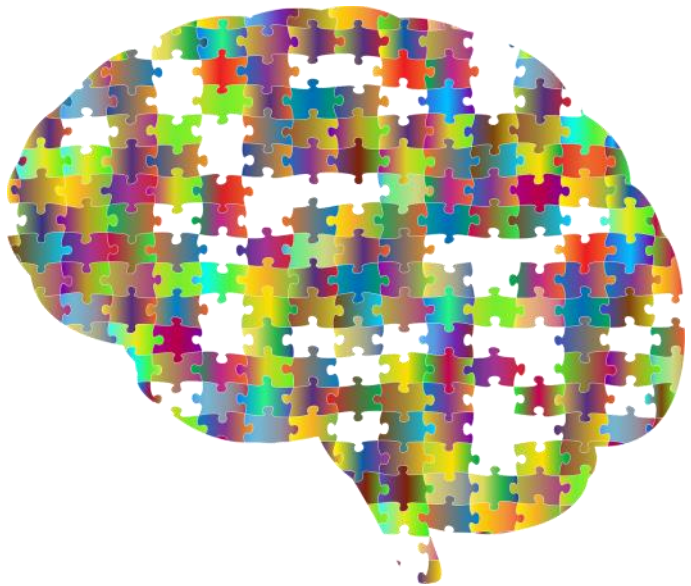
The first thing to reinforce is that most people who work in a building or go to school still are under the false impression “that it can’t happen here”. This also often leads to the mindset by people that “if I have to go to active shooter training, I will, but only because I have to.” Unfortunately, people quickly forget what they have been taught by these programs or believe they will remember the training when “it” happens. As has been seen this is often not the case, which lead to confusion, chaos, and the slowing down of how Law Enforcement responds to incidents.

Adding to this that most people inside the incident are terrified or in the “fight or flight” mode, or because of new training programs are ready to fight with anything at their disposal, including firearms that may be on the property, and in the hands of “trained” teachers, Security personnel, etc.

Most people who are not trained or have not been to active shooter training, are trying to process too much information, when they are totally unprepared for this type of incident. This in turn causes them to panic and clouds their perceptions and judgement. This article is meant to provide some key factors to reinforce when

interacting with people inside the incident who law enforcement will be interacting with immediately upon arriving on the scene and while responding to the incident and interacting with all involved.

One of the biggest issues in this type of incident is that many people do not know how to distinguish the difference between the sound of firecrackers, backfires and gun shots. Often people report at the beginning of these incidents that they thought someone was setting off firecrackers in the building.



Often people who are extremely under stress, afraid or in panic modes, when reporting the incident, leave out critical information when reporting the incident to 911. This includes detailed information on what the shooter is wearing, what type of weapon(s) the shooter is carrying, how many shooters, which direction are they travelling, where are they specifically located in the building, all things which are essential to first responders planning and actions. The people inside the buildings often know their buildings better than first responders, but in the chaos they seem to forget everything that could help the first Officers on the scene.

Many people still believe that lying on the floor and pretending to be dead, will save them from being killed. The current training teaches people to get out the building quickly and safely or hide in a secure room/area.

Yet they often forget that shooter(s) will shoot through doors, walls, windows to injury and kill their targets.

People inside the event are still under the misconception that Police officers looking for the shooter(s) will have time to stop and render aid to injured victims. They believe that Police Officers have the same training and capabilities as firefighters or paramedics and expect you to stop and help them. They are also unaware that many departments have tactical EMTs that will aid injured or wounded victims while the shooting is still in process.

People inside the event who are terrified, in shock and are trying to figure out what is happening are completely confused when they see and hear Law Enforcement responding in full tactical uniforms, because they have often seen videos of shooter dressed exactly in the same type of outfits.

Add to this that responding Officers may be wearing a suit and tie, camouflaged, or jeans and t-shirts, and carrying weapons from handguns, to semi-automatic rifles, and even ballistic shields. Often people may see these as shooter(s) coming back to kill people in their areas.

Another current challenge that first responders now also face from those inside the event is the training that teaches people to immediately engage anyone with a gun that enters their area. This means that people will be so focused on this action that they will not be listening or visually processing what is being said to them by Police responding in their area.

This may mean Police will be attacked with whatever the people have at their disposal, and even be engaged by firearms in the hands of “trained” people inside the facility, “teachers” Security personnel, etc.

They have been taught that they only have seconds to react to the threat, and if they hesitate they may lose their lives or the lives of those who are with them.

Police Officers have not been shot or killed in this type of reaction, but the possibility is certainly there.

Most people inside the event do not understand that

shooter(s) often have selected their victims well in advanced, and once they injury or kill those people they then try to raise the body count for the media to report. These incidents often last less than five minutes before the shooter often kills themselves or are killed by Police. This is why speed in response and doing it safely with the assistance of those inside the incident is so important.

One of the biggest challenges that Police deal within these events is that the people inside the incident are of very little help to Police during the response. Most survivors of active shooter events cannot tell you how they survived, who was actually involved in the incident, what they actually saw and heard, and who was responsible for stopping the incident.

Reinforcing what is happening from the inside out is essential to review in order for the Law Enforcement personnel to add to their checklist of how to quickly and safely interact with those inside the incident. This knowledge will also better prepare you to move more quickly, effectively, safely and allow you to end your shift and return to your family. Stay safe out there. **ILEETA**

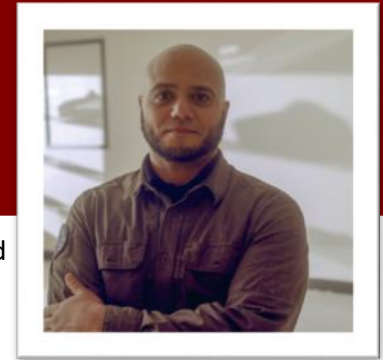
## About the Author

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# Three Things to Remember in a Hands-On Situation

by Amir Khillah



Often going hands-on with a subject is necessary to complete the job. Going hands-on with a subject is a high-stakes full-contact sport that is inherently dangerous and can cause injury to officers, liability to departments, and in worst-case scenarios death or career-ending damage to an officer. Sometimes, going hands-on can be avoided. Here are three things that can minimize the number of “bouts” you participate in on the job.

## Situational Awareness

By far the most important skill that can save your life or your partner's life. You've heard it a hundred times, “complacency kills;” yet you head to the call, preoccupied with the seven other calls holding on the board, the bills that are due before your next paycheck comes in, and the intra-departmental politics that you are trying to avoid. To an extent, it's kind of understandable; considering this is your 10th call you've been on today, and you were just an armed reporter the first nine.

Let's go back to the basics, what information do I have on this call? What history do I have at this address? Did dispatch run the involved parties? Is anyone involved known to fight with us? Should this be a two-officer call? Should I request another unit to slide this way? And that's all before you even get to the scene.

Upon arrival, where am I going to park my cruiser? Will I just pull up into the driveway, step up, and pull up my gun belt like Barney Fife? Or will I park in a tactically sound position a couple of houses down where I can, if needed, use it for cover and or concealment? All this should be a subconscious checklist that you make on every call.

## Reactionary Gap

You go through the checklist and make contact with the involved parties. Well, the textbooks say stand bladed at approximately 10 feet away. Now what the textbook says and what happens in the “real world” can be very different. In an effort to be sympathetic, non-non-standoffish, and the dimensions of most residence we

frequent, we often stand far closer than 10 feet. Here are a couple of concepts that can help tilt things back in your favor. Obstacles - positioning yourself and your interviewee (subject/suspect/victim) separated by an obstacle that they will have to go around or over to get to you will add milliseconds to your reaction time, milliseconds that may just be enough to save your life. Focal versus peripheral vision - keeping the suspect's hands in your peripheral vision is something that you have to train your eyes and mind for. Whether you are running a file/status check, writing notes, or looking at evidence, “hands kill,” and you will keep your suspect's hands in your peripheral vision. Officer presence - what does your body language say? I'm a pushover or I'm a respectful and competent officer than can handle herself and it's probably a bad idea to fight with me? It's an important lesson taken from the animal kingdom, predators very seldom target anything but the old, weak, or the injured prey. If you can't project confidence while being respectful you should probably travel in packs. Yes, I know your call volume is ridiculous and you and your partners are doing all you can to clear the call board. But your safety is more important than clearing the board. If your spider senses are going off, call for another unit.

## Know Your Limitations and Improve Them

You may be the legal genius of your platoon, or the deescalation God of your district, but you might have let your belt line slide a little bit and the last thing you hit was at a casino. It's important that you understand what you are and are not capable of handling. If you are making contact with John Doe who has fought with officers the last three times they were at his residence, slow down, don't John Wayne it. Call for other officers, if you are not familiar with the officers that arrive to assist, take a minute to brief them and come up with a game plan (that will most likely go out the window as soon as you get punched in the face), but it will certainly give you an edge over going in blind with a bunch of officers you don't normally work with.

