

LAW ENFORCEMENT

Training Injury Prevention Program





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The “Training Injury Prevention Program” is intended for general information purposes only and should not be construed as legal or coverage advice on any specific matter. The appropriate experts should be consulted when making decisions regarding the information provided in this document.

Questions concerning this program should be directed to MCIT Loss Control at 1.866.547.6516.

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GLOSSARY 33

USING THIS RESOURCE

This resource is designed as a risk management tool for sheriff's offices for implementing a program to prevent injuries from training activities.

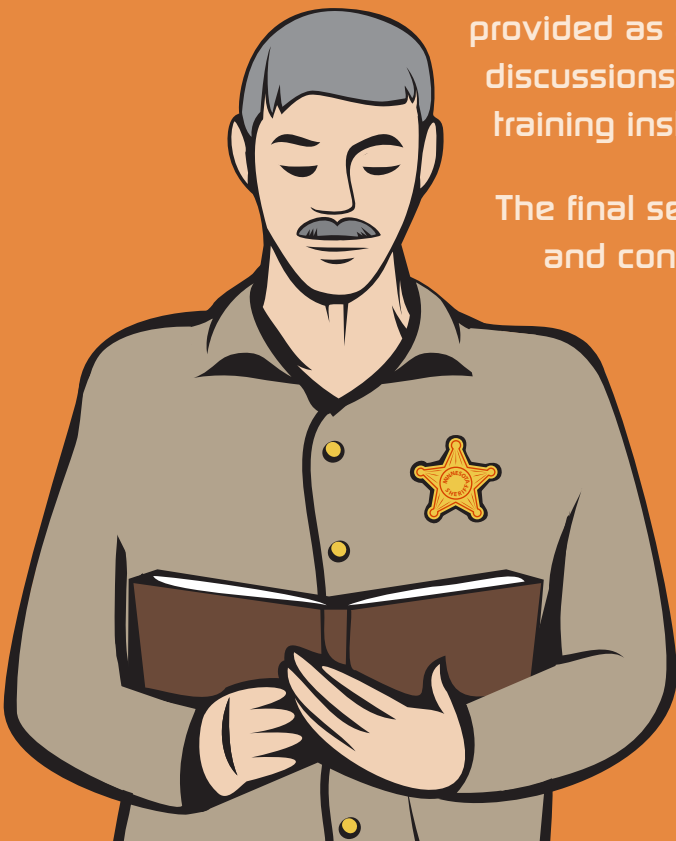
Chapter 1 is a brief overview of the program and the rationale for its development.

The second chapter addresses frequently asked questions and concerns about implementing the program.

Chapters 3-7 emphasize the importance of teamwork between the sheriff's office and instructor, clarifies the role each plays during the training and explains the five steps of the program. Tips and information for completing each component are provided.

The checklists, worksheets, script and form provided are intended to be modified to fit the specific circumstances of each training session. The materials are provided as a starting point to facilitate discussions between the sheriff's office and training instructor.

The final section is a glossary of useful terms and concepts.



IMPORTANCE OF THE TRAINING INJURY PREVENTION PROGRAM

CHAPTER

1



Law enforcement fulfills a vital need in society; however, enforcing the law can be hazardous. As such, it is no surprise that the majority of claims from MCIT members come from sheriffs' offices and jail operations. One area where the number of workers' compensation claims is high is training-related injuries.

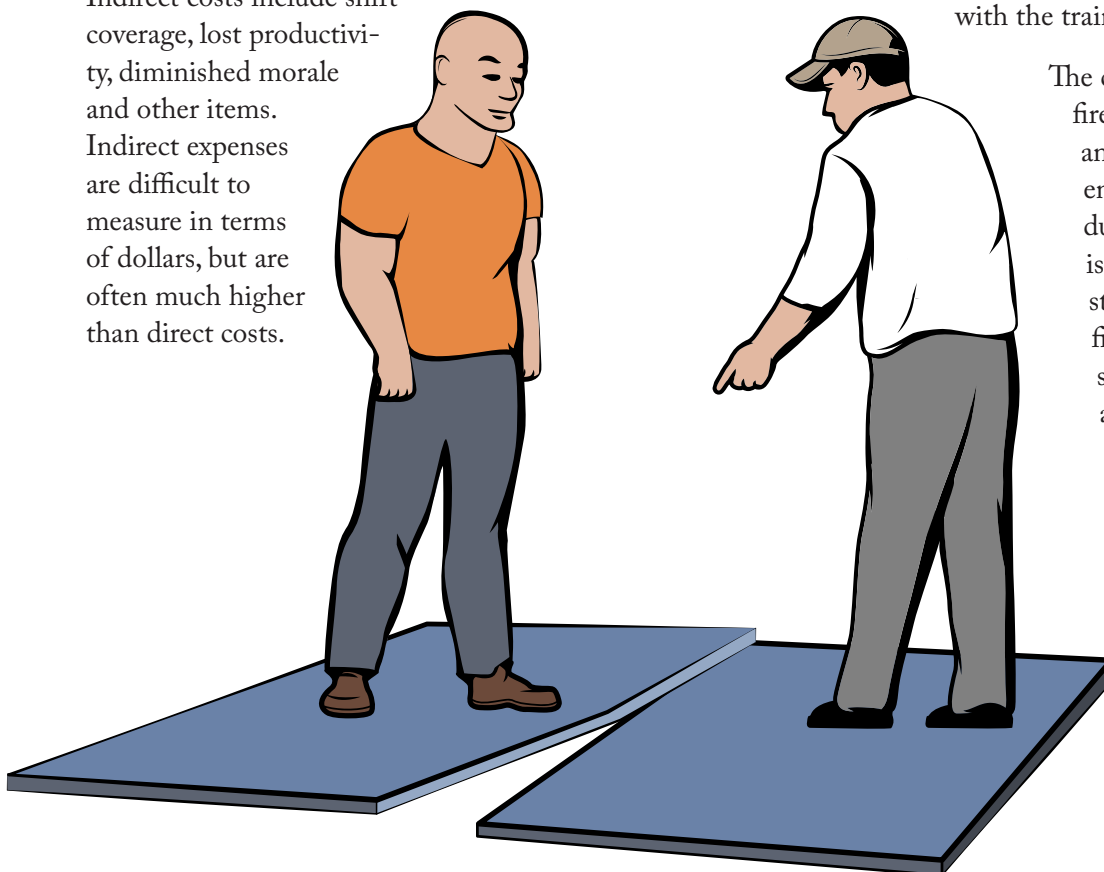
Injuries incurred while training account for approximately 9 percent of all work-related injuries experienced by MCIT law enforcement members. Many injuries result in days away from work, and some have even been career ending.

Considering that these injuries occur in a controlled environment, they should be preventable.

COST OF TRAINING INJURIES

On average training injuries amount to \$264,000 annually in direct costs. These direct dollars include the costs of medical treatment and lost wages but do not account for indirect costs.

Indirect costs include shift coverage, lost productivity, diminished morale and other items. Indirect expenses are difficult to measure in terms of dollars, but are often much higher than direct costs.



PROGRAM DESIGNED TO PREVENT INJURIES

Training injuries can be attributed in part to the realism of sessions and scenario-based approaches to training.

Fortunately the safety of law enforcement training can be improved without reducing its realism or effectiveness. The training injury prevention program is a national award-winning program developed by Rob Boe with the League of Minnesota Cities Insurance Trust, the Association of Training Officers of Minnesota and multiple Minnesota law enforcement and public safety departments. The program reduces injuries by having a designated safety officer(s) work in tandem with the training instructor.

