

Spring 6-10-2023

The Sanctity of Human Life: An Examination of the Effects of Education and Training of Less-lethal Force Option Devices in the Royal Thai Police

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DePaul University
College of Education

**The Sanctity of Human Life: An Examination of the Effects of Education and Training of
Less-lethal Force Option Devices in the Royal Thai Police**

A Dissertation in Education
with a Concentration in Education Leadership

By

Trak Silapaduriyang

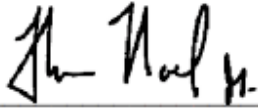
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Submitted in Partial Fulfillment of the Requirements

For the Degree of Doctor of Philosophy

June 2023

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Author Signature  Date **May 17, 2023**

Abstract

Under Article III of the United Nations Declaration of Human Rights, everyone has the right to life, liberty, and security. It is the duty of law enforcement to protect and respect these rights. The Royal Thai Police (RTP) patrol officers carry firearms as lethal weapons on their duty belts, similar to police officers in the United States (US). However, firearms are the only force option available to the RTP in stark contrast to the options police officers in the US have when they encounter resistance from suspects. For the RTP, conducted energy devices (CED) and oleoresin capsicum (OC) sprays are not readily available to use, if necessary, as less-lethal force options before resorting to firearms. This study utilized classic experimental research to determine if a specific intervention had an effect on the RTP participants' behaviors and attitudes in the use of less-lethal force options during virtual use of force simulation scenarios. The 8-hour intervention course provided the RTP with knowledge and skills to improve officers' decision-making and understanding of less-lethal force options. In pre- and post-intervention virtual use of force simulation scenarios, CEDs and OC spray were available on the officers' duty belts when they encountered threats. This quantitative research study utilized an experimental design, survey, and evaluation process. The research questions examined changes in officers' behaviors and attitudes in the use of less-lethal force options between pre- and post-intervention simulations. The results indicated a statistically significant difference in the officers' behaviors and attitudes in the use of less-lethal force options, emphasizing the principles of the sanctity of human life.

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Acknowledgements

My sincerest thanks and gratitude to my dissertation Chair, Dr. Thomas Noel Jr., none of this would be possible without your guidance. You guided my idea and passion and translated it into scholarly work. To my committee members, Dr. Leodis Scott, and Dr. Megan Alderden, your professionalism and commitment to excellence surpassed expectations. Dr. Scott, thank you for your recommendations and encouragement. Dr. Alderden, thank you, this journey would not have been possible without your critical feedback and recommendations.

My sincerest thanks and gratitude to Police Colonel Sirichai Masileerungsie of the RTP (Deputy Commander of the Central Police Training Division); without his unwavering commitment and collaboration, the data collection process would not have been possible.

My sincerest thanks and gratitude also to the collaborations and assistants of:

Police Colonel Somyat Kumpala (Instructor level 5, Training Center, Region 5)
Police Colonel Ratchai Buranapha (Superintendent, Training Center, RPCA)
Police Lieutenant Col. Surat Wantamat (Deputy Superintendent, Provincial Police Region 4)
Police Lieutenant Col. Phupoom Meemool (Deputy Superintendent, Provincial Police Region 4)
Police Lieutenant Col. Amonrat Wathanakhosit (Instructor level 3, Training Center Region 5)
Police Lieutenant Col. Anupong Limsiri (Deputy Superintendent, Training Center RPCA)
Police Lieutenant Col. Nitis Rodklongtan (Inspector Khoksi Police Station, Region 4)
Police Major Jedsadapohn Wannakort (Inspector, Cadet Command Division, RPCA)
Police Major Sanit Phonthachak (Deputy Inspector, Training Center, RPCA)
Police Sub-Lieutenant Aphichai Supanyo (Deputy Inspector, Training Center, RPCA)
Police Sub-Lieutenant Dansuksan Chanto (Deputy Inspector, Training Center, RPCA)
Police Senior Sgt. Major Kitipan Piwchaum (Squad Leader, Training Center, RPCA)
Police Senior Sgt. Major Damrongkorn Yawonglae (Squad Leader, Training Center Region 5)
Police Sergeant Major Bussarat Chockbundansuk (Squad Leader, Training Center, RPCA)

Dedication

This dissertation represents the better part of three years of patience, stress, and tears. It was my wife and daughter's commitment to ensure that I had uninterrupted time for this research. My wife and daughter inspired me and constantly reminded me that I could complete this doctoral journey. They have supported me throughout this journey with constant motivation, patience, and understanding. Through their support and love, I was able to achieve my goals and dreams, and for that, I am eternally grateful.

I would also like to dedicate this accomplishment to my aunt, Mayuree Kanchanakit, who treated me like her son. She brought me to Chicago from Thailand in 1979, and because of her unselfishness and love, I was able to reach my American Dream.

Chapter 1: Introduction

Police officers globally are required to respect and protect fundamental human rights and freedoms, in particular when they consider use of force of any kind. Further, any use of force by police officers shall comply with the principles of legality, precaution, necessity, proportionality, non-discrimination, and accountability (United Nations [UN], 2017; 2020). The use of force should be regulated by domestic law and administrative regulations in accordance with international law. Police officers may use force only when strictly necessary and only to the extent required for the performance of their duty. In other words, force may be employed only when absolutely necessary to achieve a lawful and legitimate law enforcement objective (UN, 2015; 2020).

Law enforcement agencies globally have been successful in reducing use of force incidents through less-lethal force training and equipping the officers with devices. For instance, police officers in the United Kingdom (UK) are required to use minimum force to achieve a lawful purpose. Police officers in the UK have achieved great success in reducing the use of deadly force by training and equipping members with less-lethal force option devices when handling critical incidents that involve combative individuals armed with knives or non-firearm weapons (Police Executive Research Forum [PERF], 2016).

Police officers across the US are trained to use force that is reasonable and necessary to secure an arrest or respond to resistance or violence from a suspect. The use of force by police officers is often of concern to the public, media, and criminal justice professionals. Police officers' authority to use physical force is one of the most distinguishing and controversial aspects of US policing (Garner et al., 2018). The use of force by police officers is classified as any physical contact by an officer, "either directly or through equipment, to compel a suspect's compliance" (Chicago Police Department [CPD], 2017, p. 1. In certain arrest situations and law

enforcement activities, the use of force may be required to protect the police officer and the public's safety. Education and training in the use of less-lethal force option devices has been the most common topic learned among police officers in the US in relation to the sanctity of human life police (PERF, 2015; 2020). Moreover, UN (2020) explained that police officers should be trained in the lawful use of force and should consider human rights principles and standards. They must learn how to avoid the use of force and deadly force, including de-escalation techniques and how less-lethal devices may offer a safer and effective alternative to firearms.