# Hands-On...con't

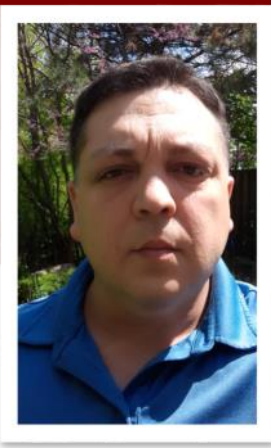
Now lets take that a step further, without making you hate me, I want you to think of something. If you know you can use some improvement in your physical fitness, defensive tactics/subject control, and your overall shape (not round); why don't we explore the possibilities of taking your current limit and slightly bumping it up by cleaning up your diet, starting to work out, and even better join a reputable defensive tactics program or mixed martial arts or jiu-jitsu school? I know the 12 hour shifts, the kids, the bills, the significant other... but wait, stop! Take a minute, as officers we need time to decompress, to release, to get back down to baseline before going home. After all, we don't like taking the job home. What better way to get in shape, release aggression, and learn how to defend ourselves? Well, how about going to a jiu-jitsu school after work and grappling with good people that want to make you better. I will personally be happy to help find you a good place to train in your area. Email me or contact me on social media and I'll help you get the ball rolling. Wait! Don't put it off. Contact me right now. We'll get the ball rolling together and make you a better you, a better officer, and a better person. [www.facebook.com/subjectcontrol](https://www.facebook.com/subjectcontrol)

**ILEETA**

## About the Author

*Amir Khillah is a retired professional fighter, holds a Master 's degree in Human Performance, a Bachelor 's degree in Exercise Physiology/ kinesiology, a Police Academy Subject Control Instructor, a certified police officer, and the founder of Centurion Moderns Subject Control. For more information about officer Khillah or Centurion Modern Subject Control, please visit [www.CenturionMSC.com](http://www.CenturionMSC.com)*

The poster for the 2020 ILEETA Conference & Expo features a dark red background with a large, stylized white 'I' on the left. To the right of the 'I' is the word 'LEETA' in large, bold, white capital letters, with a red star replacing the dot of the 'A'. Below this, the words 'CONFERENCE & EXPO' are written in smaller white capital letters. A red banner with white text reads 'Now - Sunday, August 2 to Friday, August 7, 2020'. Below the banner, the text 'ST. LOUIS UNION STATION HOTEL - ST. LOUIS, MO' is displayed in white. At the bottom, the full name of the association, 'INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION', is written in white. On the left side, there are three diamond-shaped inset images: the top one shows a large crowd of people at an event, the middle one shows a person speaking at a podium, and the bottom one shows a person in a uniform. The background also features a faint image of the St. Louis Union Station building.



# Don't Be That Guy

by Fernan Vargas

I have been teaching for close to 25 years, and training for much longer. In all my years in the arts I have had

to deal with disruptive students. Now when I say disruptive, I do not mean bad. These students are there because they want to be; in general they are not purposefully disrespectful or dangerous. I honestly believe that they do not always realize what they are doing. With that said, they can be disruptive, disrespectful, dangerous, and an overall pain.

Over time, I have narrowed it down to 7 Archetypes of the disruptive student. 99% of disruptive students that I have encountered have fallen into one of these categories. We have all seen "THAT GUY" in a class or seminar. I will identify the 7 profiles for you in hopes that you will avoid being "THAT GUY".

## "WHAT IF?" GUY

Anyone who has taught classes understands the concept of walk before you run. As a necessity, instructors most often need to take things slowly and work in a logical progression. Most students understand this as well and are patient with the process, but not "What if" guy. What if guy will ask you questions about every possible scenario. Some times the question is simple and valid but they often escalate to the extreme.

Instructor: "Ok class this is how you block a hook punch."

What if Guy: "Well what if when you block the hook, the bad guy takes out a ninja star and spiked your left foot with it?"

Do you see how this could easily become a problem? Instructors generally, will want to answer serious questions that will add to the learning experience. Taking the time to answer a dozen "What if" questions that are beyond the scope and context of the class or seminar is going to disrupt the instructor's presentation. Do not be the "What if" guy. Ask questions that fit with the lesson at hand. Save the others for a private conversation with the instructor. Do not be that guy.

## 110% GUY

Most people train in the martial arts so that they can avoid being hurt in an altercation. Logic would dictate that if we are training in order to not get hurt, then we should not get hurt in training. "110% Guy" can make that difficult. In general I would say that most classes run anywhere from 30-70% in terms of speed, power, and contact level. This is done so that the student can understand proper form, and get in those needed reps before turning up the volume to pressure test what they have learned. It is a given that when given new material students will take it slow at first. Well, all students except "110% Guy", he wants to give it 110% on each try. While that kind of enthusiasm could be considered admirable, the reality is that behavior like this is just dangerous. Someone will eventually get hurt and it will be your fault. Do not be that guy.

## MINIMUM REP GUY

Most classes are structured in such a way that the instructor presents a new technique or drill, and then has the students work on it for an allotted amount of time. New skills take many repetitions just for you to feel semi competent. The instructor expects students to take these moments on the mat to get in some much needed repetitions. Most students do so without issue. "Minimum Rep Guy" however does not. "Minimum Rep Guy" will partner up and then do the moves two or three times, and then stop. Inevitably the instructor will walk over and ask how he is doing, to which he will reply..."I GOT IT". NO, you don't have it. It is impossible for you to have it after 3 reps. You are cheating yourself, and your training partner, who realizes that he does need as many reps as he can get in. Do not be that guy.

## THE TECHNIQUE BEATER GUY

Training is not competition. In a competition or a real fight, your goal is to thwart every offensive attack thrown your way. You need to beat the other guy to win. Training however is not a competition or a fight. It is training. It is a place where you perfect your techniques through drills, exercises, etc. The "Technique Beater" doesn't seem to get this concept. Either they truly do not



understand that we work with our partners in training rather than against them or they just enjoy acting like clowns. Either way the “Technique Beater Guy” can be extremely distractive and frustrating for instructors and training partners. Remember that in class we are all working together to get better. Save the desire to beat the technique for competition or the street. Do not be that guy.

## THE TALKING GUY

When you go to a class or a seminar, you are paying tuition to hear what the instructor has to say. The instructor is the person with the information that you want. “Talking Guy” seems to think that you want to hear what he has to say. “Talking guy” will talk to who ever will listen while the instructor is trying to teach. “Talking Guy” will also talk incessantly with his training partners, often to the point that it halts training. Talking this much is just disrespectful. Class mates can not learn from the instructor if they are busy listening to you. Classmates can not work on their material if you choose to talk instead of work. SHUT UP! Save your talking for breaks or for after class. Don’t be that guy.

## WE DO IT THIS WAY GUY

When in Rome, do as the Romans. When you go to any class or seminar the understanding is that you are there to learn what the instructor is presenting. There always seems to be that one guy, who is either a visiting instructor themselves, or has some prior training in a different art. “We do it this way” guy will always want to interject their interpretation of a concept or technique based on what they have done previously. Cross training

and exchanging of ideas is great but doing it at a class or seminar where YOU are the student is NOT THE TIME OR PLACE. “We do it this way” Guy will distract classmates and often confuse them. Don’t be that guy.

## TEACHER GUY

“There can be only one!” That is right, in any given class or seminar there can be only one voice instructing on the mat at any given time. That is how it works. We are there to listen to them, and learn their lessons. The “Teacher Guy” is a student that does not understand this. The “Teacher Guy” is a student just like everyone else. They are learning the information for the first time, just like their classmates. The “Teacher Guy” however feels qualified to error correct and instruct their class mates. Normally they get it all wrong and then you have this little patch of people in the corner who are not only not on the same page, but in an entirely different book. “Teacher Guy” needs to shut up, listen, and follow along with the program. Don’t be that guy.

Remember that we need to create a safe, efficient and productive training environment.

I will implore all of you to not be THAT GUY! If you find yourself going down one of these seven roads, stop and reel it back. Your instructor will thank you and so will be your classmates. **ILEETA**

## About the Author

*Fernan Vargas is a defensive tactics trainer and author from Illinois. He is charter Member of ILEETA and has presented courses at the ILEETA annual conference on several occasions. As an author he has published over 40 books on Defensive tactics, martial arts and related subjects.*  
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# How Many Flat Tires Are Worth an Officer's Life?

## By Chief Scott Hughes



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Originally published on  
[www.calibrepress.com](http://www.calibrepress.com).*

Since the development of the tire deployment device (TDD), not a year has passed without the loss or serious injury of officers involved with their use—be it preparing for deployment, executing deployment, or post-deployment retrieval. Already, after just four months, 2020 has proven to be no different. These tragedies should make us rethink how we end high speed chases. Before diving into this subject, I will admit that in my younger years I, too, placed myself in some “risky” situations while deploying TDDs. If the suspect’s vehicle had swerved one way or another, I most likely would have become another statistic. I was lucky.

Since 2000, an alarming number of officers have been killed during TDD-related incidents. Of those, over half were killed during some step of employing the devices on an interstate or state highway. In many cases, the suspect’s vehicle was traveling at very high speed, with one documented case of two female suspects traveling in excess of 140 M.P.H. when they struck and killed two police officers in Tennessee.

The risks of TDDs are inherently obvious and steps to mitigate those risks vary; from restricting use to complete prohibition. Cincinnati Police Department implemented a restrictive route after a young sergeant was hit by a pickup truck that was struck by a vehicle driven by a suspect who was high on heroin and fleeing police. The sergeant was in a coma for more than a week and sustained multiple serious injuries including a traumatic brain injury, a broken skull, fractured neck and a dissected carotid artery. He spent a year in a rehab center and ultimately took a medical disability retirement from the department.

Dallas Police Department chose a more preemptive course of action, completely banning the use of TDDs several years ago. Although at the time of the decision no Dallas officers had been injured or killed using the

devices, then Assistant Chief Mike Genovesi said, “It’s an officer safety issue. In a perfect world, they can be effective, but I have seen too many instances where the reality we live in is far from that. There’s a lot of danger, a lot of safety issues with them.”