The concept is similar to the firearms range safety policies and procedures. When law enforcement agencies conduct firearms training, safety is a large component. The instructor and range safety officer make a commitment to safety by reviewing weapons and ensuring participants follow strict safety rules. The training safety officer is simply an extension of this concept to other areas of training.

Together the training safety officer(s) and instructor work closely as a team to plan, set up, observe and review the training session with a focus toward safety without compromising the effectiveness of the training. As training is conducted in a controlled environment, the training injury prevention program aims to build upon the controllable aspects of the training session to reduce injuries.

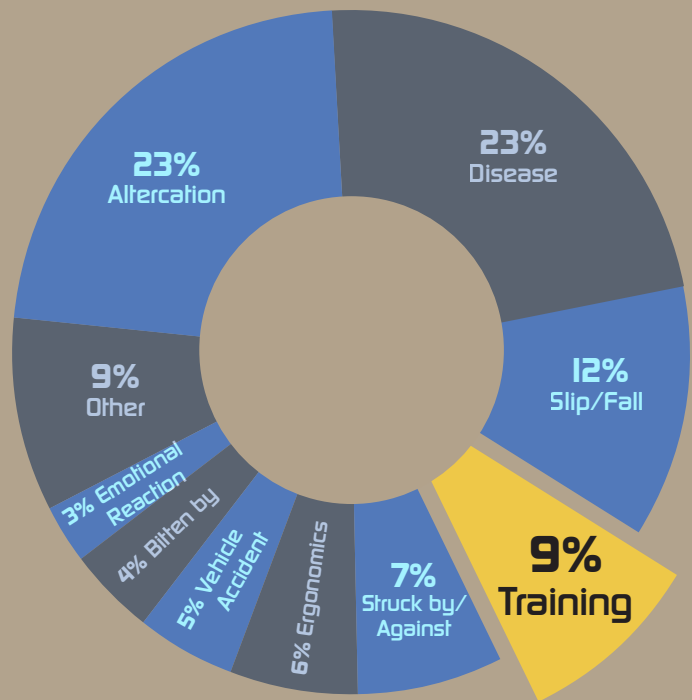
One key area of focus is to prevent what is referred to as off-script behavior. These behaviors are activities that occur outside of the training lesson plan and can include horseplay, improvisation or the misuse of protective equipment.

PROGRAM PROVEN EFFECTIVE

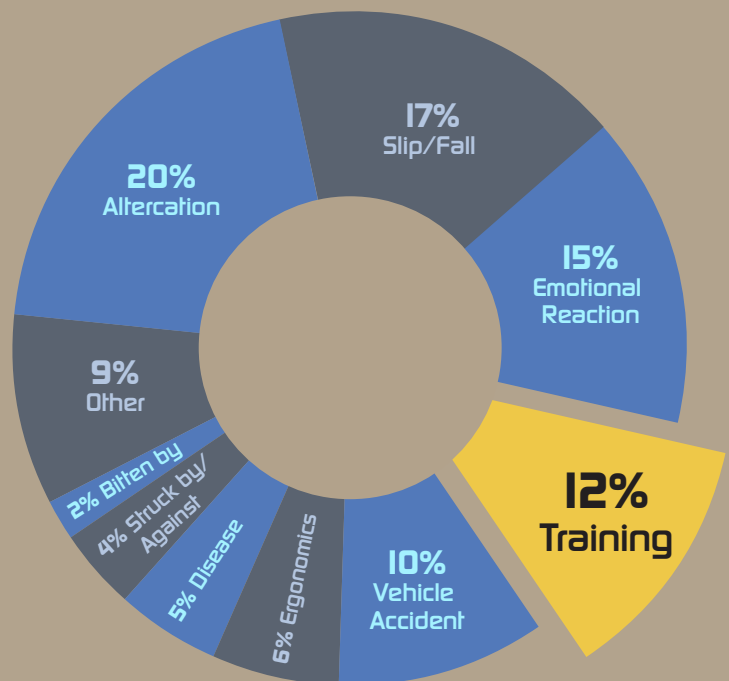
The training injury prevention program was tested and refined with the help of several Minnesota law enforcement and public safety agencies. The initial test agencies have all continued to use the program after the testing period and find the program valuable. Some have expanded the program into other active training settings and further adapted it to serve the needs of particular agencies. Several counties already informally use many of the concepts of the training injury prevention program.

MCIT LAW ENFORCEMENT CLAIMS

NUMBER OF CLAIMS 2018-2020



TOTAL COST OF CLAIMS 2018-2020



5 KEY COMPONENTS of Training Injury Prevention Program



The following five steps form the framework of the training injury prevention program. Many steps can be combined, and not all have to be implemented immediately. For example, a study from the International Association of Chiefs of Police demonstrated a significant reduction in training injuries with only the inclusion of a short safety lecture immediately prior to a training session.

Sheriff's offices that incorporate at least some of the steps of the training injury prevention program can reduce injuries. However, agencies that have incorporated all of the program's steps have found the largest reductions in injuries.

1. SAFETY PLAN

The sheriff's office and instructor meet and review the lesson plan, and create a plan to address identified risks and develop a training-specific emergency medical response plan to address potential injuries.

2. SITE SETUP AND INSPECTION

The instructor and sheriff's office prepare the training site and inspect the area for hazards, such as slip, trip and fall concerns, and set up a field emergency medical services station.

3. SAFETY BRIEFING

Immediately prior to the training, the training safety officer explains to participants specific safety rules for the training and briefly explains the safety officer role to participants.

4. TRAINING OBSERVATION

The training safety officer observes the entire training session through the lens of safety and informs the instructor about problems to address before accidents occur.

5. REVIEW

After the training, the instructor and training safety officer review the training session to help prepare a more effective and less hazardous training in the future.

FREQUENTLY ASKED QUESTIONS ABOUT THE TRAINING INJURY PREVENTION PROGRAM

CHAPTER

2



Q: Training must be at a realistic level for it to be effective. Would the training injury prevention program dilute the training and make it less effective?

A: Training should be about providing effective learning experiences in as realistic a way as practical. Training, though, offers a controlled environment. The injury prevention program makes use of the controllable aspects of training to ensure it is as safe as possible while still being effective and realistic. Following the injury prevention program does not need to make training unrealistic or ineffective.

Q: Do we have to do all five steps of the training injury prevention program?

A: Not necessarily, though members who do all of the steps tend to reduce training injuries more than those who do not. Simply having someone give a safety briefing before training and observe training while wearing a conspicuous safety vest can have a positive effect on reducing injuries, because people tend to be more conscientious about their behavior when observed.

Q: Does the training safety officer need to be a supervisor?

A: Not necessarily. Just as an instructor need not be a supervisor, the training safety officer does not need to be one. However, as an observer of the training, the safety officer may identify certain managerial items, such as the level of engagement of participants, those who understand the training and those who do not; and can view other items such as levels of fatigue or fitness. This information may be useful for supervisors, but caution should be paid as to how it is relayed, as it may adversely affect the relationship among the safety officer and participants. The safety officer should have a discussion with the instructor and appropriate staff prior to the

training session to determine how best to address these types of observations while following applicable agency policies.

Q: Can I randomly assign the role of the training safety officer, for example to the last person to come into the training room?