The sanctity of human life policy is when police officers respond to all incidents, they must make every effort to de-escalate and solve the incident with the utmost regard for the preservation of human life, the rights of all people, and the safety of all persons involved (PERF, 2015). Police officers in the US are authorized and trained to use the least amount of necessary force to secure an arrest or respond to resistance. Police officers are expected to use firearms as a last resort, and even then, only when it is within the confines of the law. Police officer-involved shootings risk lives, and the consequences of these encounters can devastate communities (James et al., 2012).

Definitions of Key Terminology

Less-Lethal Force Option Devices: tools that assist officers in avoiding the use of a firearm against a dangerous suspect and end the threat posed by the suspect without likelihood of ending the life of the suspect. These devices are broken down into several different categories (Ready & White, 2007; 2010).

Conducted Energy Device (CED): *Less-Lethal Device* that fires two small dart-like electrodes, which have to remain attached to the targeted individual, to deliver an electrical current to incapacitate a person temporarily (Brewer & Kroll, 2009).

Oleoresin Capsicum (OC) as Less-Lethal Device: OC spray or pepper spray, contains a chemical compound that irritates the eyes, causing tears, pain and occasionally blindness (Sebre, 2019).

Deadly Force: lethal force by any means that is likely to cause death or great bodily harm, such as firing of a firearm by a police officer in the direction of the person to be arrested (Federal Law Enforcement Training Center [FLETC], 2013).

Sanctity of Human Life: when police officers respond to all incidents, they will make every effort to solve the incident with the utmost regard for the preservation of human life, the rights of all people, and the safety of all persons involved. Police officers use deadly force only when they believe they have no choice in order to protect human life, their own or that of other individuals (PERF, 2016).

Firearm: A projectile firing handgun with barrels that constitutes a deadly force.

Royal Thai Police Department (RTP): a national police department that is part of the country's military branch.

RTP Commissioned Officers: officers' whose rank ranges from Police Cadet up to Police General.

RTP Non-commissioned Officers: officers' whose rank ranges from Police Constable up to Police Sergeant Major.

Virtual Use of Force Simulation: a decision-making simulator computer scenario used in training police officers in different response options such as deadly, less-lethal scenarios.

Statement of the Problem

RTP patrol officers carry firearms on their duty belts, similar to police officers in the US. Unlike most police officers in the US, the firearms are the only option available on the

RTP duty belt when the officers encounter resistance from suspects (personal communication with RPCA Police Lieutenant Colonel, October 1, 2021). The researcher is an expert in use of force policies and training subject matter for his law enforcement agency and identified this problem with the RTP command staff. Between 2012-2018, representing his law enforcement agency and the US Department of State, the research traveled to Thailand to facilitate training for RTP instructors with an emphasis in the sanctity of human life, procedural justice and de-escalation.

For the RTP, CED and OC sprays as less-lethal force options are unavailable for immediate use if force is objectively reasonable and necessary in encounters with suspects. Firearms are the only option available to patrol officers for immediate use. Moreover, the RTP has no policy to educate and train patrol officers on when to use the CED and OC spray in relation to the sanctity of human life (personal communication with RTP ranking officers, October 19, 2021). No research of any kind has been done on RTP education and training on less-lethal force option devices, specifically on CED and OC spray.

According to a faculty member in political science at Chulalongkorn University, Bangkok, Thailand, there is no scholarly research or policy in educating and training the RTP patrol officers on CED and OC spray as less-lethal force option devices (personal communication, January 23, 2021). Therefore, if RTP patrol officers cannot control a suspect with their limbs, the researcher suggests that this circumstance could potentially lead to the use of the firearm as the first option when the use of deadly force may not be objectively reasonable and necessary as a last resort. For example, there were 67 incidents from January 2018 to December 2022, in which RTP police officers used firearms to stop fleeing vehicles (see Table 2). However, it is unknown whether these incidents justified the use of deadly force.

Communities across Thailand are suffering from adverse interactions between police and residents. Prateppornnarong, (2016) stated that the evidence from the research showed that only 15.9% of Thai respondents trusted and had confidence in the RTP. Moreover, the respondents' opinions reflect that the majority of the Thai population are deeply distrustful of the police and believe that the RTP has limited respect for human rights.

The sanctity of human life policy should be at the heart of every police agency worldwide. Law enforcement officers in carrying out their duties, may use force only when strictly necessary and only to the extent required for the performance of their duty. In other words, they should use force only in circumstances in which it is absolutely necessary to achieve a lawful and legitimate law enforcement objective (UN, 2021). Procedural justice in law enforcement represents a set of procedures used by police officers to treat citizens fairly and with proper respect as human beings. There are four principles of procedural justice: giving others a voice (listening), neutrality in decision making, respectful treatment, and trustworthiness (Commission on Peace Officer Standards and Training [POST], 2020). Procedural justice and legitimacy of police are linked to public judgments about the fairness of the process through which the police make decisions and exercise authority. If the public believes that the police exercise their authority using fair procedures, the public views the police as legitimate and trustworthy and, cooperates with policing efforts. However, unfairness in the exercise of authority leads to alienation, defiance, and noncooperation (Sunshine & Tyler, 2003).

Problems with abuse of authority seems to reflect education and training that lead police officers to think solely about their safety, rather than a broader approach designed to protect everyone's lives (PERF, 2015). The use of a firearm should be the last resort measure to defend oneself or members of the public from deadly or great bodily harm (PERF, 2015).

Purpose of the Study

The purpose of this study was to investigate the effects that education and training on less-lethal force option devices such as CED and OC spray had on the use of firearms by RTP patrol officers. The study aimed to identify whether training was linked to behavioral and attitudinal changes in the RTP participants in regard to using CED and OC spray. According to RTP executives, there was no education and training of when to use the CED device and OC spray despite the relatively high prevalence of use of force incidents (personal communication with RTP ranking officers, October 19, 2021).

This research study utilized an experimental design to examine whether a specific education and training intervention changes the behavior of RTP participants during simulated citizen-police scenarios. As a design, it investigated possible cause and effect relationships by exposing an experimental group to an educational intervention and comparing the pre-and post-intervention results (Dantzker & Hunter, 2006). This design is explained in detail in Chapter 3. In this experimental research study, the researcher hypothesized that the education and training intervention would increase the knowledge and skills of officers related to CED and OC spray as less-lethal force option devices and the sanctity of human life. The objective of the 8-hour intervention course was to provide the RTP participants with knowledge and skills to improve officers' decision-making with CED and OC spray devices that are readily available on their duty belts when encountering dangerous suspects before resorting to firearms.

Participants were assigned to either the experimental or control groups in each of the three regional Thailand policing areas (North, Central, South). The experimental and control groups were asked to complete the pre-intervention survey and virtual use of force simulation scenarios, with the experimental groups completing the same survey and virtual use of force simulation post-intervention (see Table 1).