Regardless of the chosen policy, I’m sure we can all agree on one thing. If your officers are given the option to use TDDs, they MUST be trained. That leads to the core question: How much training do we actually conduct on proper TDD deployment? In fact, how much training do we conduct—period—in a profession with so much risk?

While researching this article, I reviewed an instructor’s manual from a popular TDD manufacturer. The manual discusses how to deploy the device and even recommends having “all participants go to a controlled area (i.e., parking lot, large room, etc.) to demonstrate their proficiency in safely deploying...”

Herein lies the problem with not just TDDs, but the majority of our high risk/low frequency tasks in law enforcement. Out of the 30 officers killed in the last 20 years deploying TDDs, none of them were killed in a parking lot with no traffic, and certainly none were killed in a large room.

Are we failing our officers? You bet!

How many times have you heard an administrator, politician, community activist, or member of the media comment on the need to change law enforcement training? Yet, what’s our response? Making virtually no changes that will have a significant impact on the safety and lives of our officers. Of course, I admit there are certainly exceptions to this. However, when you look at our profession from a 30,000-foot view, what are we doing to combat the true risks our officers face on the streets? Are we incorporating reality and appropriate levels of stress into our training curriculums? Having officers deploy TDDs in a large room or a vacant parking lot will only contribute to the problem. These unrealistic settings will not prepare them to deal with the sudden onset of acute stress – which is exactly what occurs during a high-speed pursuit.

Many agencies have been using PIT maneuvers and rolling roadblocks for decades. However, in some departments these actions are prohibited and violate policy. Why would we allow officers to chase a suspect for miles and miles when a properly performed PIT maneuver could end the threat almost immediately? Liability? Fear of damage to a police cruiser and replacing a bumper? Seriously?

This is the issue. As leaders, we have to change the way we think. (By the way, for those of you utilizing the PIT and/or rolling roadblocks, kudos)! The cost to replace a bumper or fix damage to a police car is nothing compared to burying a police officer.

Legislative changes need to be enacted in parts of the country that make fleeing from the police – regardless of the crime, distance, speed, or suspect's past – a crime that immediately results in mandatory prison time. Send a message to those who flee: your actions will make jail time certain.

If you are going to continue utilizing TDDs, here are some tips and reminders on do's and don'ts for deployment:

Under no circumstances should TDDs be used on Interstate highways. NO EXCEPTIONS!

Officers should be cognizant of the lack of visibility when deploying TDDs at night or in adverse weather conditions.

Agencies should prohibit the use of TDDs when suspect speeds become excessive.

Any officer preparing to deploy a TDD should confirm that pursuing units are aware of his/her location and significantly reduce their speed when approaching the location of the TDDs.

If a suspect vehicle successfully "hits" the TDDs, the officer deploying the TDD should immediately notify the pursuing units and advise when the TDDs and involved officers have cleared the roadway, making it safe to pass the location.

Fortunately, the overwhelming majority of TDD

deployments are successful and officers take the violators into custody. Therefore, TDDs will most likely continue to be a tool utilized by many law enforcement agencies. Technology is also improving and new tools are being developed to assist law enforcement in apprehending fleeing vehicles. From GPS tracking darts to remote controlled TDDs, we are making improvements in ways to successfully end high speed chases.

A fellow chief who I hold in high regard shared one of the most profound statements I've heard in my career:

"Risk is baked into the cake of law enforcement."

That simple observation stuck with me. We've all chosen to eat the cake. It's what we do. But the deeper you bite in, the more risk you choose to accept. I'm not saying that's a bad decision. It's not. But it's a decision we need to make wisely and with great planning.

The key is training. If you choose to prohibit the use of TDDs, I respect and understand that decision. If you choose to continue to allow your officers the option of using TDDs, then train them! Train them WELL, while seriously considering steps you can take as an administrator to mitigate the risks they may not fully consider in real-time in the field.

Be safe, be smart, be successful! **ILEETA**

## About the Author

*Chief Scott Hughes is an instructor and contributing writer for Calibre Press law enforcement training. He is currently the Chief of Police in Hamilton Township (Warren County) Ohio Police Department. Chief Hughes has held the position of academy commander and advanced law enforcement training coordinator at a regional training facility where he continues to serve as a certified instructor through the Ohio Peace Officer's Training Commission. Scott has been recognized as a subject matter expert by the Ohio Peace Officer Training Commission in several disciplines.*



# *Instructor Development*

Editor:  
Thom Dworak



# Excellence in Training

by Brian Willis



## W.I.N.

is a simple, but powerful acronym I picked up from the famous college football coach Lou Holtz. It stands for **What's Important Now?** Coach Holtz used it to

help the young men he coached prioritize the choices they were faced with every day and make better decisions. As a law enforcement professional and trainer you need to take a lesson from Coach Holtz and ask yourself this powerful question numerous times every day. This question, which I refer to as Life's Most Powerful Question, will help you prioritize the choices you are faced with every day both personally and professionally and assist in your decision making. The purpose of this column is to stimulate thought, debate, and reflection on critical issues in law enforcement training and to challenge you to ask, and answer the question What's Important Now?

What's Important Now? – Strive to live a life of generativity.

In September of 2017 Emily Esfahani Smith wrote an article for the New York Times titled [You'll Never Be Famous – And That's O.K.](#) While the article was targeted at targeted at graduating university and college students, there are a lot of lessons for law enforcement trainers.

In the first paragraph of the article she writes:

"Today's college students desperately want to change the world, but too many think that living a meaningful life requires doing something extraordinary and attention-grabbing like becoming an Instagram celebrity, starting a wildly successful company or ending a humanitarian crisis."

She goes on to say:

"Having idealistic aspirations is, of course, part of

being young. But thanks to social media, purpose and meaning have become conflated with glamour: Extraordinary lives look like the norm on the internet. Yet the idea that a meaningful life must be or appear remarkable is not only elitist but also misguided."

It is easy for law enforcement trainers to want to be like the "Big Name" trainers in our profession who seem to be everywhere on social media, have tons of "followers" on social media and who everybody wants to interview for their new podcast. They have an impressive list of clients they have done work with and groups they have spoken to. They draw the big crowds and are on the road all the time speaking all around the country.

It is easy to think that they are the ones truly making an impact on the profession and see your role as an Academy or in-service trainer, who never travels or speaks to large audiences, as somehow being less important, or less impactful.

Nothing could be further from the truth.

It is easy to fall into the trap of wanting to teach in one of the big rooms at the ILEETA Conference and have a packed room thinking that is a sign "you have made it to the big times". It is easy to get discouraged when you find yourself presenting in a smaller room, with a small number of people in attendance at your conference presentation. It is easy to think the trainer with the big crowd had a bigger impact.

Nothing could be further from the truth.

Big rooms with big crowds are good for the presenters ego. They are not a measure of impact. Some of the most impactful sessions at conferences are the ones in small rooms, with small crowds and great conversations that go in depth and generate discussion, dialogue and debate. They are often the ones that actually result in learning, understanding, retention, growth and real change.

Confucius said, "Worry not that no one knows of you; seek to be worth knowing."

# Excellence...con't

Erik Erikson, 20th-century psychologist, said that a flourishing, meaningful life is one of “generativity”:

“When we’re young, we’re supposed to figure out who we are and what our purpose is. As we get older, we’re supposed to shift the focus from ourselves to others and be ‘generative.’ That is, we’re supposed to give back, especially to younger generations, by doing things like raising children, mentoring colleagues, creating things of value for our community or society at large, volunteering, etc. We each have the power to be generative. Fame and glamour are about the self—aggrandizing yourself. But generativity is about connecting and contributing to something bigger, which is the very definition of leading a meaningful life.”

As an Academy trainer, FTO or PTO, or In-Service Trainer you have a tremendous opportunity to live a life of generativity. You have an opportunity to connect with the people you have the privilege to train over a period of weeks, months and years, not just a few hours. You will make connections and be a role model and mentor. You will save lives and change lives through what you teach. It is you who has the opportunity to make the greatest impact on this profession.

I use the following quote from Robert Kennedy to end most of my presentations.

Because it reflects the impact each and every one of you has:

“Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total; of all those acts will be written the history of this generation.”

What’s Important Now? You will likely never be famous, and that’s ok. You are playing a critical role in writing the history of this generation, which will influence future generations. That is living a life of generativity. **ILEETA**

#### About the Author

*Brian Willis is an internationally recognized thought leader, speaker, trainer, and author. He is the President of the innovative training company Winning Mind Training and serves as the Deputy Executive Director for ILEETA. Brian is the recipient of a Lifetime Achievement Award in recognition of his contribution and commitment to Officer Safety in Canada and was named Law Officer Trainer of the Year for 2011.*



The graphic features a dark red background with a collage of four diamond-shaped images on the left: a city skyline at night, a large indoor conference hall, a group of people in a meeting, and a person speaking at a podium. On the right, the text reads: "2020 ILEETA CONFERENCE & EXPO" with a red star in the 'A'. Below this, a red banner contains the text "Now - Sunday, August 2 to Friday, August 7, 2020". Underneath the banner is "ST. LOUIS UNION STATION HOTEL — ST. LOUIS, MO". At the bottom, in a dark red bar, is the text "INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION".

2020  
**ILEETA**  
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INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION



# Online Learning

by Kerry Avery, M. Ed.