A: It is possible, but because much of the work of the safety officer occurs before the training, it would make the role much less effective. Furthermore, it could make the safety officer assignment be seen as a punishment and something to be avoided. This can lead to poor attitudes regarding safety and limit the acceptance and support of the program among staff.

Q: Does the training safety officer take part in the training, including certification?

A: No, the training safety officer acts as an extension of the instructor with a responsibility for safety. The safety officer is not responsible for completing the training and obtaining certification. For example, when reviewing a use of force training, the safety officer would not be participating in techniques and maneuvers. Rather, he or she would observe with an eye for preventing injuries among those who are actively participating in the session.

Q: During a training session, for what should the training safety officer look?

A: There are many items for which to be alert. They can include off-script behavior, horseplay, fatigue, unnecessary roughness, improvisation (particularly among role-players), mismatched partners (one bigger than the other, different ages, etc.), bored participants, personal protective equipment misuse, problems with equipment and any other items that could lead to injuries.



I'm already short-staffed. How can I find time and money to bring in someone to act as a training safety officer?



This is a challenging issue. Consider, however, the costs of a potential training injury and the secondary costs associated with the injury, such as overtime expenses for others filling the shift and time others must use to file paperwork and return the individual to work.

The safety officer does not need to be a deputy. Consider having a person from administration, Human Resources, the safety committee, another department or volunteer (e.g., retired peace officer) serve as the safety officer.

PEOPLE WHO COULD ASSIST WITH TRAINING SAFETY:



NONPARTICIPATING STAFF
IN SHERIFF'S OFFICE



HUMAN RESOURCES



SAFETY COMMITTEE
MEMBERS



RISK MANAGERS



FACILITY MANAGEMENT
DEPARTMENT



VOLUNTEER

Q: Why should I require instructors to provide a copy of the lesson plan prior to the training?

A: Having a lesson plan prior to the session from the instructor gives administrative staff an opportunity to determine if the content follows the organization's policies. Depending on the content of the lesson plan, administrative staff can make a decision about whether the training is appropriate. If determined appropriate, the sheriff's office also has the opportunity to review the lesson plan for areas of risk prior to the planning meeting, which can make that meeting more effective.

Q: We hire a third party to deliver use-of-force training. Can we require the vendor to incorporate components of the training injury prevention program?

A: Yes. Preventing training injuries is in everyone's best interest. The employer bears the financial burden of injuries and, therefore, should be sure that prevention techniques are implemented regardless of who conducts the training.

Injury prevention roles and expectations of the vendor, employer and participants should be made clear from the start and integrated into the written contract. The vendor should be supplied with a copy of this "Training Injury Prevention Program" guide so that he or she can incorporate the concepts into the training plan. The safety efforts of the vendor should be reviewed after the training to help establish improvement opportunities for future trainings or if a new vendor should be identified.

STEP I: PARTNERSHIP AND PLANNING

CHAPTER

3



Central to the training injury prevention program is the partnership between the sheriff's office and instructor. Without this teamwork, the training injury prevention program likely will not succeed. Every step of the program involves at least some level of cooperation and collaboration between the two.

Much of the process for the training injury prevention program occurs prior to the active training session. To begin the process, the sheriff's office and instructor should hold a planning meeting.

UNDERSTAND PROGRAM COMPONENTS

To work as an effective team, the instructor and sheriff's office should discuss key pieces of the training injury prevention program and come to an understanding.

These discussions often involve philosophies of the sheriff's office and the instructor regarding teaching, coaching and addressing problems, and should be discussed with mutual respect.

The topics of how to approach interventions, looping and instructor or managerial observations are important to discuss prior to the training. This helps the training run smoothly.

INTERVENTION

Interventions refer to steps taken to minimize hazards such as off-script behavior and fatigue. Approaches for interventions vary depending on the specific training and instructor-training safety officer team. However, many of the most successful interventions occur without the class knowing they ever happened.

Intervention strategies should be discussed and agreed upon by the sheriff's office and instructor prior to the training session.

Intervention approaches that involve calling an individual out or disrupting class may be justified in egregious situations or after repeated warnings but may not be the best initial approach. Remember, the safety officer is there to observe, not to punish or disrupt training. Unless the safety officer observes

an imminent safety issue, all interventions should be conducted by the instructor with the recommendation and input from the safety officer to minimize disruptions to the class.

"I COULD SEE IT COMING"

This phrase is the refrain of the training injury prevention program. Identifying issues early and correcting them is the main focus of the training safety officer and instructor team.

LOOPING

Looping refers to periodic check-ins between the training safety officer and instructor. These should be conducted as needed and may be as simple as a gesture, such as a thumbs up, or a short conversation. The approach varies between the instructor and training safety officer, but a system should be discussed prior to the beginning of the session.

The safety officer should present specific information at the check-in to give the instructor an opportunity

to implement an intervention that appropriately addresses the issue. As the best interventions tend to be accomplished without the knowledge of the class, looping should be done discretely if possible.

OBSERVATIONS

Part of being an instructor may include demonstrating certain physical drills or maneuvers. The instructor often repeats these physical activities throughout a training session. This activity can put instructors at risk of injury. The safety officer and instructor should discuss risks to the instructor and decide if the safety officer should observe the instructor for signs of fatigue or other concerns. Any observations should be reported discretely and with respect.

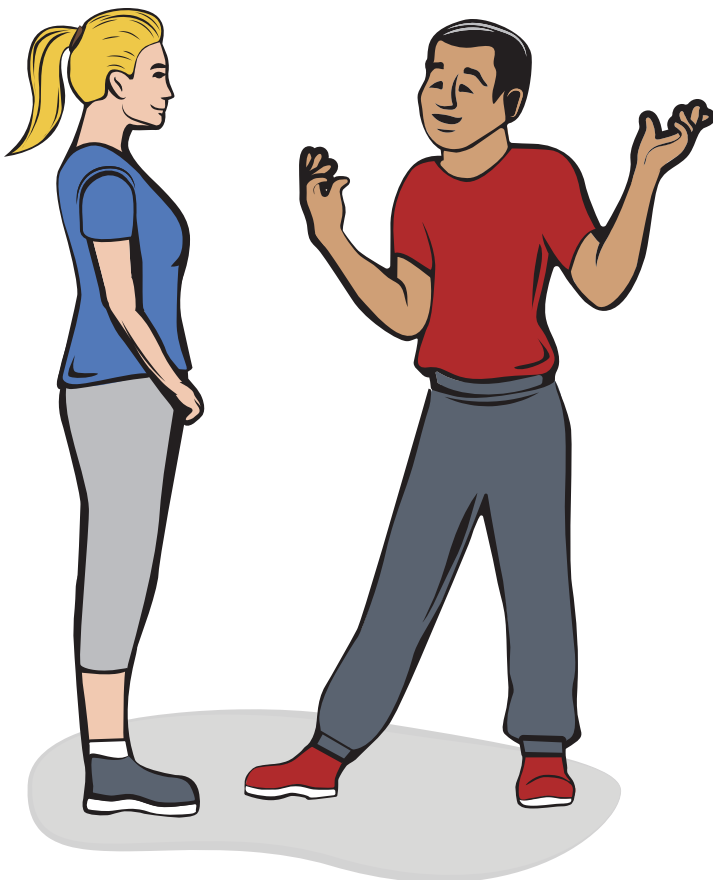
Observations regarding participant mastery, engagement or attitude are “managerial observations,” as they are of interest to an employee’s manager. The training safety officer may notice levels of training mastery or engagement while observing participants. Managerial observations can be a challenge for a safety officer whose main role is to observe the training from a safety perspective. If tasked to report or act on managerial observations, the relationship between the safety officer and participants could be diminished and limit the effectiveness, acceptance and support of the training injury prevention program.