The pictorial design is as follows:

Table 1: Illustration of the RTP Experimental Research Design

	t1	t2	t3
Experimental	O	X	O
Control	O		

O=observation (in this case simulation)
X=intervention
t=time

Research Questions and Hypotheses Testing

Presented below are the study research questions and associated hypotheses. In academic research, the null hypothesis is formulated to indicate what is not occurring or neutrality of an issue (Creswell & Creswell, 2018). On the other hand, the research hypothesis indicates the assumption of the researcher to be either a negative or positive association between the dependent variables and the independent variable.

Research Question 1: Is there a change in officers' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre- and post-8-hour intervention?

H₀: There is no change in officers' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre and post-8-hour intervention.

H₁: There is an increase in the use of less-lethal force options during the virtual use of force simulation scenarios post 8-hour intervention.

Research Question 2: Is there a change in officers' attitude in the use of less-lethal force options in relation to the sanctity of human life post 8-hour intervention course?

H₀: There is no change in officers' attitude in the use of less-lethal force options after participating in the 8-hour intervention course.

H₁: There is a positive change in officers' attitude in the use of less-lethal force options after participating in the 8-hour intervention course.

Background

Central to law enforcement mission statement and use of force guidelines in democratic settings worldwide is the sanctity of human life policy. The sanctity of human life policy mandates that when police officers respond to incidents, they must make every effort to de-escalate and solve the incident with the utmost regard for the preservation of human life, the rights of all people, and the safety of all persons involved (PERF, 2015; UN, 2021). Police officers are authorized and trained to use the least amount of necessary force to secure an arrest or respond to resistance. Police use of force becomes necessary and is permitted under specific circumstances such as protecting themselves or another individual or group from physical injury, including death or great bodily harm (PERF, 2015; UN, 2021). However, the level of force an officer uses varies based on the situation and circumstances presented to the officer at the time force is applied. In 1985, the US Supreme Court case, *Tennessee v. Garner* -- debated the question of when it is reasonable for US law enforcement officers to use a firearm. The Supreme Court ruled that police officers cannot use deadly force (e.g., a firearm) to prevent the escape of a non-threatening suspect fleeing the scene. FLETC (2013) explained that deadly force is a lethal force by any means that is likely to cause death or great bodily harm, such as the firing of a firearm by a police officer in the direction of the person to be arrested. Additionally, the use of

deadly force is meant to be a last resort that is permissible only when necessary to protect against an imminent threat to life or to prevent great bodily harm to the police officer or another person.

The sanctity of human life should be at the heart of law enforcement agency practices (Los Angeles Police Department [LAPD], 2021; Chicago Police Department [CPD], 2017).

Example of Incidents Involving the Use of Firearms by RTP Officers

The RTP Lieutenant Colonel of Provincial Region Four described to the researcher that incidents have often occurred in which police officers and suspects are either killed or seriously injured due to the use of firearms. He further revealed that currently, use of force data between RTP officers and suspects are unavailable. Additionally, he is not aware of any internal collection nor any mandatory policy for collecting any of this data. He decided to collect data on his own and revealed them to the researcher (see Table 2).

Table 1: RTP Officers Shot at Vehicles' Tires to Stop Suspects from Fleeing, 2018-2022

RTP Police Officers Use of Firearms to Stop Fleeing Vehicles	
Calendar Year	Incidents
<i>2018</i>	16
<i>2019</i>	10
<i>2020</i>	11
<i>2021</i>	18
<i>2022</i>	12
<i>Total</i>	67

Table 2 illustrates an example of incidents involving RTP officers who used firearms to stop fleeing vehicles by shooting at the tires between 2018-2022. According to the RTP Lieutenant Colonel of Provincial Region Four, these fleeing vehicles did not pose any significant

danger to the officers or other suspects at the time of the shooting (personal communication with RTP ranking officer, March 6, 2021). Additionally, the researcher was aware of a few casualties that were associated with these incidents. RTP officers described that the use of firearms to stop fleeing vehicles was common practice, especially at vehicle checkpoints throughout the country.

Significance of the Study

Based on an exhaustive search, there was no empirical literature focusing on the RTP education and training of CED and OC as less-lethal force option devices. Discussions with RTP ranking officers, revealed that there was no empirical research on less-lethal force option devices in relation to the sanctity of human life. The researcher has had a unique relationship with the RTP since 2012. Considering our relationship, the researcher was able to respectfully collaborate with the RTP command staff for approval to conduct this groundbreaking study. This research study sets a foundation for further research by the RTP and other scholars.

This study was necessary because it addressed a gap in the literature and culture on the topic of training and equipping RTP patrol officers with CED and OC spray on their duty belts as less-lethal force options. This research study contributed to RTP culture and discussions which had previously been lacking of the sanctity of human life, building trust and serving the people effectively. The study benefited RTP officers through positive changes in behaviors, and attitudes as discussed in Chapter 4. Results indicated that training and equipping officers with CED and OC spray as available less-lethal force options changed RTP culture when officers encountered resistance from suspects.

Furthermore, this study aimed to understand the RTP patrol officers' current culture when encountering resistance during the virtual use of force simulation scenarios pre-intervention. The simulated firearm, and CED and OC spray were all available on their duty belt during the virtual

use of force simulation scenarios pre-and post-intervention course. This quantitative study examined the behavior of RTP participants when they encountered risk situations during the virtual use of force simulation scenarios following the 8-hour intervention course.

Researcher's Perspective

This 8-hour intervention course aimed to provide the RTP participants explicitly with knowledge and skills to use CED and OC spray as tools on their duty belts in relation to the sanctity of human life. The researcher expected the participants to adjust their responses with these devices during the virtual simulation use of force incidents to what otherwise would be a deadly situation. CED and OC spray devices increased the variety of response options, ultimately reducing the use of firearms, increasing less deadly interactions, and regaining people's trust.

Ferdik et al., (2014) argued that given the incapacitating properties of less-lethal force option devices, it is likely that their early use by police officers during some resistive and violent encounters could prevent further escalation and reduce the need for the use of deadly force. The researcher suggests that this particular circumstance would preserve the sanctity of human life. Adhering to the sanctity of life policy should have two significant benefits. First, it should enhance the safety of police officers and the people they have sworn to protect. Second, it should foster an atmosphere of cooperation and mutual respect between the police and the people they serve (DOJ, 2015). The researcher's hypotheses were accepted (see Chapter 4); this research study is a groundbreaking point for further research by RTP or other scholars. More importantly, the RTP policymakers and the education bureau can utilize the results to enhance curriculum development, policy implementation, changes in officers' behavior, and cultural competency.