Many institutions quickly moved their courses from classroom to online delivery. What they were able to achieve in a crisis is admirable. I am concerned it will contribute to the myths that online learning is an inferior substitute when classroom isn't an option, and a classroom instructed course can be facilitated online with little planning.

Distance education has been around for 100 years. Before the internet, this mode of learning was delivered through books, radio, audio and video tapes, and paper correspondence courses.

In high school I applied for a college journalism program. On the entrance exam I scored four out of four on the essay but failed the spelling test component, miserably. I was advised to take a spelling correspondence course which came with a workbook and tapes. The tapes consisted of a monotone voice sounding out the letters in the alphabet. I fell asleep every time I turned it on. I never finished the course and subsequently never studied journalism, but I now have numerous articles published and I'm the managing editor of this publication. How did I improve my spelling? Through reading, writing, looking up words in the dictionary, and feedback from spellcheck.

The internet has made information and resources available at our fingertips which has advanced our ability to engage in learning without being in a classroom. What would that spelling course look like today?

- Practice tests with feedback specific to words spelled incorrectly
- Videos explaining common rules and exceptions
- A spelling bee game
- Exercises to identify misspelled words

There are several meta-analysis [studies](#) which show distance education is at least as effective as classroom, but this is only the case if the course objectives are

appropriate and designed for the delivery format. Making resources, such as presentation slides or a video, available online is not providing

training. To be training, a course needs to have some form of assessment and should include exercises.



Distance learning is any course that does not require the instructor to be in the same location as the participants. There are options for the format of delivering online training. Asynchronous courses are available to be taken at any time. These are stand-alone modules with no instructor immediately available. The other format is synchronous which has a facilitator and requires people to participate at the same time. Post-secondary courses offered online are usually a hybrid of asynchronous and synchronous because students do not have to attend at the same time, but they are on a schedule for posting in forums, handing in assignments etc.

To begin designing an online course or converting the delivery of an existing course from classroom to online you need to answer the following questions:

**Who is the audience?**

Determine the primary audience and design the course for them. Online modules can serve multiple purposes, e.g., recruit training and recertification, but it is easier to design for a primary audience and develop an approach for subsequent participants later than it is to create a course that meets the needs of multiple audiences.

## How is it going to be delivered?

Determine the format, synchronous or asynchronous. The design of a stand-alone module is vastly different than a facilitated synchronous class.

## Where is it going to be hosted?

Asynchronous modules are usually hosted on a learning management system (LMS). There are organizations and sites that offer this service, or you can create your own with moodle or a wordpress plugin. The LMS often has the capability to upload files and create quizzes, or the module can be programmed using software such as Adobe Captivate or Articulate Storyline which creates a file that is uploaded to the LMS.

Synchronous classes require a way for instructors and participants to connect. A place to host and share course materials (e.g., documents, videos) may also be needed. Google classroom can be used to share documents, host discussions, and even create assessments. For Virtual Instructor Led Training (VILT) you will need a video conferencing program such as Zoom.

## What is going to be achieved in this course?

Writing the learning objectives is the key to all good course design. Determine what the participants will be able to do at the end of the course. Be realistic about what can be achieved in an online environment but do not limit yourself to the lower levels of learning (knowledge and understanding). Challenge yourself to develop exercises that engage higher levels of thinking (assessment and analysis).

## How are the objectives going to be met?

The exercise and assessment components are what differentiate training from information sharing. A video,

document, slides, and lecture are passive. These formats are effective for providing information, but how do you know the participants understand and can apply the content? This is why exercises and assessments are imperative for training. In order to meet the objectives, the participants need to demonstrate their ability to define, repeat, discuss, explain, apply, analyze, and evaluate the information. Design your online learning with exercises to engage the participants with the content. In a synchronous class it is possible to incorporate small group discussions with breakout rooms, full class discussions, interactive whiteboard, polls, and text chat. Asynchronous modules should include assessment exercises to practice recalling and applying the information to real world situations. For example, a course on interviewing will have the theory on the use of open ended questions followed by an exercise where they identify which interview questions are open and which are closed, or a scenario with options on the question they should ask next.

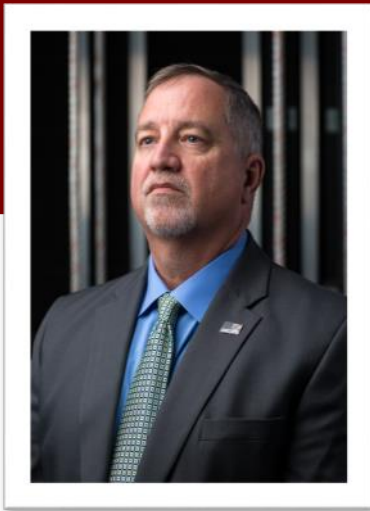
The internet is a powerful tool we should be using to improve knowledge and skills. Online learning is effective, providing it is designed specifically for a distance delivery. Developing an online course is an investment that can pay off for years to come if it is done well. I believe the end goal is to build a resource library of online training which will enable officers to access training when they need it instead of only during scheduled training days. **ILEETA**

## About the Author

Kerry Avery is the owner of [Odin Training Solutions Inc.](http://OdinTrainingSolutions.com) Kerry has a Master's degree in Education and over 15 years' experience designing training programs, with the last 10 years spent working with law enforcement to develop classroom, online and blended learning courses. In addition to course development, Kerry coaches and teaches law enforcement instructors on course design and facilitation. Kerry is the editor for the ILEETA Journal, and has presented at the ILEETA, IADLEST, and IACP conferences. She can be reached at [Kerry.Avery@shaw.ca](mailto:Kerry.Avery@shaw.ca).

# Class Envy: A Law Enforcement Training Bill of Rights and Obligations

by Kevin Rice



**C**lose your eyes and envision a typical class at a basic police academy and then envision what the average in-service or advanced law

enforcement training class looks like.

In the first scenario the students were well behaved, appreciative and respectful. I am sure your vision of the advanced training class looked vastly different.

I saw a recent LinkedIn post from a law enforcement instructor advising that she was missing her job as a result of the coronavirus. Attempting humor, the instructor posted the following about the typical law enforcement training class:

- First row of seats (sometimes 2nd) are empty.
- If they could stand in the back they would.
- Sitting with arms crossed and a “not amused” look on their face - even when they are enjoying the class.
- Won’t volunteer/participate...Bueller?

A friend and colleague of mine, one of the most accomplished and professional police trainers in the country, replied to that post by adding the following: “Sizing you up, Google searching you and fact checking everything you say for potential BS.”

Too many times, I have also witnessed career law enforcement professionals who showed up late to class, were initially disengaged, or disrupted instruction by texting or talking in class. Others show up unprepared or dressed inappropriately or exceeded the allotted break times. Many displayed an air of arrogance and ambivalence in class.

In short, many cops are plain rude when attending training. Instructors, trying to build rapport and create a relaxing environment, often let this type of behavior slide.

Shame on us as a profession if we don’t talk about this issue. As an organization of law enforcement trainers shouldn’t we acknowledge the 5000 pound elephant in the room and look to change and improve this situation? After all, our goal at the end of the day is to make better cops and in turn make a better America.

So, why do many cops act so obnoxiously while attending training courses, and what can we do to improve that issue?

I might have an answer.

I truly believe that cops act this way unconsciously. Almost all police officers are Type-A personalities. Their jobs involve them arriving at scenes of human carnage and immediately taking control. In a classroom setting though, these officers are no longer in charge and they are uncomfortable in that role, so they act flippantly. I also personally believe that many officers are intimidated in training and don’t want to be embarrassed, so they display a devil may care attitude. Some of this crass behavior is done, I believe, to subtly intimidate the instructor and for the officer to regain their alpha dog status.

I think we can agree that this behavior by students is a detriment to the educational process. It takes time and energy away from the instructor. It is unfair to the other students and at the end of the day it perpetuates a very bad characterization of the police profession. A profession that needs as much positive public relations as it can get.

If we all agree that this behavior exists in our profession, what can we do, as law enforcement trainers and educators to improve the situation? The first thing we need to do is acknowledge it and own it. I am also a firm believer in the old adage “That which gets rewarded gets repeated”. In classrooms, many cops are behaving poorly



and the behavior is being ignored. No wonder the problem never goes away.

I offer a very simple solution as a potential starting point. In addition to training LE instructors to better engage the average cop audience, I hereby propose that police agencies and we trainers incorporate a Law Enforcement Training Bill of Rights and Obligations to both students and instructors before each class. I call it a Bill of Rights but it could be called a contract or an agreement. Each instructor and student would be required to sign the contract and agree to its standards.

In short, I envision a written set of expectations and obligations for both the presenters and the attendees. By setting the bar of what is expected of a student and of an instructor, we could offer a road map on behavioral goals and keeping with the analogy, a set of guardrails to maintain professionalism. By instituting this Bill of Rights, we will ultimately empower instructors and create a better learning environment for the students. The goal of this contract ultimately adds to professionalism of this career. After all, don't we all want to see policing perceived as a profession and not just a job? If so, we need to be professionals always, including when we come together and attend training.