In the planning meeting, the sheriff’s office and instructor should discuss how to address these types of observations while following applicable agency policies. This may also involve meeting with administrative staff.

REVIEW LESSON PLAN WITH SAFETY IN MIND

During the planning meeting, the instructor and sheriff’s office should review the lesson plan for the training session. If possible, the training safety officer and sheriff’s office administrative staff should receive the lesson plan and review it prior to the meeting.

Often training includes a physical component. The instructor and safety officer should determine how physically demanding



KEY CONCEPTS

INTERVENTIONS refer to modifications to the training so as to reduce the risk of injury. Interventions can include switching partners or inserting short breaks. Others could be stopping the training or having a brief group reminder. Smaller interventions could be check-ins with participants to ask them how they are doing. There are multiple forms of interventions, but the best interventions address the problem without participants even knowing.

OFF-SCRIPT BEHAVIOR refers to any activity in the training session that is not included in the training lesson plan. Off-script behaviors are often a factor in training-related injuries. Examples of off-script behavior include horseplay, use of unapproved techniques or equipment, improvisation and other counterproductive behaviors. When the training safety officer and instructor identify and correct these behaviors early, injuries are reduced or eliminated. Recognition and correction of off-script behaviors increase when the safety officer and instructor work as a team.

LOOPING is the periodic check-in between the training safety officer and instructor. The term “looping” came about as both the training officer and instructor move around the training room, observing participants and occasionally their loops cross for a brief check-in. During the training session, this becomes the primary form of communication between the training officer and instructor.

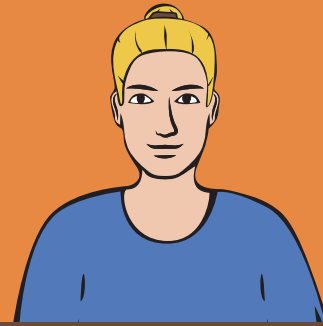
INSTRUCTOR AND TRAINING SAFETY OFFICER RESPONSIBILITIES

The training safety officer and instructor are a team. They work together to prevent or reduce training injuries. However, the instructor and safety officer have different responsibilities. Some of the key responsibilities for each are listed below.



INSTRUCTOR RESPONSIBILITIES

- Focuses on teaching and coaching participants on the material.
- Conducts the training, including demonstrations if necessary, and ensures that participants understand the material.
- Writes and develops a lesson plan for the training.
- Ensures that the training safety officer understands the lesson plan.
- Assists the safety officer with the creation of a safety plan, training site inspection, and post-training cleanup and review.
- Checks in frequently with the safety officer regarding hazards, such as off-script behavior and fatigue, and implements corrective actions.
- Documents attendance and training scores, and ensures records are forwarded and maintained as required.
- Leads or participates in accident investigations of training injuries.
- Reviews the training session and documents successes and areas for improvement to prepare for the next training, including making changes to the lesson plan or implementing applicable recommendations from accident investigations.



TRAINING SAFETY OFFICER RESPONSIBILITIES

- Focuses on safety.
- Works with the instructor to understand the lesson plan for the training.
- Develops a safety plan, training site inspection, and post-training cleanup and review in conjunction with the instructor.
- Conducts the safety briefing.
- Observes participants throughout the training to ensure that they follow the lesson plan and do not engage in off-script behavior.
- Checks in frequently with the instructor and describes hazards, such as off-script behavior or fatigue.
- Recommends an intervention to the instructor to address an identified hazard. The instructor implements the intervention.
- Observes all participants in the training from a big picture point of view, while the instructor may focus on individuals.
- Reviews the training session in conjunction with the instructor from a safety perspective and documents successes and areas for improvement to plan future training sessions.
- Leads or participates in accident investigations of training injuries.

the training is and what point in the training is the most demanding. The sheriff's office needs to determine how it will communicate this to staff so they can discuss medical concerns with their physicians. And the sheriff's office should decide how it will comply with privacy laws, policies and procedures when employees raise concerns due to a personal health issue.

The safety officer should thoroughly understand the lesson plan, including the plan's objectives. He or she should ask questions if needed to determine what is expected and when. Then together the safety officer and instructor can identify the components of the training that present the greatest risks for injuries.

Some good questions to consider include:

- What areas of the training offer the greatest risk?
- Where is off-script behavior likely to occur?
- What would off-script behavior look like?
- Is warm-up included in the training, both initially and after breaks?
- Are adequate breaks included?
- What protective and personal protective equipment (PPE) are required for different parts of the training?
- Have any accidents or near misses occurred when conducting this training in the past? If so, what could have prevented them?
- If nonlaw enforcement individuals are part of the training, what are the associated risks for them and how can they be addressed?

Based on the discussion, the lesson plan may need to be modified to reduce risks to participants. Modifications could include grouping certain activities, providing additional breaks or having small groups work at a time.

DEVELOP A SAFETY PLAN

Answers to the previous questions can also provide valuable insight for the sheriff's office in creating a safety plan with input from the instructor to reduce risks involved in the training. A good safety plan identifies ways to address possible unwanted outcomes, such as injuries, and tries to minimize hazards to help prevent an accident from occurring in the first place.

A safety plan can address the following.

- **Strategies to intervene when off-script behav-**

OBTAIN A LESSON PLAN PRIOR TO TRAINING

When an instructor is used from outside of the organization, a best practice is for the sheriff's office to obtain a copy of the lesson plan prior to the planning meeting. This allows the sheriff's office to review the lesson for safety risks and provides administrative staff the opportunity to determine if the content is appropriate for the agency and if any modifications should be made to accommodate employees with pre-existing conditions.

ior is identified: short breaks, switching partners, short safety rule reminders or stopping activity.

- **Personal protective equipment (PPE):** Determine how to provide and stage necessary PPE.
- **Structure of training:** Placing the active components of training after warm-up activities and at times when participants may be less fatigued can help reduce injuries.
- **Activity engagement:** When the instructor is working with smaller groups or individuals, other participants can become bored and may require additional supervision for off-script behavior.
- **End of session and clean up:** A plan to clean up quickly can help reduce off-script behaviors from individuals who may want to continue training as long as props and PPE are still available despite the end of the session. The plan could include having the safety officer usher participants out of the training area at the conclusion of the session.
- **Provisions to provide emergency medical services to participants who may become injured:** Place first-aid supplies near the training area, and develop plans for who will contact further emergency services if needed.
- **Effects of temperature and weather:** Some training may involve heat or the need for multiple water breaks. Others, especially outdoor trainings, may be affected by the weather; look for ice or other hazards. Snow removal around emergency exits or other locations may also be needed.