Summary

The UN Declaration of Human Rights generally conceptualizes freedom of thought, conscience, religion, and belief, as well as freedom of opinion and expression (Slott & Stenlund, 2018). Article I of the UN Declaration states that all human beings are born free and equal in dignity. Furthermore, Article III explains that everyone has the right to life, liberty, and security (UN, 2018, p. 2). Thailand has been a member of the UN since December of 1946 and has committed to upholding UN ideals. Thai foreign policy has reflected these tenets over the years by preventing conflict, peacebuilding, enhancing economic and social welfare, and promoting human rights (Royal Thai Embassy, 2010). Like US police officers, RTP patrol officers carry firearms as lethal weapons on their duty belts. However, unlike US officers, RTP patrol officers do not have less-lethal options on their duty belts such as CEDs and OC sprays. For the RTP, there is no policy to train the officers on when to use these devices. Therefore, if RTP patrol officers cannot control a suspect with their limbs, firearms as the first alternative when the use of deadly force is not objectively reasonable. The researcher suggests that this particular circumstance could be viewed as a UN human rights violation under Article III, right to life.

According to PERF (2016), law enforcement agency mission statements, policies, and training curricula should emphasize the sanctity of all human life. All people should be treated with dignity and respect, whether, police officers, criminal suspects or the general public. Police officers in the US are trained to use deadly force when they believe they have no other way to protect human life, their own, or that of other individuals. However, mild or severe, any force that goes beyond the level necessary to preserve life, prevent injury, or safely control the scene constitutes excessive force (Miller, 2015).

Chapter 1 provided the introduction and rationale for this study. It discussed a brief use of force background in US and UK law enforcement and the RTP as a military organization. It further explained key definitions and, discussed the significance and purpose of the study. It introduced the research questions, the researcher's assumptions and the limitations of the study.

This study presents evidence to support hypotheses in identifying changes in behaviors and attitudes in the use of less-lethal force option devices pre-and post-intervention. The remainder of the dissertation is organized as follows: Chapter 2 discusses the review of literature; providing available literature on RTP culture, exploring and evaluating the available literature in the field of law enforcement' training and examining the use of CEDs and OC spray as alternatives to firearms to preserve the sanctity of life. Chapter 3 discusses the research design and methodology of the study, including its limitations. Chapter 4 discusses the results of the study, and Chapter 5 discusses implications as well as; recommendations for the RTP and future research.

Chapter 2: Literature Review

This chapter provides context and examines the existing research related to the rationale for police use of force under the UN declaration of human rights. This literature review begins by introducing the reader to the search strategy. It explores UN human rights principles in relation to police use of force. Further, it examines several police departments in countries that are members of the UN, including Thailand, Ghana, the US, and the United Kingdom, it presents different theories and prior methodologies used during research studies involving law enforcement's use of firearms as well as less-lethal devices. It then discusses the significance of educating and training US law enforcement on the use less-lethal devices. US law enforcement has set the standard in using less-lethal devices, such as CEDs and OC spray to preserve human rights. Finally, the literature review discusses the limitations of each device how they can sometimes be ineffective.

Search Strategy

An exhaustive search, yielded no empirical literature on RTP training on CEDs and OC as less-lethal force options. Therefore, the literature review examined here focuses on training US police officers and equipping them with CED and OC devices, including implications for the sanctity of human life.

First, the literature was collected from DePaul University's library databases that consisted of Sage, Google Scholar, ProQuest, Lexis Nexis Academic, Factiva, and Web of Science. Second, five websites were accessed: —the Department of Justice (DOJ) (doj.gov), the Bureau of Justice Statistics (bjs.gov), the Federal Bureau of Investigation (fbi.gov), the International Association of Chiefs of Police (theiacp.org), and PERF (policeforum.org). These latter organizations focus on critical issues in policing. These were used during initial gathering

of statistical information on police shootings, education and training of police recruits, in-service and less-lethal force option devices deployment. Based on the lack of published empirical research of the RTP education and training of CED and OC devices, additional scholarly journals and search engines were used through the university's library databases and the primary search terms were used as follows: education and training of US police officers in less-lethal force option devices, education and training of Royal Thai Police in less-lethal devices, education and training police officers, royal Thai Police patrol officer with less-lethal force option devices and CED and OC, royal Thai Police, use of force, deadly force, lethal force, sanctity of human life, human rights, less-lethal force option devices, less-lethal weapons, conducted energy device, Taser, oleoresin capsicum, and firearm as deadly force.

As authors throughout several decades have explored the topic of police use of force, most of the inclusion of literature reviews are between the years 2015—2021 and assisted the researcher in presenting a broader scope of study in the area of police education and training of CED and OC spray as less-lethal devices in relation to the sanctity of human life. However, some older studies also focused on theoretical frameworks that established foundation and assisted the researcher in the area of police use of force, education and training of less-lethal force option devices.

Rationales for Police Use of Force

The authority to use physical force by police officers is one of the most distinguishing and controversial aspects of US policing (Garner et al., 2018). The use of force by police officers is classified as “any physical contact by [an officer], either directly or through the use of equipment, to compel a suspect's compliance” (CPD, 2017, p. 1). In certain arrest situations and law enforcement activities, the use of force may be required to protect the safety of the police

officer and the public. The police use of force becomes necessary and is authorized under specific circumstances such as protecting themselves or members of the public from physical injury, including death or great bodily harm (NIJ, 2016). The level of force an officer uses varies based on the situation and circumstances presented to the officer when force is applied.

Throughout the 1960s, in the modern history of policing, new technologies emerged that have impacted US law enforcement and the communities they serve, ranging from the patrol car to mobile computing (Adrion & Crow, 2011; President's Task Force on 21st Century Policing [PTFCP], (2015). The development of less-lethal force options was among the technologies viewed as particularly beneficial by police officers (Adrion & Crow, 2011). Barnes et al. (2003) defined less-lethal technology to include a broad category of devices designed to incapacitate individuals without fatal injury or death. They further reflected on and recognized the potential for serious injury even when devices are appropriately deployed; consequently, less-lethal force devices are regarded within the police use of force continuum immediately below the use of deadly force (Barnes et al., 2003). The President's Task Force on 21st Century Policing (2015) summarizes these points and acknowledges that technology is changing at an increasingly rapid pace. Technology can produce various positive outcomes relative to improvements in policing practices and the establishment of trust and legitimacy with communities. According to the UN (2021), the Human Rights Council encouraged member states to make less-lethal force option devices available to their police officers exercising law enforcement duties, while pursuing international efforts to regulate and establish protocols for training in and use of these devices.

The firearm is described as a deadly force, terminology that is accepted by law enforcement professionals and criminal justice scholars alike. US law enforcement agency policy dictates that when police officers use firearms to seize a suspect, it is considered the use of

deadly force. International law enforcement standards maintain that the use of force of any kind is only justified when there are no other means available that are likely to achieve the legitimate purpose of gaining voluntary compliance (Amnesty International, 2017). If the use of force is unavoidable, it must be necessary and proportionate to an immediate threat posed by the suspect. A police officer must use force only when it is necessary in a manner designed to minimize damage or injury and preserve human life (Amnesty International, 2017).