Here are what prototypical Bills of Rights could look like:

#### Student Bill of Rights and Obligations:

- I have the right to attend training to improve myself and my career
- I have the right to provide positive and negative feedback to the instructor and their supervisor
- I have the right to be taught by instructors that are professional, prepared and experienced
- I have the right and obligation to abide by class rules as set by my agency and the instructor
- I have the right to ten minute breaks every hour of class and a one hour lunch break daily
- I have the right to a learning environment free from discrimination or intimidation
- I have the right to demand that instructors be subject

matter experts

- I have the right to be taught by instructors that are not intent on selling a product.
- I have the right and obligation to participate in the class
- I have the right and obligation to report unprofessional behavior on the part of an instructor or student

#### Instructor Bill of Rights and Obligations:

- I have the right and obligation to present information in a professional setting
- I have the right to set common sense rules for my classroom
- I have the right to provide positive and negative feedback to students and their supervisors
- I have the right to a class environment free from distractions
- I have the right to be treated as a professional
- I have the right to be respected in the classroom
- I have the right and obligation to create a positive learning environment
- I have the right to expect participation by all students
- I have the right to academic freedom
- I have the right and obligation to treat my students with respect.

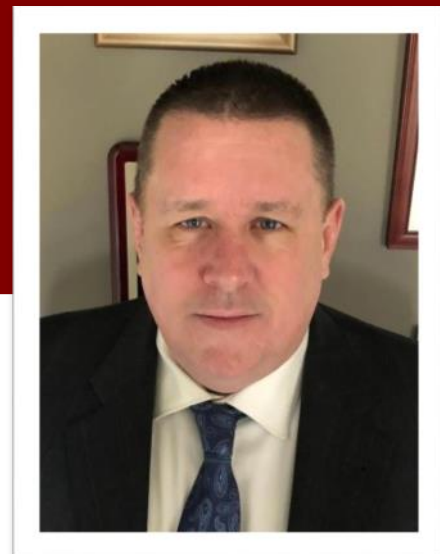
## ILEETA

### About the Author

*Kevin Rice is a 30 year veteran in law enforcement, starting as an officer with the Orlando Police Department followed by a 23 year career with the U.S. Secret Service. He was an FTO and spent three years as an instructor at FLETC. He has taught criminal justice at four colleges and is currently a director of Safety and Security at a private university in Maine. Kevin can be reached via email at [trustandconfidencekr@gmail.com](mailto:trustandconfidencekr@gmail.com)*

# Who's Training the Trainers?

by Andrew A. DeMuth Jr.



**T**he goal of anyone entrusted with training law enforcement officers should be nothing short of excellence. It is too great a responsibility for anything less. As trainers, we must hold ourselves and those who train for us to the highest of standards. To that end, answer this question: what have you done in the past 12 months to improve yourself as a trainer?

As trainers, we tend to see the actual training as our sole responsibility, but that's just where our role begins. There must be a mechanism for continuing our own personal growth in both training technique and in the subject matter we teach.

## Training Technique

There is an old saying in poker: it takes seconds to learn and a lifetime to master. While becoming a qualified trainer might not take seconds to learn, we should look at mastering our technique as a never-ending journey.

Technique is everything; it is our performance. Technique includes a broad set of areas ranging from public speaking presence to instructional design to the use of PowerPoint and everything in between. The best content in the world is worthless if the system for delivering the content is ineffective.

We all have our favorite aspects of the annual ILEETA Conference. Mine are the classes on training technique. Subject matter training is much easier to find than good instruction on training technique. Additionally, as an industry, we greatly lack in formal and high-level instruction as educators. Teachers receive extensive schooling, and, in addition to their subject matter instruction, they spend a great deal of time learning how to teach. Most of us get a one-week method-of-

instruction type class, and that's it for our career. While it is unrealistic to expect law enforcement trainers to have the same academic resume as professional educators, we must do better than the one-and-done, several-day course on public speaking and training tips.

## Subject Matter

Whether the topic is something gripping like leadership, firearms, or tactics or something less exciting like ethics, right-to-know, or traffic statutes, we should approach it no differently. If we are getting up in front of a group, we owe it to them to bring our "A" game. The quality of our presentation should not be dependent upon the content of our presentation. A great trainer can make a four-hour block on bloodborne pathogens immersing while a marginal, apathetic trainer will struggle to maintain interest with a two-hour block on officer-involved shootings.

No presentation can be considered exceptional if the material presented is not timely and relevant. In fact, if information is outdated and incorrect, the class can do more harm than good.

Part of being a subject matter expert includes keeping abreast of the latest developments, trends, best practices, and information. This means proactively reviewing reputable industry materials within your discipline regularly. No matter how skilled or knowledgeable you may be in a particular area, no topic or discipline goes without change. Expert status is temporary; it is not a permanent designation. There must be maintenance. That dinosaur range master who last picked up a book on

weapons during his firearms instructor class at the local academy in 1996 is utterly useless for training a modern-day law officer on shooting principles, gun-fight tactics, and use-of-force law.



## Becoming a Better Trainer

Again, we should be looking to improve in two areas: training technique and subject matter information. Here are some ideas for both:

### Regularly review articles and blogs

A periodic search of Google News using relevant search terms (community policing, polygraph, teaching techniques, etc.) is an excellent tool for seeing real-time information in your particular discipline. Many of the search engines have a feature that allows for a daily email to be sent to you listing any recently added articles. Also, news articles are often written on any newly published scholarly works.

### Industry informative websites

Law enforcement news and content websites like PoliceOne, Calibre Press, Police Magazine, and others contain regularly updated information and are a great source of current events.

### Attending training at nearby organizations

How does the adjoining jurisdiction run their range? How do they run their annual use-of-force training? Sitting in on another agency's training is an excellent method of discovering new ideas or, perhaps, of seeing what not to do which can sometimes be just as valuable.

### Attending Subject Matter Training

If you received your firearms instructor certification from a local police academy, take the instructor course again as a refresher from FLETC or the NRA. One-day seminars or conferences are also good for getting the latest information.

### Books

If you teach and consider yourself a true authority on leadership, you should be familiar with the literary works of Ken Blanchard, Jocko Willink, Liz Wiseman, and others. Every discipline has its thought leaders who write important books, and it's crucial to be familiar with at least the major contributors.

### Membership in trade organizations

It's simple: if you are serious about being an exceptional law enforcement trainer, you belong to ILEETA. There are organizations for just about every discipline from bloodstain pattern analysis to community policing. Becoming an active member and attending their conferences is a great way of furthering professional development and improving credibility in your field.

### Create your own organization

If there is no organization for your area of expertise, create one. It could be free at first with monthly meetings at a local police academy. If there is already one for your area, consider creating one for trainers. Interestingly, there are not many statewide organizations comparable to ILEETA.

### Contribute yourself

Chances are, you became a trainer on a particular topic



# Trainers...con't

because you were interested in that topic. So, what's next? If you have studied this area and have experience in this area, you have probably developed some of your own ideas. Consider writing your own articles or even a book. Instead of just regurgitating what others have said, add to the conversation.

## Training technique

All of the above can be also be used to enhance and refine your training skill set.

Expertise in any field is a process. Earl Nightingale, a famous author and speaker, had an interesting view on learning. Mr. Nightingale preached that anyone who committed to one hour of study each day in their particular discipline would be at the top of their field within three years. In five years, they would be a national authority. In seven years, they would be one of the preeminent people in the world at what they do. The true takeaway from Mr. Nightingale's principle is not so much the technique for becoming a subject matter expert as much as it is the need for constant learning. This is especially true in the always-changing world of law

enforcement training in both the subject matter and training technique. Learning needs to take place every day.

In closing, frequently ask yourself the question presented in the first paragraph: what have you done in the past 12 months to improve yourself as a trainer? **ILEETA**

## About the Author

*Andrew A. DeMuth Jr. retired from the Freehold Borough Police Department in 2015 after a 25-year career. He served as the agency training officer and rangemaster in addition to running the investigations division. Today, he serves as a civilian manager of the statewide CODIS program within the New Jersey Division of Criminal Justice and trains regularly at agencies and police academies throughout the state.*

A promotional banner for the 2020 ILEETA Conference & Expo. The banner features a dark red background with a large, stylized '2020 ILEETA' logo in white and red. Below the logo, the text 'CONFERENCE & EXPO' is written in white. A red banner with white text reads 'Now - Sunday, August 2 to Friday, August 7, 2020'. Below this, the text 'ST. LOUIS UNION STATION HOTEL - ST. LOUIS, MO' is displayed in white. At the bottom, the text 'INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION' is written in white. On the left side, there are three diamond-shaped inset images: the top one shows a large crowd of people, the middle one shows a speaker at a podium, and the bottom one shows a group of people in a meeting or training session.

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# *LE Environment & Health and Wellness*

Editor:  
Kim Schlau





# Moral Injury: Soul Wounds and Covid-19

by Diana M. Concannon, PsyD



Guilt can be productive, reinforcing our connection to what is important to us, and guiding our future behavior to be more aligned with our priorities. A decade ago, psychologists working with war veterans identified a profound guilt that was maladaptive and compromised quality of life, self-worth, relationships, and even job performance. They referred to this experience as moral injury, and found that it is associated with engaging – or failing to engage – in behaviors that align with our deeply held beliefs when we are under extremely adverse conditions.



Although law enforcement officers frequently face adverse circumstances as part of their professional lives, the COVID-19 pandemic has – as with so much else – amplified this adversity.

On a near daily basis, many law enforcement officers must decide between engaging in the profession to which they are dedicated or preserving their health and the health of their families. Between quarantining when mildly symptomatic or joining fellow officers in maintaining public safety. Between interacting with civilians who are not complying with public health restrictions or relaxing enforcement to allow reasonable autonomy.