TRAINING SAFETY PLAN WORKSHEET

TYPE OF TRAINING

TRAINING SAFETY OFFICER & INSTRUCTOR NAMES

DATE OF TRAINING

AREAS TO REVIEW	NOTES
<p>GOALS AND OBJECTIVES</p> <p>What are the goals and objectives of the training session?</p>	
<p>RISK</p> <p>Which areas of training offer the greatest risk?</p> <ul style="list-style-type: none"> • Consider past history of the training • Partnered drills • Downtime • Levels of physical effort and agility required • Other 	
<p>INTERVENTION STRATEGIES</p> <p>How do you plan to address off-script behavior or fatigue?</p> <ul style="list-style-type: none"> • Breaks • Switching partners • Reminders • Other 	
<p>PERSONAL PROTECTIVE EQUIPMENT</p> <p>What PPE is necessary for different parts of the training?</p> <ul style="list-style-type: none"> • Protective pads • Bite sleeves/suits • Eye or ear protection • Other 	
<p>EMERGENCY MEDICAL SERVICES PLAN</p> <ul style="list-style-type: none"> • What injuries are most likely to occur during this training? • What medical supplies are needed to administer first aid? • Where should EMS station be located? • Who is designated as EMS responder(s) for the training? • Who will administer first aid, and who will summon help? 	
<p>OTHER</p> <ul style="list-style-type: none"> • What warm-up stretches or exercises are included prior to training and after breaks? • How will temperature and weather effects be controlled? • How are breaks scheduled during the training to help reduce fatigue? • How will information about pre-existing conditions be collected? • How will the training accommodate pre-existing conditions? • How will the training maintain privacy under applicable laws, policies and procedures? 	

STEP 2: SITE SETUP AND INSPECTION

CHAPTER

4



The instructor and training safety officer or another sheriff's office representative who understands the safety plan should arrive at the training site before the session begins to set up and inspect the location for hazards. A well set up and inspected space should have the training area clearly identified and any protective devices, such as mats, in place before participants arrive.

Another part of setup includes staging necessary personal protective equipment and an on-site emergency medical aid station in case of injury.

KEYS TO SITE SET UP AND INSPECTION

When setting up and inspecting the training site, the training safety officer and instructor should remember to address items in the safety plan and organize the room accordingly. They should consider the following when setting up and inspecting the space.

- Placement of participants, safety officer and instructor: The safety officer should be in a spot where he or she can observe the entire class.
- Participants should have sufficient space around them to do the required training.
- The instructor should have enough space to view and assist participants in mastering the training, including room to view from different angles and to have access to participants.

PROTECTIVE EQUIPMENT AND PERSONAL PROTECTIVE EQUIPMENT (PPE)

Many training sessions involve some sort of physical component or require specific PPE. Floor, wall and door mats are common pieces of protective equipment; and bite sleeves, and ear and eye protection are common PPE.

The safety officer and instructor should inspect mats

and PPE to ensure that they are in good condition. Damaged or defective equipment should not be used

until repaired or replaced:

- Protective mats that slip could cause injuries, so if padding is required, it and other protective equipment should be monitored throughout the session.
- PPE should be staged near where it will be used but should not be in a position to create a trip hazard or limit egress routes.
- Participants should be aware of how to put on and use any PPE properly.

ACQUIRED TRAINING SITES

Some training sessions may occur at locations outside of law enforcement properties. For example, a high school may be used for active shooter drills or other situational training. At acquired sites, designating the training area and protecting the property of the other organization are especially important. Additionally, administrative staff should obtain written permission and an agreement to use the site prior to training.

FIRST-AID SUPPLIES AND EMERGENCY MEDICAL AID STATION

First-aid supplies should be inspected prior to the training. Damaged, defective or expired first-aid supplies should be removed and replaced.

The emergency medical aid station should be positioned in an easily accessible location near the training area. As with other staged equipment, it should be placed so as not to create a tripping hazard or limit egress routes.

DESIGNATE TRAINING SPACE

The space set aside for active training should be clearly marked (e.g., inbounds and out-of-bounds) so that participants do not leave the area during training and so

that others do not inadvertently enter the area. This is particularly important if the training is held in an off-site location or in areas where the public could enter.

SLIP, TRIP AND FALL HAZARDS

Extension cords, curled rugs, spaces between mats, wet areas, or items sitting on the floor or in walkways can all present tripping hazards to participants. If outdoors, snow or ice could also be an issue. Care should be taken to eliminate these and other slip, trip and fall hazards in and around the training area.

EGRESS AND EMERGENCY EQUIPMENT

Emergency exits should be kept clear. Emergency equipment, such as fire extinguishers, automated external defibrillators and first-aid kits, should be accessible in the event of an emergency. Snow removal may be necessary so doors can open freely.

LIGHTING

Unless low lighting is required for the lesson, the lighting should be sufficient to allow participants, the instructor and training safety officer to participate and observe the training effectively. Burned out bulbs may need to be replaced prior to the training session.

PROTRUDING OR UNNECESSARY OBJECTS

Objects extending into the training area could snag clothing. Sharp corners could cause cuts or other injuries, while unnecessary items could present trip or step-on hazards. Doorknobs, folding chairs and shelving are examples of protruding objects or unnecessary objects.

TRAINING-SPECIFIC CONCERNS

The safety officer and instructor should identify and address issues specific to the day's training. Some training activities require space for mobility or demonstrating certain maneuvers. Other trainings may involve shooting and should involve a method to control shrapnel or ricochets. Some training may occur outdoors or in areas where weather and temperature extremes could be an issue.

OTHER PROPERTY

This refers to other items in the training area that could be subject to damage as a result of training. An example could be expensive electronic equipment or personal vehicles near the training site. This is particularly important if the training is held at an acquired or off-site location where the property belongs to another organization. Some methods to reduce the risk of damage to property include relocating the property, relocating participants, guarding the property or a combination of these approaches.



TRAINING SITE SETUP AND INSPECTION CHECKLIST

TYPE OF TRAINING	TRAINING SAFETY OFFICER & INSTRUCTOR NAMES	DATE OF TRAINING	
ITEMS TO CHECK	YES	NO	ACTION ITEM
<p>Is the room organized in a way that provides enough space for the participants to complete required activities?</p> <p>Is there enough space for the instructor and training safety officer to observe all participants?</p>			
Are all pieces of protective equipment, such as floor and wall mats, installed and secured?			
Are all pieces of personal protective equipment, such as pads or bite suits, staged near the training location and in good condition?			
Have all protective and first-aid equipment been inspected and found to be in good condition and adequate to protect participants and address injuries?			
Has the training area been marked so participants and others know where the active training session boundaries are?			
Is the space clear of slip, trip and fall hazards, such as extension cords along walkways, curled rugs or mats, wet areas, first-aid supplies, PPE, etc.?			
Are all means of egress clear and safety equipment, such as fire extinguishers, accessible in the event of an emergency?			
Does the space have adequate lighting for the intended training?			
Have protruding or unnecessary objects been removed or protected?			
Has other property in the training area been moved or protected to help prevent unintended damage or participant injury?			

STEP 3: SAFETY BRIEFING

CHAPTER

5



The training safety officer should conduct a safety briefing immediately prior to the start of the training. The main goals of the safety briefing are to introduce him- or herself as the safety officer, explain his or her role to participants and to inform them about the safety rules for the training.

ELEMENTS OF A SAFETY BRIEFING

Although specific trainings may require additional rules or other information, the main elements of a safety briefing are described below.

Introduction

The training safety officer should introduce him- or herself and what the safety officer role is, explaining that he or she will observe the training to help keep people safe and prevent injuries.

Off-script Behavior

The safety officer should explain what off-script behavior is and that it will not be tolerated during the training. Participants are expected to do only what is asked by the instructor or lesson plan.

Signal Word

Participants should be empowered to stop training temporarily at any time by saying a signal word. The safety officer and participants should practice this. The safety officer says the word and the participants repeat it. If the safety officer and instructor also have a whistle to stop training, participants should be informed. If the whistle or signal word is used, everyone should stop what they are doing immediately.