Collins et al. (2012) suggest that law enforcement's use of force policy can be viewed as a guideline when there is a need to handle noncompliant suspects. The guideline ensures that police officers' use of force is proportionate and necessary to the amount of resistance offered by noncompliant suspects. Police officers are educated and trained to follow the use of force policy, changing the level of force as necessary to secure an arrest or respond to resistance (Collins et al., 2010). As the suspect's resistance increases, a police officer is authorized to increase the use of force. When a suspect poses a risk of physical harm to the officer, another officer, or members of the public, an officer may increase their level of force to stop the threat. Inherent to the use of force policy is the understanding that the suspect's resistance and threat level dictate resultant police officers' tactics and response options (FLETC, 2013). PEFF (2015) explains the rethinking of the practice of emphasizing to police officers that they should take care to protect themselves; however, given the shift in police culture many police departments have begun to build their use of force policy around statements about the sanctity of all human life. The most controversial issue seems to reflect education and training that has police officers think solely about their safety, rather than a broader approach designed to protect everyone's lives (PERF, 2015).

It is becoming common practice and policy among law enforcement agencies around the nation to train and equip police officers with less-lethal devices (NIJ, 2008; 2011; 2019). A police officer may employ less-lethal force devices to gain control of a suspect when deadly force may not be appropriate. Less-lethal force option devices are designed to induce a suspect to submit or to comply with police officers' directions. While less-lethal force devices are intended to avoid causing any serious harm or injury to a suspect, significant injuries and death can occur from their use. However, the death of a suspect is significantly less likely to occur from the discharge of a less-lethal force option than from the discharge of a firearm (DOJ, 2009). More importantly, for less-lethal force devices to be effective, officers must complete education and training exercises and demonstrate proficiency in the functioning of the devices. The training goals of the police department are to ensure that police officers are adhering to professional, ethical standards that are consistent with the law and that reflect basic democratic values (Collins et al., 2010).

Review of the Literature

UN Human Rights in Relation to Police Use of Force

The UN (2018) uses the most resonant and beautiful words of any international agreement, "all human beings are born free and equal in dignity and rights" (p. 1). The commitments made by all States in the Universal Declaration of Human Rights are in themselves a mighty achievement, discrediting the tyranny, discrimination, and contempt for human beings that have marked human history. The UN Universal Declaration of Human Rights, Article III, explains that every human being has the inherent right to life. "This life shall be protected by law and a person shall not be arbitrarily deprived of his life" (UN, 2018, p. 3).

According to UN (2021), in order to avoid the need to use firearms, law enforcement agencies must provide their officers with effective, less-lethal force option devices, and educate them in their lawful use; improper or inadequate training of law enforcement officers on the use of less-lethal force devices has been shown to result in serious injury and even death. The UN Human Rights Committee has indicated in its general comment on the right to life, even less-lethal force devices must be employed only within strict parameters of necessity and proportionality (UN, 2021).

Thailand as a Member of the United Nations

The UN is an international organization founded in 1945 with 50 founding member countries. Since 2011, the UN has a total of 193 members. The member countries have voluntarily committed to a mutual obligation to safeguard peaceful and humane living conditions for people worldwide (Blackburn, 2014). In 2010, the UN General Assembly in New York elected 14 countries to serve on the Human Rights Council (HRC) for 2010—2013. Thailand was one of the selected countries, which took its seat in the Council for the first time since the HRC was established in 2006.

According to the HRC for 2010–2013, the Thai Government was supposed to implement its human rights pledges and commitments, particularly in areas of the rights of vulnerable and disadvantaged groups, including the impoverished, to enhance human rights education, strengthen the justice system, and the rule of law and national reconciliation (UN, 2010). Poothakool (2012) explained that the policing system in Thailand continues to operate along the military model line, ultimately leading to a lack of legitimacy, public support, and trust.

Amnesty International (2006) described that the UN's basic human rights principles require that law enforcement officers shall not use firearms against persons except in self-

defense or in the defense of others against the immediate threat of death or great bodily harm. The lethal use of firearms may only be carried out when strictly necessary to preserve human life. Moreover, international law enforcement standards demand that force of any kind is only justified when there are no other means available that are likely to achieve the legitimate purpose of gaining voluntary compliance (Amnesty International 2017). If the force is unavoidable, it must be necessary and proportionate to the suspect's immediate threat. Law enforcement must use it in a manner designed to minimize damage or injury, respect, and preserve human life (Amnesty International, 2017). According to the UN (2018), excessive force by police officers classifies as human rights violation.

The RTP as a Militaristic Police Organization

Thailand has a population of more than 64 million, and the RTP department has approximately 207,384 police officers (Chatthong et al., 2014). The RTP is a bureaucratic and militaristic organization that was formally founded in 1455. Its primary responsibility is to enforce the Kingdom's law and order. The RTP operates under the control of the Prime Minister's Office and performs police functions throughout the country. The current RTP structure was created in 2009, and it comprises 30 bureaus and six divisions (Aseanapol, 2013). According to Chatthong et al. (2014), the roles and responsibilities of the RTP under the Constitution of Thailand include providing police service, enforcing the law, and protecting the rights and freedom for people of Thailand.

The RTP is a branch of the Royal Thai Armed Forces (Poothakool, 2012; Royal Thai Police, 2021). Rahr and Rice (2015) explained that soldiers' and police officers' rules of engagement are entirely different. The soldier's primary mission is that of a warrior: to conquer. The rules of engagement are decided before the battle, and during the war, collateral damage is

expected on the battlefield. The police officer's mission is that of a guardian, which is to protect and serve. The rules of engagement for police officers evolve as the incident unfolds in each particular situation. A police officer is the leader and rarely operates under any direct supervision (Rahr & Rice, 2015). The soldier's primary weapons are firearms and rifles. They are less likely to carry any less-lethal devices. It has been argued that the police department's paramilitary structure isolates them from communities and creates a firewall that makes it difficult for the public to monitor police enforcement—and might even promote a culture of police misconduct (Khruakham & Lee, 2013).