These are the type of decisions that are associated with potentially morally injurious events – or PMIEs. They are decisions that, in hindsight, could be viewed with guilt – the sense that we behaved badly – leading to shame – the belief that we are, in fact, bad.

In addition to war veterans, moral injuries have been identified in pilots of unmanned aerial vehicles (UAVs) who have participated in warfare from half a world away, humanitarian workers who made difficult decisions related to the deployment of aid, and physicians whose care decisions are influenced by factors such as a patient's insurance coverage. It has also been found in sexual assault victims who self-blame for their attacks and to those who have caused (or believe they contributed to) motor vehicle fatalities.

Fortunately, there are paths that can assist in preventing and mitigating the impact of moral injury. These include:

1. Acknowledge and openly discuss potentially morally injurious events (PMIEs). Guilt and shame have a difficult time thriving in the open. Intentionally creating forums to speak about scenarios that are likely to arise, or that have arisen, during the fight against COVID-19 brings transparency to the complexity of the issues that we are facing, and makes it more difficult for guilt and shame to fester.
2. Recognize the distorting power of hindsight. Well after a complex decision is made and acted upon, it is easy for hindsight bias to mislead us into thinking our decision was incorrect or even immoral. This occurs either because, after the fact, we have information not available at the time of the event or because, once the adversity subsides, it is easy to underestimate its impact. Critically evaluating one's decisions and actions to inform greater alignment with values and beliefs is a productive exercise.



Monday morning quarterbacking – simply telling ourselves that we could and should have done differently – is not.

3. Institutionalize difficult decision-making protocols. Law enforcement leadership can anticipate the difficult decisions that those on the front lines will need to make (to the extent possible in this unpredictable environment) and create command protocols for dealing with these situations. This assists law enforcement officers to lean on procedure, rather than independently decide “right action” and place themselves at risk for PMIEs. Additionally, as those in positions of authority often have less of an internal support network, it is important to seek consultation with others, or learn about regional best practices, so the burden of complex decision making in this particularly complicated environment is not shouldered alone.
4. Reach out to heal. If, despite all efforts at prevention, you experience a morally injurious event and feel the associated profound guilt, it is important to talk with someone who can listen. Guilt has both thinking and

emotional components, and many people have a difficult time speaking of it. It is not unusual to receive “easy answers” when we discuss behaviors about which we feel guilty (“You did the best you could.” “It wasn’t that bad.”) Although these sentiments are well-intended – and may even be true – they rarely address the profound guilt and shame that accompany a morally injurious event. Seek the support of an individual familiar with the guilt and shame dynamics, including the legion of mental and behavioral health specialists who have moved to telemental health to support first responders during this time. Law enforcement – as with other first responders – cannot be expected to sustain the fight against COVID-19 alone.

## ILEETA

### About the Author

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The banner features a dark red background with a collage of four diamond-shaped images on the left: a tall clock tower, a large indoor gathering, a group of people in a meeting, and a person at a podium. The text on the right reads: '2020 ILEETA CONFERENCE & EXPO' in large white letters, followed by 'Now - Sunday, August 2 to Friday, August 7, 2020' in white text on a red rectangular background, and 'ST. LOUIS UNION STATION HOTEL — ST. LOUIS, MO' in white text. At the bottom, it says 'INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION' in white capital letters.

# Just a Casualty of Ferguson

by Traci Ciepiela & Nicolas Greco



Louis area.

I can't help but wonder if he had just stayed where he was whether he would have been in Ferguson at all, and whether he would have been able to continue his career.

The Ferguson Riot, was the end of his career. Something about that riot was the last straw, too much for his mind, after 22 years of accumulated stress working as a trooper. He was on medical leave for a while. He actually voluntarily hospitalized himself because he knew he would end his own life if he didn't. He was suffering from severe post-traumatic stress. After using up all of his vacation time and sick leave the patrol medically retired him, that happened about a year after the riot. They just gave up on him, washed their hands of him. Twenty-two years and he had to gather all of the things that belonged to the patrol and he had to be present when troopers arrived at his home to pick up his patrol car and to collect everything he had put in a box. He had to watch as his life disappeared right in front of his eyes. That is the day he realized that his life was never going to be the same. Ferguson took his life away.

The post-traumatic stress did not alleviate even with retirement. He ultimately wound up in a pilot study out of Park City, UT through the University of Utah for Post-Traumatic Stress. It was a program that was usually reserved for the military, but the researchers made an exception for approximately 8 officers from around the country. My friend who was selected as one of the eight, spent weeks in Park City working with doctors and trying to get his life back. It didn't really work.

Last time I saw my friend was at ILEETA 2019. We met for dinner one night. He looked completely different. He was different. Although I still wanted to see my friend, I really saw someone who was broken. It broke my heart. I wanted to do anything to help him but even doctors had little to no luck treating his demons. He told me while at dinner that as he entered the city limits of St. Louis he could tell his stress level increased, his heart rate and blood pressure jumped. I apologized for asking him to

I remember the night very clearly. I was teaching a night class at a community college when the announcement regarding the Ferguson Grand Jury came out. I actually put the video feed up in the classroom so the students could watch it live, and I could be on hand to answer any questions they might have. We watched as the prosecutor announced the grand jury had decided to no bill the case against Darren Wilson. The grand jury had investigated and decided there weren't any grounds for criminal charges.

I continued to watch with my students as the news media switched and focused on the mother of Mr. Brown and her boyfriend, whom the media liked to call his stepfather. I watched as the boyfriend started to scream, "let's burn this shit down." And thus, started the second riot in the city of Ferguson.

What I didn't know until later was that one of my friends, former partner, and someone who always had my back was standing in his riot gear right in front of that scene. Over the next few days he was assigned to work that riot, getting spit on, getting hit with things, and ducking every time he heard a gun fire. He had been assigned to work that riot but to work it with restraint. This was the last time he ever put on his uniform.

I was working as a deputy in a very rural county when I first met my friend. He was a Highway Patrolman but since the deputies, including me, often worked calls and cases on our own because of the low manpower at the department many troopers became our back up. We actually depended on them occasionally to have our back. I know on at least one occasion, when two of us were yelling for help, my friend tested all laws of physics trying to get to me and my partner as we struggled with an individual who was as high as a kite and trying to kill us.

He was like that. He would be there in a heartbeat if he could. He was a friend whom I could talk to. We could share stories, secrets, and dreams. I eventually moved on, and he wound up working in the gaming division in the St.

come into the city to meet me instead of going somewhere to meet him.

Phone calls throughout this past year had me believing that he was doing better. His son was starting his senior year at high school. His wife apparently had even started to do a pod cast about living with a spouse who suffers from Post-Traumatic Stress. Then his mother died.

I can't say, and don't know for sure what happened, I wasn't there, and I am not close enough to where he lives now to even try to find out. Whether it was the loss of his only remaining family outside of his child and wife, I can't say, but something happened. I believe he attempted to end his life again. His attempt landed him in jail facing felony charges. He has had little contact with anyone outside of the detention center since November because he has very little family. I sent him letters. While I imagined that he was giving up on life, I finally got a phone call from him. He had been in jail almost a month before I found out and sent him my phone number in one of the letters. I was the first person he had spoken to in almost a month. My heart broke again for him, just a casualty of Ferguson.

I don't excuse his actions, but I don't believe he was actually in his right mind at the time because that is not who he is. I could be wrong, but I think Ferguson not only cost him his sanity and his job, but now it is costing him his freedom. I do know that my friend, the trooper I depended on, and worked with is gone. He is just a shell of who I used to know. I even put him in touch with a friend of mine, the Reverend Joseph Ciccone Jr a retired officer who was on the ground at 9/11 who now works counseling officers. He always has an open ear for anyone in need through [StJosephMissionChurch@gmail.com](mailto:StJosephMissionChurch@gmail.com)

Now it has been almost five months since his arrest. He has the offer of probation, with a suspended seven-year sentence. He will have to plead guilty to a felony, which means he will lose his 22-year pension through the patrol. Before accepting the plea, he came to terms with an attorney to represent him finally. So now we wait and see what will happen. How did things go so wrong? -Traci

Unfortunately, his story is one of many out there of

officers in need of help, but who did not get help during their career to avoid a worsening situation take a devastating turn. Why? There are as many reasons for this such as stigma, fear of losing one's job, and lack of department support. Stigma in law enforcement is a powerful deterrent for an officer to get the help he or she needs. So powerful, that officers are hesitant about coming forward and saying they need help. They are cautious about who they can turn to and trust. While many departments are encouraging officers to get the help they need, it is not enough. The culture needs to change. It has to be ok for an officer to ask for help and get the help that he or she needs without reprisal or fear of losing their job. This culture change needs to start at the top down with a complete buy in from the department.

Many officers struggle with the things they see on a daily basis, and their stress continues to build on a daily basis with no relief, no release. This goes on for many years, and as it has happened so many times before, to other officers, a pivotal moment occurs. For this officer, it was Ferguson, for others it may be an OIS, a horrific MVA, or a structure fire that takes that accumulated trauma to the breaking point. My friend is thankfully still alive, but for 228 LE officers in 2019, they were not so fortunate. They took their own lives, and left behind families, friends, and fellow officers who may not ever fully understand why and left to pick up the pieces of the loved ones they once knew. For the last four years, LE suicide has exceeded LODD. Officers are killing themselves more than being killed in the line of duty! Let that sink in. Sadly, 2019 saw the highest number of LE suicides in the last four years. This may not necessarily reflect an increase in suicides, but moreover an increase in reporting of LE suicides.