Pre-existing Injuries

The safety officer should remind participants to discuss any pre-existing health conditions with his or her supervisor to determine if it is safe for the employee to participate in the training. Participants should not be required to provide information about prior injuries. See “Privacy and Prior Injuries” for more about how best to handle these situations.

Injuries Sustained During Training

Participants should be reminded to alert the training safety officer of any injuries sustained during the training.

First-aid Station and PPE Locations

The safety officer should explain in detail where the emergency medical aid station is and where any relevant personal protective equipment is located. He or she should inform participants of what equipment and supplies are available and who is on site to help with medical needs.

Site Safety Concerns

The safety officer should outline the specific directions for the training site. For example, in a mat room, participants may be instructed to only wear socks on the mats. Other site safety concerns could be to alert participants to the boundaries of the active training space and areas that are off limits, or hazards of which to be aware that could not be mitigated.

Other Issues to Review

The training safety officer should adapt the safety briefing to each training situation. This may mean that a section about the importance of warming up, washing hands or other training-specific safety information needs to be added.

Call to Action

The safety officer should encourage participants to inform him or her or the instructor of any safety concerns they witness. Participants should also be urged to alert the safety officer or instructor of any other situations that could affect safety or concentration during the training (e.g., training after working a shift).

The safety officer should be sure to include a reminder that if everyone makes safety a priority and stays on task, they can all benefit from a safe and effective training session.

Privacy and Prior Injuries

State and federal laws limit the type and amount of information an employer can gather from employees in regard to pre-existing health conditions. The sheriff's office should consider asking employees to voluntarily discuss any prior injuries, including formal medical restrictions, with their supervisor before the training session. The supervisor can then work with the instructor and employee to assess whether it is safe for the employee to participate in the training. The supervisor should follow all applicable laws, policies and procedures about private data.



SAMPLE SCRIPT: SAFETY BRIEFING

Hello, I am **[training safety officer title and name]**, and I will be the training safety officer for today's **[type of training]** training. **[Instructor's title and name]** and I have reviewed the lesson plan for today's training, and we are confident that we will have a safe training session.

We must all be diligent to ensure that nothing outside of the planned activities, or off script, occurs. If an activity is not in the lesson plan, it will not be allowed. Part of my job is to watch for and stop any off-script behavior.

If you need the training to stop say "time out." **[Or other phrase agreed upon with the instructor]**

If you hear the words "time out," immediately stop what you are doing and repeat the words "time out." Let's try this once: time out. **[Participants should answer "time out."]**

[Only say the following if you are planning to use a whistle.] I also have a whistle that I will blow if we need everyone to stop. If you hear the whistle, stop what you are doing immediately.

Again the words to stop training are "time out." **[Get them to repeat it.]**

If any of you have come to this training after working a shift, please let me or the instructor know.

We have inspected the training room. **[Adjust the rest based on the circumstances of the training.]** All the protective mats **[or other protective equipment]** are set up. We have added padding to the door knobs and white board areas. If you see that a mat **[or other equipment]** is not in position or if you have any other safety concerns, let me know immediately. The hand-held pads **[or other personal protective equipment]** have been laid out at the back of the room.

We have one of our first-aid kits outside the training room in the hallway. It has **[list equipment]**. Equipment was checked earlier today. In addition, we have laid out cold packs, Band-Aids and antiseptic wipes at the back of the room.

If we have a serious medical emergency, I will tend to the victim and **[instructor's name]** will call 911. **[He/she]** will also assign one of you to meet the arriving EMS responders.

You can bring your plastic water bottles into the room and leave them by the first-aid area. The water fountain and bathrooms are **[add location here]**.

We have opened some of the training room windows and will open more and start the fans as the room becomes warmer.

There will be **[number]** breaks in today's training.

Training will begin with **[instructor's title and name]** leading you in warm-up exercises and stretching. There will be warm-up exercises each time you come back from a break.

I will be observing the entire session. Please see me with any safety concerns or if you become injured. Today's training is aggressive but can be safely accomplished if we maintain a focus on safety.

Are there any questions?

STEP 4: TRAINING SESSION

CHAPTER

6



During the training session (when participants are engaged in the training activity) the training safety officer observes and checks in with the instructor regularly. The combined effect of observations and communication between the safety officer and instructor are what help make the training both safe and effective. The safety officer should be mindful of observations for later review.

OBSERVATION

The instructor often has to focus on individual participants and, therefore, cannot monitor all activity with a view toward safety. When observing, it is important for the safety officer to remember to keep his or her focus on the whole group and not be drawn into watching only a few participants.

Some of the common items for which the safety officer should look when observing follow.

Fatigue

Many training sessions last for hours, and people lose focus and can become fatigued. Signs of fatigue generally begin around 45 minutes into training but may come sooner, depending on the activity. Common signs of fatigue include participants sitting down, perspiration and flushed skin.

Some methods to address fatigue:

- Allow multiple short breaks.
- Check in with individual participants. Ask, “How are you doing [name]?” This direct approach can elicit some helpful information that the safety officer might not have known before, such as if the person has come to training after working a shift.
- After short breaks, pay additional attention to those with signs of fatigue until the training is complete.

Wear a Highly Visible Vest

The training safety officer should always wear a high-visibility safety vest when observing the training and remain visible to participants. Just the knowledge of being observed can help keep participants safe and discourage off-script behavior.

Mismatched Partners

Occasionally individuals of different stature, build or levels of fitness may be partnered. These pairings can increase the risk of injury to one or both participants. Switching partners to accommodate these differences better can help reduce the risk of injury.

Off-script Behavior

Off-script behavior is any behavior or action that is not part of the lesson plan. This includes horseplay, unapproved techniques, unapproved use of equipment, role-player improvisation and other disruptive or unsafe actions.

Horseplay can happen at any time during training but is particularly common when the instructor is focusing his or her attention on other participants. Horseplay can also happen during downtime or breaks. Good methods to deal with horseplay are to rotate partners and remind people to stay focused on the training.

Improvisation happens most frequently during breaks, repetitive drills, training involving role-play or at the end of a training session when equipment is still available. Often participants become bored with the repetition of training or want to continue practicing new techniques during breaks or after training. If unchecked, improvisation can lead to injuries.

Addressing improvisation typically involves repeatedly reminding the training group to stay on script and if necessary, addressing individual role-players directly.

Unnecessary roughness: Occasionally participants go beyond the level of force needed for the training. Causes range from eagerness to succeed and competitiveness to the desire for more realistic training.

To help manage this, the safety officer can try switching partners and giving short safety reminders about off-script behavior and the goals of the training.

Methods to address off-script behaviors depend on the types of behavior observed and can include:

- Stopping the training.
- Switching partners.
- Encouraging short breaks.
- Reminding people of the importance of staying on script.

The safety officer should also observe participants during breaks and after the session ends, as participants may begin improvising or practicing with props and equipment.

LOOPING

During the training, the training safety officer moves around, observing the big picture, while the instructor moves through the participants evaluating technique and mastery. Occasionally their paths cross, and they report to each other briefly and quietly what they are observing. This check-in is referred to as “looping.” This should happen regularly, even if there is little to report.

After reporting items of concern, the safety officer and instructor can develop a quick solution to the problem, such as switching partners or calling a short break. Looping reports between the safety officer and instructor need not interrupt training. In many ways, looping can make the training run more smoothly by addressing small issues before they become large.

The safety officer can also loop with participants, particularly those who may have pre-existing conditions, who may be showing signs of fatigue or who may have come from working a shift. This form of check-in can be done during breaks or periods of inactivity. The simple question “How are you doing?” can elicit some honest responses. Information learned from this check-in can be relayed to the instructor as needed.