Challenges of a Military Style of Policing in Democratic Setting

In 1829, Sir Robert Peel established the London Metropolitan police force. Sir Robert Peel adopted the British military uniform, rank designation, and the authoritarian system of command and discipline. This quasi-military style prevails in American policing and police forces worldwide (Kabia, 2013). Worldwide, police perform a wide range of duties, including: investigating crimes, maintaining public order, and patrolling city streets to foster peace and human rights (UN, 2021). In 1957, Ghana, a country in Africa, was admitted as the 81st member of the UN. In the early 1960s, the UN worked in partnership with the government and people of Ghana for sustainable economic and social development, peace, and human rights (UN, 2021). The Ghanaian police is a national police force with a statutory responsibility to protect life and property and to enforce law and order throughout the country. The role of the Ghanaian police is of immense significance considering judicial adjudication can only be effective if complemented by a well-organized police institution (Aning, 2006). In the performance of the Ghanaian police, every action that a police officer takes can have considerable consequences for the liberty of citizens involved. Such implications can be positive or negative for the community members

(Aning, 2006; Boateng & Darko, 2016). Boateng and Darko (2016) explained that Ghana experienced a century-long colonization by the British, and this experience had a tremendous impact on Ghanaian institutions. The British established a police system that was paramilitaristic, similar to the RTP. The Ghanaian police primarily performed political functions and promoted the colonial power's interests and never considered crime control and order maintenance as their primary focus (Boateng & Darko, 2016).

Police legitimacy is a multifaceted concept that has no singular definition. How the police interact with the public affects the level of legitimacy of the police (Sunshine & Tyler, 2003). The legitimacy problems facing the Ghanaian police were due to the imperialist rule by the British, which heavily affected their relationship with the local communities and led to public distrust. The Ghanaian police continue to adopt a paramilitary approach to policing and operate in an atmosphere mainly defined by torture, brutality, corruption, negligence, abuse, ineffectiveness, and differential treatment (Boateng & Darko, 2016). Mensah (2019) explained that the purpose of police training in Ghana is to provide officers with a level of understanding that will allow them to effectively employ problem-solving and community engagement techniques in their daily work. Furthermore, it is crucial that human rights issues in policing are made central in the training process to meet the needs of an increasingly democratic society. However, the Ghanaian police face a culture of inadequate training, logistical problems, and lack of proper equipment that likely diminish police-citizen collaboration in Ghana (Mensah, 2019).

Kenya was admitted to the UN in 1963, the same year the country attained independence. In 1996, Kenya was established as one of four major UN office sites and the UN's headquarters in Africa (UN, 2021). The Kenyan police force traces its origin to the late nineteenth century, associated with the Imperial British East Africa Company. It was formalized as the Kenyan

National police force in 1920 when Kenya became a British Protectorate. Since then, it has grown, and the Kenyan national police force has a duty to maintain law and order, preserve peace, and protect life and property (UN, 2021). The Kenyan police force is under the Ministry of Interior and Coordination of the National Government. The vision of the police force is to be a world-class police service with a people-friendly, responsive, and professional workforce (Njeru & Waigwa, 2016). However, the Kenyan police force has been underfunded for many years. A lack of adequate budget allocation has been a significant obstacle to police strategic plans to foster peace and human rights (Gakobo et al., 2017). Furthermore, Kabia (2013) explained that equipment availability, such as less-lethal training logistics, is vital as it can leave a lasting impression on the officers. Many Kenyan police officers felt that they did not have the support at the station level, which resulted in the public not getting the police service they deserve.

US Law Enforcement in Relation to the Sanctity of Human Life

According to PERF (2016), law enforcement agency mission statements, policies, and training curricula should emphasize the sanctity of all human life and the importance of treating all persons with dignity and respect. Police officers use deadly force when they believe they have no choice in order to protect human life, their own or that of other individuals. Any force, however mild or severe, that goes beyond the level necessary to preserve life, prevent injury, or safely control the scene constitutes excessive force (Miller, 2015). Under Article I of the UN Declaration of Human Rights, all human beings are born free and equal in dignity. Article III states that everyone has the right to life, liberty, and security (UN, 2018, para. 2).

The deterrent and incapacitating effects of less-lethal force devices such as CEDs and OC spray suggest that their use early in a potentially violent encounter might prevent further

escalation (Ferdik et al., 2014). If the less-lethal devices eliminate the need for the use of deadly force, they could be considered as a tool to preserve human life.

Use of Force US Supreme Court's Decisions

Tennessee v. Garner, (1985)

The FLETC (2013) highlighted the significance of the Supreme Court's decision in *Tennessee v. Garner* (1985), providing examples of when a police officer may use a firearm to seize a suspect. The *Garner* case started when two police officers responded to the scene of a "proowler inside the residence call" when an officer observed Gardner climbing over a fence. The officer yelled, "Police, halt!" but Garner kept running. The officer could see Garner escaping and used deadly force to stop Garner. He shot Garner in the back of the head, killing him (FLETC, 2013, p. 512). The US Supreme Court held that it was unconstitutional to use deadly force to stop a fleeing suspect who posed no immediate threat to the officer or members of the public and that the officer violated Garner's Fourth Amendment civil rights regarding illegal seizure by the law enforcement officer. Since Garner's case, the US Supreme Court has confirmed that all police use of force cases, including those involving deadly force, are subject to the balancing test. The balancing test involves a police officer weighing a range of risks and factors before resorting to the use of force (Hamilton, 2017). Police officers must only use force when it is objectively reasonable, necessary, and proportional under the totality of the circumstances. They are prohibited from using deadly force except in circumstances where there is an imminent threat of death or great bodily harm to an officer or another person (PERF, 2015). If the force is unavoidable, it must be necessary and proportionate to an immediate threat posed by the suspect, and law enforcement must use it in a manner designed to minimize damage or injury and preserve human life (Amnesty International, 2017).

Graham v. Connor (1989)

Graham v. Connor (1989) determined that law enforcement officers have a Constitutional Right to use force. In the US Supreme Court decision *Graham v. Connor* (1989), The FLETC (2013) summarized the decision for the benefit of police officers: :

The US Supreme Court stated “our Fourth Amendment jurisprudence has long recognized that the right to make an arrest or investigatory stop necessarily carries with it the right to use some degree of physical coercion or threat thereof to affect it.” The US Supreme Court also stated that the use of force by an officer “in the course of an arrest, investigatory stop, or other ‘seizure’ of a free individual [is] properly analyzed under the Fourth Amendment’s ‘objective reasonableness’ standard, rather than under a substantive due process standard. The US Supreme Court stated that based on the totality of the circumstances, “the reasonableness of a particular use of force must be judged from the perspective of the reasonable officer on the scene, rather than with the 20/20 vision of hindsight.” The US Supreme Court further noted, “The calculus of reasonableness must embody allowance for the fact that police officers are often forced to make split second judgments—in circumstances that are tense, uncertain, and rapidly evolving. (pp. 512–513)

In every use of force situation, officers must look at the totality of the circumstances that affect the reasonable use of force. There can be many aspects and considerations in a given scenario that affect the appropriate and reasonable use of force. Among the circumstances that may govern the reasonableness of using a particular level of force, the US Supreme Court emphasized four key factors in *Graham v. Connor* (1989):

- Severity of the Crime

- Whether the suspect is an immediate threat to the safety of the officer or others
- Whether the suspect is actively resisting arrest, or
- Attempting to evade arrest by flight.