In order to prevent these situations from occurring is to have officers get the help they need during their career as they need it, not when things are falling down around them. They need the support of the department and fellow officers, but especially command staff. We would not think twice about taking care of our officers for a physical injury, so why are we avoiding the obvious cumulative stress and traumas in LE? Why are we throwing good officers away? An officer is not equipment, they are a human being, not a machine. They have



# Casualty...con't

emotions and cannot be expected to do this job day in and day out without being unscathed. If we provide the means for them to seek out treatment, we have a better shot at reaching out to those officers before they take their own life, as they will know we care, there is hope, and there is recovery. Yes, recovery! Many officers can get treatment and return back to the job, they are not damaged goods, they are not expendable. We cannot afford to keep losing officers to stress, PTSD, and suicide. It is time to make changes within our departments and within our culture. It will not be easy, but our officers are worth it. - Nick

**Please reach out.**

**I offer these resources in no particular order for anyone who may need them. Please make use of them if you do, please share them if you know someone who might.**

CopLine (police psychologist psychotherapists)

(<https://www.copline.org/>)

1 800 267-5463

[director@copline.org](mailto:director@copline.org)

Safe Call Now (public safety and First Responders)

(<https://www.safecallnow.org/>)

1 206 459-3020

Bottles & Badges (LE sobriety. Multiple meeting sites)

1 215 629-3600

Transformations Center - Help for Our Heroes

888 919-2561

(<https://helpforourheroes.com/>)

Cop2Cop hotline

(<https://www.njpop.org/cop2cop/>)

SAMHSA National Helpline

1 800 662-HELP

(<https://www.samhsa.gov/find-help/national-helpline>)

Station House Retreat (First Responder Treatment)

(<https://www.stationhouseretreat.com>)

1 888 991-1268

McLean Hospital – Boston / LEADER Program for military and LE with PTSD

(<http://www.mcleanhospital.org/programs/leader>)

Florida House Experience – First Responders Program

855 749-0101

(<https://fherehab.com/services/first-responders>)

Under The Shield Foundation

([www.undertheshield.com](http://www.undertheshield.com))

1 855 889-2348

Marworth's Uniformed Professionals Treatment Program

800-442-7722

(<https://www.marworth.org/programs/uniformed-professional>)

Veterans Crisis Line

1 800 273-8255

Stop Soldier Suicide

1 844 889-5610

Hooks for Heroes

(<http://hooksforheroes.com>)

Catch a Falling Star

(<http://catchafallingstar.net>)

Office 1 716 656-8641

Cell 1 716 435-4895

Crisis Text Line

A text will connect you with a trained crisis counselor, 24/7.

(<https://www.crisistextline.org>)

The National Suicide Prevention Hotline provides 24/7 confidential support for those in distress or in need of help for their loved ones.

1 800 273-8255 or ([suicidepreventionlifeline.org](https://suicidepreventionlifeline.org))

1st Help matches first responders with appropriate services based on a brief questionnaire, which determines what specific assistance you need (emotional, financial, religious, etc.).

(<http://www.1sthelp.net>)

# Casualty...con't

Safe Call Now is a 24-hour crisis referral service for those in public safety and their family members.

([www.safecallnow.org](http://www.safecallnow.org))

call 1 206 459-3020

First Responder Support Network provides educational treatment programs for first responders and their families.

([www.frsn.org](http://www.frsn.org))

or call 1 415 721-9789

IACP National Symposium on Law Enforcement Officer Suicide and Mental Health

[www.theiacp.org](http://www.theiacp.org)

[https://www.theiacp.org/.../f.../NOSI\\_Consortium\\_Flyer\\_Final.pdf](https://www.theiacp.org/.../f.../NOSI_Consortium_Flyer_Final.pdf)

[www.bluelinepsychological.com](http://www.bluelinepsychological.com)

— at Blue Line Psychological Services, PLLC.

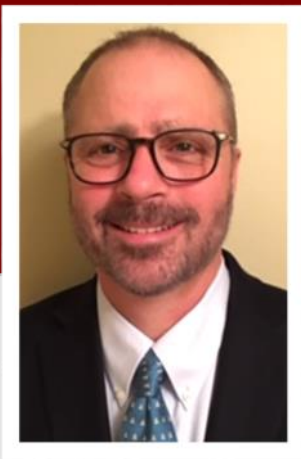
## ILEETA

### About the Authors

Traci Ciepiela is a retired officer from the state of Missouri. She now teaches in the Police Science/Criminal Justice Program at Hawkeye Community College in Waterloo, IA.

NICHOLAS GRECO IV, M.S., B.C.E.T.S., C.A.T.S.M., F.A.A.E.T.S., is President and Founder of C3 Education and Research, Inc. Nick has over 20 years of experience training civilians and law enforcement. He has directed, managed and presented on over 350 training programs globally across various topics including depression, bipolar disorder, schizophrenia, verbal de-escalation techniques, post-traumatic stress disorder, burnout, and vicarious traumatization. Nick has authored over 300 book reviews and has authored or co-authored over 35 articles in psychiatry and psychology. He is a subject matter expert for PoliceOne/Lexipol and Axon as well as a CIT trainer for the Chicago Police Department, the State of Illinois and other agencies. Nick is a member of the International Law Enforcement Educators and Trainers Association (ILEETA), IACP, IPSA, and CIT International, as well as Committee Chair for the IPSA Mental Health Committee and a board member of Blue H.E.L.P. Nick can be reached at by visiting his website <http://www.c3educationandresearch.com/> or emailing him directly at [psychcomm@yahoo.com](mailto:psychcomm@yahoo.com)

A promotional banner for the 2020 ILEETA Conference & Expo. The background is a dark red gradient. On the left, there's a collage of three diamond-shaped images: a large crowd at an outdoor event, a speaker at a podium in a conference hall, and a person at a computer. The text '2020' is in white above the large white text 'ILEETA', which has a red star in the 'A'. Below that is 'CONFERENCE & EXPO' in white. A red banner with white text says 'Now - Sunday, August 2 to Friday, August 7, 2020'. Below that, in white text, is 'ST. LOUIS UNION STATION HOTEL — ST. LOUIS, MO'. At the bottom, in white text, is 'INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION'.

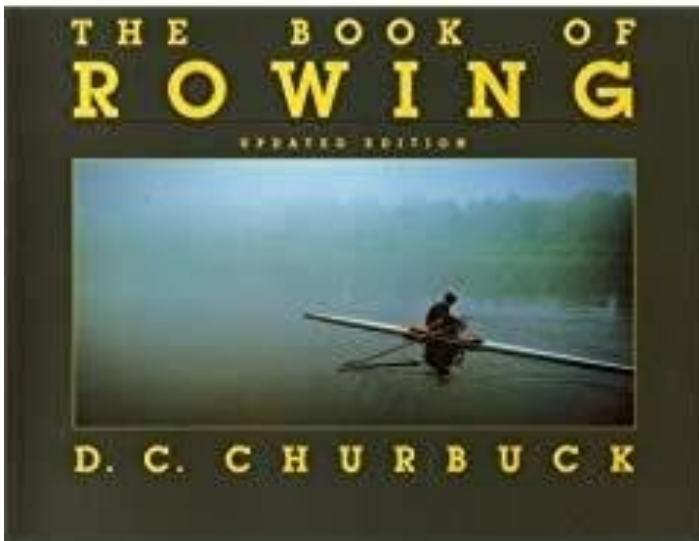


# Followership Theory Leadership: Follow, Leader, Situation

by Dr. Roger Callese

In *The Book of Rowing*, the author, D.C. Charbuck, invites the reader to envision the gentle

beauty of a gliding shell on a smooth river.



“To the casual onlooker it appears to be an effortless sport, one that anyone could do if given the chance...What looks like eight people moving in easy synchronization is the product of years of practice and coaching...Rowing consists of the same sequence of

moves repeated over and over: catch, drive, finish, recovery. Catch, drive, finish, recovery. It is a sequence that can never be varied, only improved (p. 37).”

But if one looks closer there is not eight, there are nine people in the rowing shell - the low profile of the coxswain at the stern of the boat has gone unmentioned. As beautiful and serene a vision as one can imagine, without the foresight and guidance of the coxswain, this scene is destined to end in tragedy, or at best, in a comedy of errors. It is the coxswain who leads this group of dedicated followers. Followers who have turned their back to the unknown, committed their physical energy and mental focus to the endeavor, and have entrusted the coxswain to navigate their collective future. Is the relationship between coxswain and crew an example of

blind faith? Or, is this relationship something greater, is it the paragon and embodiment of the leader-follower dynamic? What could the coxswain accomplish without the crew, or the crew without the coxswain? With its interdependence of the follower and leader dynamic, it is through [Charbuck's](#) description of the gliding shell, and particularly his omission in mentioning the coxswain, that we can conceptualize followership and acknowledge the challenge it faces in finding a place among the many theories of leadership.

Like most law enforcement professionals, my personal philosophy of leadership is the product of both personal experience and the ongoing [reflection-in-action](#). We are fortunate to be a part of a diverse profession that values leadership – in its many definitions and manifestations – and have the opportunity to apply leadership theory to practice. If you haven't already, perhaps consider examining the followership theory of leadership and how it can be leveraged in the practice of teaching. Consider the context and goal of the training.