When looping, the safety officer should consider the following.

- **Planning for looping and intervention strategies** before the session can help keep the training running smoothly. The instructor and safety officer should come to a mutual understanding regarding approaches to take for interventions and looping.
- **Reporting early and frequently** is important. It is easy to catch off-script behaviors at the earliest stages and correct them, rather than allowing them to continue. There may be little to report early in the training, and check-ins may simply be a thumbs up or similar gesture. As the training progresses, individuals often become fatigued, and the safety officer may have more to report than at the outset of training.

While cleaning up the area, the safety officer and instructor should watch for participants engaging in off-script behavior, especially if equipment is still available.

- **Reporting specifically but acting generally** is more effective. When reporting to the instructor, it is important for the safety officer to explain the behavior that occurred and who did it. Calling people out in front of the class is not necessarily the best approach. Reminding the class in general to avoid off-script behaviors and taking a short break to allow the behavior to be corrected without specific participants knowing they did something wrong. Publicly telling a participant he or she is off-script can be embarrassing and cause people to view the safety officer negatively. Remember the safety officer is there to observe, not to punish, micromanage or disrupt the training. There may be situations where calling someone out is justified, but it should not be the first approach.

Prior to a public warning, the safety officer should try discussing issues privately and quietly with the individual to minimize a disruption to the training.

Effects of Time on Participants' Behavior

Generally speaking, the risk of injury increases the longer training goes on. It is common for the training safety officer to observe few safety issues for the first half hour to 45 minutes of a training session. However, as the training progresses, the effects of fatigue or limited attention begin to emerge.

Similarly, the first or second round of a training event may be routine. As the training continues, though, behaviors may stray from the lesson plan. It is essential for the safety officer to remain attentive throughout the training.



STEP 5: REVIEW OF TRAINING SESSION

CHAPTER

7



After the training session has concluded, participants have left, equipment has been put away and the site has been cleaned up, the training safety officer and instructor should reflect on the training. It is best to do this soon after the training while memories are fresh. Each area's discussion points and conclusions should be recorded, and the written notes included with lesson plan materials to help prepare for and improve future training sessions.

ITEMS TO REVIEW

Off-script Behaviors

The instructor and safety officer should review any off-script behavior that occurred and any precursor events to the behaviors. The prior events and types of off-script behaviors should be recorded.

Interventions

An often overlooked piece of training is the intervention strategies used by the safety officer and instructor team. The team should note what was done in certain situations and if the interventions had the desired results. Both successful and unsuccessful approaches should be identified and documented.

Accidents and Near Misses

The instructor and safety officer should work together and describe accidents and near misses experienced during the training session. The description should be detailed. An accident results in an injury or damage to property; whereas, a near miss has the potential to do so but does not actually result in injury or damage.

The safety officer and instructor should consider the events leading up to an accident or near miss and ways the incident could have been prevented. If an injury did occur, the response should also be reviewed to determine if improvements could be made.

The Training Incident Investigation form at the end of this chapter can be a helpful resource for incident investigations. Completed investigation reports should be directed to appropriate personnel, such as a sheriff's office or county safety officer or safety committee, for review. Maintaining a copy of the completed form with the training lesson plan should also be considered when conducting similar trainings in the future.

When investigating incidents, the main cause, contributing factors and root causes should be identified. The main cause is what caused the injury, such as a sharp object or a fall. Contributing factors explain what led to the main cause. Some examples are ignoring safety rules, equipment failure or poor house-keeping. Root causes identify the reasons contributing factors occurred.

The priority of an investigation should be to identify and correct the root causes. Some examples of root causes are inconsistent enforcement of safety rules, lack of supervision or poor safety culture. A helpful tool in identifying root causes is known as the five whys, which involves asking and answering "why" five times.

Incident investigations should not be about finding blame or fault. Instead they should focus on the facts of what happened and methods to prevent similar incidents from occurring in the future.

The MCIT tutorial video "Accidents and Near Miss Investigations" offers additional guidance about conducting these inquiries. Watch it at MCIT.org/tutorials/.

REVIEW AND MODIFY LESSON PLAN

If an injury occurred, excessive off-script behavior led to multiple interruptions or other items suggest the training could be made better, the instructor should review the lesson plan and make revisions.

Though the instructor is ultimately responsible for the creation of the lesson plan, the insights and observations provided by the training safety officer can and should be considered when preparing future lesson plans.

TRAINING REVIEW WORKSHEET

TYPE OF TRAINING	TRAINING SAFETY OFFICER & INSTRUCTOR NAMES	DATE OF TRAINING
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OFF-SCRIPT BEHAVIORS	NOTES
What off-script behaviors occurred?	
What were some of the precursors to off-script behavior?	
When did these behaviors occur?	

INTERVENTIONS	NOTES
<p>How did the interventions work to address off-script behaviors, fatigue or other issues?</p>	
<p>What could have been done differently?</p>	
INCIDENTS AND NEAR MISSES	NOTES
<p>How and why did the incident or near miss occur? Consider contributing factors such as:</p> <ul style="list-style-type: none"> • Fatigue • Off-script behavior • Inattention • Misuse of PPE 	
<p>What may have caused the contributing factors? Some examples include:</p> <ul style="list-style-type: none"> • Full schedules • Boredom • Competition • Attitude • State of mind 	

<p>How can the contributing factors be addressed?</p>	
LESSON PLAN	NOTES
<p>How did the lesson plan address the intended goals and objectives?</p>	
<p>What could be done differently to achieve the objectives and goals in a safer way?</p>	

TRAINING INCIDENT INVESTIGATION FORM

PLEASE PRINT CLEARLY. COMPLETE WITHIN 24 HOURS.

Completed form should be shared with approved personnel and stored following the records retention policy of the organization. Consideration should be given to maintaining a copy of this completed form with the training lesson plan for review before future training sessions.

GENERAL INFORMATION

Exact location of incident _____

Date and time of incident _____

Activity during incident _____

Training safety officer name _____

DESCRIPTION OF INJURY/ILLNESS *(Be as specific as possible)*

- Type of incident (fall, etc.): _____
- Type of injury (sprain, etc.): _____
- Body part(s) affected: _____

DESCRIPTION OF INCIDENT

What happened? How did it happen? Was the injury caused by equipment malfunction? Specify what activity was being performed: _____

ANALYSIS

What was the main cause of the incident? _____

Contributing factors (physical surroundings, fatigue, inattention, off-script behavior, etc.): _____

Root causes of contributing factors (What led to the contributing factors?) _____

What actions can be taken to address the root causes? _____

EMERGENCY RESPONSE

How did the emergency medical response plan address the situation? _____

What could be done differently to make the emergency medical response more effective? _____

GLOSSARY

A

ACCIDENT: an unplanned, uncontrolled and unwanted event or series of events that result in harm to persons, property or the environment.

ACQUIRED TRAINING SITE: a training location other than law enforcement properties, such as a high school used for active shooter training. The law enforcement agency should have written permission and formal agreements to use the site prior to the training.

C

CONTRIBUTING FACTORS: events, behaviors, circumstances or items that are partly responsible for an incident or near miss. Some examples are haste, failing to wear personal protective equipment and equipment failure.

CONTROL FACTORS: elements of control within training. As training is done in a controlled environment, the training injury prevention program aims to make good use of the controllable factors in the training. Some examples may include time, location, partners and size of the class.