Additional factors used by courts when applying the standard of *Graham v. Connor* that may also govern the reasonableness of using a particular level of force are:

- The number of suspects and officers involved
- The size, age, and condition of the officer and suspect
- The duration of the action
- Whether the force applied resulted in injury
- Previous violent history of the suspect, known to the officer at the time (FLETC, 2013, pp. 510–519).

Both US Supreme Court Decisions set a foundation for law enforcement in the US that allows the use of deadly force such as firearms only when strictly necessary to preserve human life.

US Law Enforcement Deadly Force Policy

The Fourth Amendment of the US Constitution authorizes a police officer to use deadly force in certain situations, as previously explained. Deadly force is lethal force by any means that is likely to cause death or great bodily harm, such as chokeholds, restricting of air intake, and the firing of a firearm at a person to be arrested (FLETC, 2013). As mentioned previously, the use of deadly force is a last resort that is permissible only when necessary to protect against an imminent threat to life or to prevent great harm to the police officer or another person.

Research Based on Race and Police Use of Force

Scholars, practitioners, and policymakers have called for greater understanding of how and why use of force occurs during police-suspect encounters and more generally to understand the role of race in criminal justice (Mears et al., 2017). Recent lethal incidents have arguably played a large role in national discussions and debates about police use of force. The public has raised concerns that unnecessary and excessive force not only occur but also result too often in suspect deaths. For example, demonstrations against the murder of African American individuals in solidarity with the anti-racist struggle in the US have taken place throughout the world. “Black Lives Matter” banners and the protesters chanting “I can’t breathe” have appeared in demonstrations in several European countries (Mears et al., 2017, p. 3). Protesters have often linked police violence in their countries to racist violence in the US (Solidarity National Committee, 2020). Mears et al. (2017) explained that use of force by police officers has to be understood as necessary and permissible in certain contexts; however, protests have increased both due to longstanding awareness about racial disparities in the US criminal justice system, and recently, highly publicized media accounts of incidents involving use of force against unarmed African American and Latinx individuals.

For example, on August 9, 2014, an unarmed, eighteen-year-old African American male, Michael Brown, was walking home with another man from a convenience store. They were approached by a police officer, and an altercation ensued. There was a struggle, the eighteen-year-old allegedly ran, the police officer gave chase, and at some point, the eighteen-year-old turned to face the police officer who then opened fire (Wheeler, 2015). The eighteen-year-old was fatally shot dead by a white policeman. The incident sparked protests around the US and widespread calls for an investigation into the incident. The DOJ launched a civil rights investigation that examined whether this police department had a history of discrimination or

misuse of force (Chaney, 2015). The DOJ (2015) found that this particular police department engaged in a pattern of unconstitutional stops and arrests in violation of the Fourth Amendment. In addition, this police department engaged in a pattern of excessive force as many officers were quick to escalate encounters with suspects they perceived as disobeying their orders or resisting arrest. The DOJ also found that the department's pattern of using excessive force disproportionately harms African American members of the community. The overwhelming majority of excessive use of force, almost 90 percent, is used against African Americans (DOJ, 2015).

Similarly, on July 17, 2014, an African American man named Eric Garner was approached by the NYPD officers who suspected him of selling illegal cigarettes. He was unarmed and moved away when NYPD officers tried to arrest him. He was put into a chokehold by an NYPD officer and pulled to the ground until he lost consciousness. The entire scene was caught on camera where he can be heard repeatedly saying that he cannot breathe. The medical examiner's office determined that the chokehold, as well as the compression to the chest, caused his death (Wheeler, 2015).

According to PERF (2016; 2020), the guideline principle for law enforcement agencies is to ensure that police officers' use of force is proportionate and necessary to the amount of resistance offered by noncompliant suspects and should emphasize the sanctity of all human life—the general public, police officers, and criminal suspects—and the importance of treating all persons with dignity and respect. There have been longstanding national discussions about racialized, biased, and unequal policing (Lim, 2017). Protests followed the beating of Rodney King in 1991 and escalated again in 2014 after the shooting of Michael Brown in Ferguson, Missouri. Stories about shootings of Black and Brown individuals by White officers, public

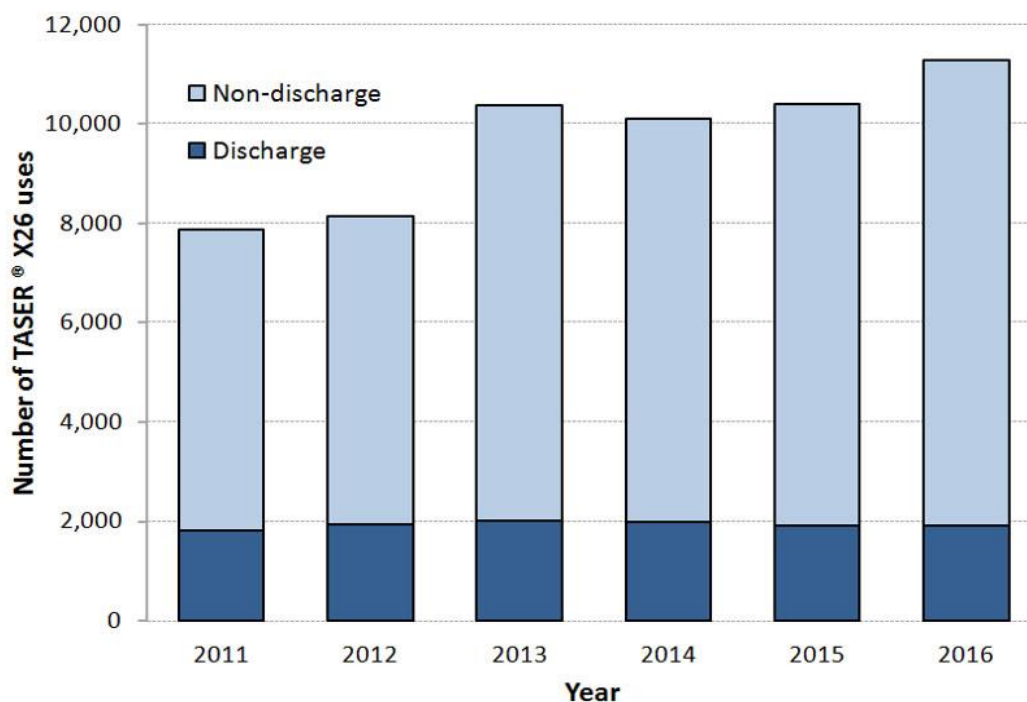
protests, and ambush killings of police officers have become front and center in the news. There has been a lack of transparent and reliable data to improve our empirical understanding of the nature of this longstanding issue. Some findings of empirical studies on police use of force, especially in racialized incidents, have been inconclusive (Lim, 2017).