## Followership Dynamics

[Followership](#) is “the process of attaining one's individual goals by being influenced by a leader into participating in individual or group efforts toward organizational goals in a given situation. Followership thereby becomes seen as a function of follower, the leader, and situational variables”. The [fundamental construct of followership theory of leadership](#) is that the follower and leader have a relational role that fosters the ability of the follower to influence the leader and contribute to the improvement and attainment of group and organizational objectives.

There is a [common misconception](#) that leadership is more important than followership and that a [hierarchical relationship](#) must exist between the leader and follower. Even within a hierarchical relationship of leader and follower, it has been cautioned that organizational [stakeholders constantly underestimate](#) the power and contribution of followers; leaders contribute approximately 20% to the success of an organization, followers are critical to the remaining 80%. In 2010, [Hersey and Blanchard](#) concluded that “followers in any situation are vital, not only because individually they



# Leadership...con't

accept or reject the leader, but as a group they actually determine whatever personal power he may have” (p. 299). Rather than a reliance on positional authority within a given situation, perhaps the unique nature of the challenge could determine who should follow and who should lead.

## Conclusion

In the book *The Journey to the East*, when the fictional servant and follower Leo inexplicably leaves his traveling party, the impact of the loss of this important follower is captured by the chronicler who reflects on the group’s abandonment of the quest as a consequence:

Instead of a fabric, I hold in my hands a bundle of a thousand knotted threads which would occupy hundreds of hands for years to disentangle and straighten out, even if every thread did not become terribly brittle and break between the fingers as soon as it is handled and gently drawn (p. 47).

The leader in Hesse’s story struggled to understand how all was lost by the abandonment of one follower – it is my belief that no worthy organizational endeavor may be

accomplished without acknowledgment and nurturing of the dyadic, interdependent relationship between the follower and leader. Catch, drive, finish, recovery - leader, follower, situation - sequences and concepts that can never be varied, only improved. **ILEETA**

## About the Author

*Dr. Roger Callese is a sergeant with the Round Lake Beach (IL) Police Department and Policing Fellow with the National Police Foundation. He is the cofounder of the Municipal Leadership Institute where he serves as the program manager of the Leadership Development Program. He is an adjunct professor at the University of the Potomac, grant application peer reviewer for the DOJ Office of Justice Programs, and subject matter expert and trainer for the Bureau of Justice Assistance National Training and Technical Assistance Center. He is the owner of Prôtēan Consulting, LLC, a Service-Disabled Veteran-Owned Small Business that conducts public safety training and education. He holds a Doctor of Education and is a graduate of Northwestern University’s School of Police Staff and Command. He is a veteran of the U.S. Army and a combat veteran of the U.S. Navy.*

A promotional banner for the 2020 ILEETA Conference & Expo. The banner features a dark red background with a collage of four diamond-shaped images on the left: a city skyline at night, a large indoor conference hall, a group of people in a meeting, and a person speaking at a podium. On the right, the text "2020 ILEETA CONFERENCE & EXPO" is displayed in large white letters, with a red star above the 'A'. Below this, a red box contains the text "Now - Sunday, August 2 to Friday, August 7, 2020". At the bottom, the text "ST. LOUIS UNION STATION HOTEL — ST. LOUIS, MO" is written in white. At the very bottom, the full name of the association is listed in white capital letters.

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# The Ethical Warrior: Dehumanization and PTSD

by Jack E. Hoban



How do we show respect to someone when we don't respect their behavior? And why must we? These questions generate tremendous debate about whether respecting the life of criminal adversaries is appropriate, or even possible. Some believe that it is proper to respect the lives of everyone (Life Value) – even if we abhor their behavior (relative values). Others argue that the lives of anti-social criminals do not deserve any kind of respect. But these are important questions that can impact our long-term psychological and spiritual health.

We all have friends who may have escaped conflicts without physical scars but could not escape the non-physical ones. As you surely know, this phenomenon is referred to as “post-traumatic stress disorder” (PTSD). Today, we see many of our veterans returning from Iraq and Afghanistan exhibiting these symptoms. Observation of Vietnam War veterans for more than 30 years yielded the observation that PTSD is an unfortunate, maybe inescapable, consequence of war; it's not a character flaw. Significantly, however, in his book, “Achilles in Vietnam,” Jonathan Shea discusses dehumanization and disrespect for the enemy *as a prime cause of PTSD*.

The lesson for LEOs is obvious. Professional protectors, too, are vulnerable to PTSD from intense life-threatening engagements and/or the chronic stress that comes from daily exposure to troubled people, helpless victims, and a constant undercurrent of conflict and danger. But there are things we can do to make ourselves more resistant to the inevitable stress of conflict. We suggest that, respect for the *Life Value* of an enemy (or criminal) as an equal human being – even though his or her *behavioral values* may be undeserving of respect – is essential in mediating PTSD.

It may be helpful to explore why it is so tempting and seemingly natural to dehumanize our adversaries. For millions of years, human beings lived in small bands. Imagine a tribe – we'll call them Tribe A of Valley A – settled in a defensible geographic location with just enough food, water and shelter to support their small group. Tribe A is not particularly warlike, but they fiercely

guard their limited resources. Over in Valley B, Tribe B has a problem. There is no longer enough food in their territory, perhaps due to population

growth, fires, droughts or floods. Tribe B starts to roam and eventually begins to encroach on Tribe A's territory. Tribe A has to stop the “invasion” to protect resources needed by its “in-group.” Tribe A fights and kills to protect the resources that support their lives.

Yet, the people in Tribe A are not natural born killers of humans, just as we are not today (think about it, how many natural born killers do we encounter compared to the rest of us non-killers?). In fact, for virtually all of us *protecting* life is our primary and universal value. So, how does Tribe A deal with the conundrum? They create an artifice. They allow themselves to believe that those “others” from the encroaching tribe are not human. They *de-humanize* them. Now it becomes slightly easier to attack, and if necessary, kill them. It's an imperfect trick, but it works in the short term, especially when emotions like fear, anger, disgust, etc. work to overwhelm the ability to reason. The artifice doesn't always work perfectly. People often feel guilty or depressed after they dehumanize others, especially if it results in violence and killing, but we have been doing it for thousands of years.

And we are still doing it. People don't have to be of a distinctly different tribe to have conflicts. Almost any real or imagined cultural or behavioral value deemed objectionable by one group can lead them to rationalize themselves into disrespecting or even violating the Life Value of those “others.” People do it over such arbitrary differences as a favorite sports team. San Francisco Giants fan Bryan Stow was nearly beaten to death in the parking lot of Dodger Stadium reportedly for wearing a Giants jersey. The attackers didn't appear to care that they might kill Stow, a paramedic and protector of life; they only saw an enemy from another tribe.

# Dehumanization...con't

We see how easy it is to dehumanize people just because they are from another “tribe.” It is even easier to dehumanize them when the culture or behavior of the other group is threatening, immoral or illegal – like that of a criminal “tribe” or gang.

LEOs are often susceptible to losing sight of the Life Value of others. They deal repeatedly with difficult and dangerous people from identifiable ethnic, socio-economic, and neighborhood groups. It is all too easy to see these people as group members first, and human beings second; all the more because that is how they often see themselves.

You may think that the discipline of separating the value of life from the relative value of behaviors is difficult. It is. But you probably have a lot of experience doing it. For those who have children, you probably have a *lot* of experience doing it. Children (especially teenagers!) have behaviors and values that parents approve of sometimes and thoroughly *dis*approve of at other times—possibly at the same moment. But we don’t consider our children human only when they act in ways we like, and sub-human when they do things we don’t like. No, we can easily differentiate the absolute value of their life from

the relative value of their behavior. We respect and love them—regardless of their behavior. As a professional protector we “only” need to extend that discipline to all others that we are sworn to protect – even criminals.

To “inoculate” us to the dangers of dehumanization and PTSD, the ethical warrior resists the “tribal artifice.” Ignoring the universal value of the adversaries’ life may make it easier to cope day-to-day, but in the long run, the Ethical Warrior can survive the most difficult situations with mind, body and spirit intact by respecting all life, and dealing with immoral or illegal behavior as a separate and manageable part of the job. **ILEETA**

## About the Author

*Jack E. Hoban is president of Resolution Group International, subject matter expert for Combatives and Warrior Ethics for the Marine Corps Martial Arts Program, and trains police officers in de-escalation skills.*

A promotional banner for the 2020 ILEETA Conference & Expo. The background is a dark purple gradient. On the left, there's a collage of four diamond-shaped images: a city skyline at night, a large indoor gathering, a person speaking at a podium, and a group of people in a meeting. The text '2020 ILEETA CONFERENCE & EXPO' is prominently displayed in white, with a red star over the 'A'. Below this, a red banner contains the dates 'Now - Sunday, August 2 to Friday, August 7, 2020'. Underneath that, in white text, is 'ST. LOUIS UNION STATION HOTEL – ST. LOUIS, MO'. At the bottom, in a smaller white font, is 'INTERNATIONAL LAW ENFORCEMENT EDUCATORS AND TRAINERS ASSOCIATION'.





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Union Station Hotel  
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Preferred Contact	<input type="checkbox"/> Home <input type="checkbox"/> Agency	Web site if applicable	
Check those that apply: <input type="checkbox"/> Criminal Justice Educator <input type="checkbox"/> Public Agency Trainer <input type="checkbox"/> Privately Employed Trainer <input type="checkbox"/> Training Manager <input type="checkbox"/> Field Training Officer <input type="checkbox"/> Researcher/Author <input type="checkbox"/> Other – describe			
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