E

EMS (EMERGENCY MEDICAL SERVICES) PLAN: the plan to provide medical care to participants in the event of an injury. The EMS plan should address the hazards associated with the training and injuries that are most likely to occur. It should be part of the overall training safety plan. Part of the EMS plan is to have the required first-aid kits and other equipment, such as an automated external defibrillator, on hand to provide care until emergency services arrive.

F

FIVE WHYS: An approach to identify root causes in an incident or near miss investigation. The process involves asking and answering “why” five times to find a root cause. An example of the process: The car battery is dead. Why?(1) The alternator is not charging. Why?(2) The alternator belt broke. Why?(3) The alternator belt wore down. Why?(4) The belt was not checked. Why?(5) Regular maintenance and inspection of the vehicle was not completed. Hence, the root cause is the lack of regular maintenance and inspection.

H

HAZARD: something that could cause an injury. Hazards come in many forms, such as attitudes, behaviors, objects, equipment and certain locations. Reducing or eliminating hazards before they can lead to an injury is the primary role of the training safety officer.

I

IMPROVISATION: a type of off-script behavior that occurs most frequently during breaks, repetitive drills, trainings involving role-play or at the end of a training session when equipment is available. This occurs as participants or volunteers become bored with the repetition of training and decide to improvise new situations or events or want to continue training with the new techniques learned during breaks or after training. Addressing improvisation typically involves repeated reminders to the training group about the importance of staying on script and if necessary, addressing individual role-players directly.

INJURY DIRECT COSTS: immediate medical and workers' compensation costs related to an employee's work-related injury. These can include hospital visits or stays, medication and indemnity. These costs are typically lower than the indirect costs of injuries, but often get the most attention when injuries occur.

INJURY INDIRECT COSTS: costs associated with employees' work-related injuries that are not immediately identifiable. These may include costs of managing claims, overtime for filling shifts, damage to reputation, and injured employees disconnecting from other employees and the organization. Other indirect costs may also apply. Indirect costs can be 10 to 25 times higher than direct costs.

INTERVENTION: a modification of the training to address safety issues. Interventions could include breaks, short safety reminders, switching partners and stopping activity. When possible, interventions should be done with a minimal disruption to the class. Many of the best interventions are done without the class even knowing a modification occurred.

L

LESSON PLAN: plan for the training created by the instructor prior to the training session. It includes the goals for the training, what happens and when. The lesson plan can be thought of as the script for the training—how it is supposed to progress.

LOOPING: check-ins between the training safety officer and instructor during the training session. The term arose from sessions where the safety officer and instructor move throughout the room observing participants, often in loops, and meet each other for brief check-ins. This is frequently the primary form of communication between the safety officer and instructor during the training session.

M

MANAGERIAL OBSERVATIONS: behaviors and actions a training safety officer may notice that are not directly related to safety during a training session. Examples include participants' effort, mastery of skills or other behaviors.

N

NEAR MISS: an unplanned, uncontrolled and unwanted event or series of events that had the potential to cause harm to persons, property or the environment but did not. Near misses should be investigated and addressed, as they could have easily been an accident. The main difference between near misses and accidents is often a factor of chance or luck.

O

OBSERVER EFFECT: also known as the Hawthorne Effect, refers to a sociological study conducted at the Hawthorne Works plant in Cicero, Ill., in the 1920s-'30s. A popular interpretation of the results is that individuals improve behavior when they are aware of being observed. Three important points from the research for the training safety officer:

1. **Be noticeable.** Wearing a high-visibility vest and conducting a safety briefing helps increase noticeability. If participants forget they are being observed, the observer effect is minimized.
2. **Avoid micromanaging participants.** The training safety officer is looking for safety issues. He or she is not there to punish people for their behavior.
3. **Be aware that the novelty wears off.** The training safety officer is an effective tool, but should not be used when unnecessary. If overused, the novelty could wear off and limit its effectiveness.

OFF-SCRIPT BEHAVIOR: any activities that occur during training that are not part of the planned activities/behaviors. Off-script behaviors can include horseplay, improvisation, using unapproved techniques or equipment, among others.

P

PERSONAL PROTECTIVE EQUIPMENT (PPE): items worn by participants to protect the individual from specific hazards. Typical examples of PPE include gloves, eye or ear protection, ballistic vests and steel toe shoes. Required PPE depends on the type of training. For example, K9 training activities may require a bite suit or bite sleeve. Personal protective equipment is the last line of defense before an injury.

PRE-EXISTING INJURIES/CONDITIONS: injuries or conditions that occurred prior to the training session that could be affected during training. Pre-existing injuries are more susceptible to re-injury, so before engaging in training activities, participants should identify themselves if they have a pre-existing injury or other condition that could be aggravated or re-injured by engaging in training activities. With pre-existing conditions, it is always important to remember Minnesota laws about privacy and the Genetic Information Nondiscrimination Act.

PROTECTIVE EQUIPMENT: equipment designed to protect people or property in a training space, such as mats and weapons clearing barrel. Protective equipment is not worn by participants.

R

RISK: potential for injuries. Reducing the risk of certain situations involves decreasing or eliminating the hazards associated with the activity. Identifying areas of high risk helps to focus the efforts of the training safety officer.

RISK MANAGEMENT: the process of controlling or managing the potential of injury involved in certain activities. Risks can be managed using multiple approaches ranging from eliminating the activity; using engineering components, such as a bomb-defusing robots; administrative controls, such as training or scheduling to minimize exposure; and personal protective equipment, such as a ballistic vest or gloves. When possible the other risk management approaches should be implemented prior to using personal protective equipment.

ROOT CAUSE: the underlying causes behind the contributing factors that led to an incident or near miss. Identifying and correcting root causes should be the main priority of any incident or near miss investigation. Root causes are typically more systemic, procedural or policy focused than contributing factors. Some examples of root causes could be poor safety culture, inconsistent enforcement of safety rules and lack of training or supervision. A common tool to identify root causes is known as the five whys approach.

S

SAFETY BRIEFING: an orientation the training safety officer conducts before the training session begins. It introduces the training safety officer and his or her role, informs participants about safety rules for the training, identifies locations of first-aid equipment and personal protective equipment, and includes time for questions.

SAFETY CULTURE: shared values, beliefs and assumptions that govern organizational and individual attitudes and behaviors regarding safety throughout all levels of an organization. A positive safety culture requires communication and visible commitment to create and maintain a safe workplace. This takes time and effort from all levels of an organization.

SHORT SAFETY REMINDER: an intervention method that reminds the entire participant group or a segment thereof (such as role-players) of the safety briefing, such as avoiding off-script behaviors. These are also useful when participants return from a break.

SIGNAL WORD: a word the instructor, training safety officer and participants can use to pause the training. The signal word should be included and practiced as part of the safety briefing.

T

TRAINING SAFETY OFFICER: a role someone fulfills to help prevent injuries during a training session. The training safety officer works closely with the training instructor to create a safety plan, set up the training site, conduct a safety briefing, observe the training, and clean up and review the training.

TRAINING SESSION: the phase of training when participants arrive and begin training. It is during this phase when the training safety officer and instructor observe the class and conduct periodic check-ins (known as looping) to report safety concerns, such as off-script behavior and fatigue.

W

WARM-UP AND RE-WARM-UP: a set of exercises and stretches conducted prior to the active segments of training. The goal of warming up is to prepare the muscles for activity and to reduce the risk of injury during training. A re-warm-up occurs after a break or a significant period of less active training.