As a result, the PTFCP (2015) as well as scholars, practitioners, and civilians have called for more data collection on police shootings and potential racial disparities in police-involved shootings. One deadly force encounter is one too many between police officers and suspects. The PTFCP (2015) explains that trust between law enforcement agencies and the people they protect and serve is essential in a democracy. It is key to the stability of our communities, the integrity of our criminal justice system, and the safe and effective delivery of policing services. Although US law enforcement officers are educated and trained with less-lethal devices as options, racial inequality casts a long shadow on the history of US policing, underscoring the continued importance of research on police use of deadly force. Implicit bias training for police officers is popular at the training academies. However, Smith (2015) challenges whether the implicit bias training reduces racial biases—and if so, for how long? Additionally, do reductions in implicit bias training translate into decreased racial disparities in policing? These questions are critical to the potential of implicit bias training to improve impartial policing; however, empirical support is lacking (Smith, 2015). According to Dunham and Peterson (2017) it would be wise to accelerate evidence-based efforts to reduce officer-involved shootings, especially of African American men. Given the racialized history of policing in the US and the need for more equitable policing practices, law enforcement agencies should continue to implement and expand policies that will help to reduce bias in US policing.

Implications of Less-Lethal Devices in Relation to the Sanctity of Human Life

The UK has approximately 160,000 police officers (Clark, 2022). Police officers in the UK have achieved great success in reducing the use of deadly force by training and equipping members with less-lethal force option devices. These devices are especially useful in critical incidents that involve combative individuals armed with knives or non-firearm weapons (PERF, 2016). Police Scotland emphasized that any use of force against any citizen must be a minimum force to achieve a lawful purpose and explained that 98 percent of members are trained in and equipped with less-lethal force options that are readily available on their duty belts. Further, they urged the use of CEDs and OC spray for the purpose of de-escalation (PERF, 2016).

Figure 1: Police Discharge and Non-discharge of CED in England and Wales 2011—2016



The CED was first introduced to the UK police forces in 2003, and by 2013, all of the UK police forces were trained in and equipped with CEDs (UK, 2020). Figure 1 shows police discharge and

non-discharge of CEDs in England and Wales, 2011 to 2016. The non-discharge of CEDs was recorded as follows: drawn, aimed, arced, red-dot, and drive stun. There are approximately 106,000 police officers in England and Wales. 2013 was the first year in which all police forces in England and Wales completed the rollout of the CED.

Table 3: Firearms Discharged by Police in England and Wales from 3/2018 to 3/2021

Year	Number of incidents in which Police firearms were discharged
2018/2019	13
2019/2020	5
2020/2021	4

Table 3 shows the number of incidents in which police in England and Wales discharged firearms from March 2018 to March 2021 (UK, 2020). The researcher suggests that the decrease in the discharge of firearms could have resulted from training and equipping police officers with less-lethal devices that were readily available on the officers' duty belts.

Many US law enforcement agencies rely on less-lethal force option devices to incapacitate violent or combative suspects who may be resistant to police officers. Most less-lethal technologies have been designed to address situations in which officers face an uncooperative and combative person who may pose a threat but is not brandishing a firearm. Police agencies have come to embrace these less-lethal force option devices, which have become a way to preserve the sanctity of human life (PERF, 2020).

There are questions about when less-lethal force option devices should be used. Many scholars have raised important questions for determining how these devices are currently applied to the use of force policy (Brandl et al., 2019; Collins et al., 2010). Ready and White (2007;

2010) explained that most agencies rely on a reasonable and necessary concept of when it is appropriate to use less-lethal force option devices. It is upon each officer to analyze each situation to determine when a less-lethal device can be used as an alternative to lethal force, even when deadly force may be justified. For example, suppose an officer chooses to use a less-lethal force option device to stop an imminent deadly threat posed by a suspect; in this circumstance, the officer might successfully subdue a suspect without using a firearm and possibly ending the suspect's life. The researcher suggests that this incident can be viewed as an example of the sanctity of human life.

Table 4: NYPD Use of Force for CY 2017-2018

Force Categories	CY 2017	CY2018
Firearm Discharge	52	35
Electric Weapon (Taser)	543	766
OC Spray	324	211
Total	919	1012

According to PERF (2015), the NYPD is the largest police agency in the US with approximately 35,000 officers. Table 4 illustrates increases in electrical weapon (CED) usage between 2017 and 2018 (PERF, 2020). In 2018, members of the NYPD deployed CEDs 766 times, up from 543 in the previous year. The percentage of police departments authorizing the use of CEDs has grown dramatically over the past two decades. They increased from fewer than 10 percent in the year 2000 to 60 percent in 2007, and 81 percent in 2013 (PERF, 2020). Recently, CEDs and OC spray as less-lethal force option devices are common among law enforcement agencies of all sizes. Table 4 shows that the use of firearm discharges decreased from 52 in 2017 to 35 in 2018. This illustration suggests that if the RTP provides training and

equips their police officers with CEDs and OC spray, a reduction in firearm usage can be expected.

Table 5: US Law Enforcement Officers Involved Shooting Incidents

Departments	2015	2016	2017	2018	2019
LAPD	48	40	44	33	26
Chicago	47	43	30	32	17
Los Angeles Sheriff's	34	31	22	22	26
NYPD	33	37	23	17	25
Houston	32	26	15	18	20
Philadelphia	23	23	13	11	9
Total	217	200	145	130	123

Table 5 illustrates the top six US metropolitan police departments with police officer-involved shootings (OIS) from 2015 to 2019. In 2019, the LAPD and LA Sheriff's Department each had a total of 26 OIS incidents, which was the highest number of incidents in the comparison group. Philadelphia (PPD) had the lowest at 9. Each of the six departments saw a reduction in OIS incidents in 2019 compared to 2015, with a total difference across all departments of 94 fewer incidents. In 2019, the LAPD (2020) had the lowest number of OIS incidents in the last 30 years. There is no evidence of any empirical research that indicates a specific reason for the reduction of OIS between 2015 and 2019 across the six US large metropolitan police departments; however, the researcher suggests this could have resulted from US law enforcement education and policy reform. The best less-lethal technology in the world means nothing if agencies do not provide the police officers with the best education and training

(PERF, 2020). There are some signs of progress in the recent years, considering many police agencies have carefully revised their use of force policies to place a greater emphasis on education and training of less-lethal force option devices (PERF, 2020).

According to Baskind et al. (2020), all physical interventions between police officers and suspects carry risk, some greater than others. A significant part of the risk is often found in the initial contact where police officers attempt to gain control of the suspect. The longer it takes to bring the suspect under control, the greater the risk of harm, including death (Baskind et al., 2020). Data from NYPD and Fort Worth police departments show that police officers often use CEDs within six feet from the suspect, with a significant number within three feet, both which are closer than a CED's recommended distance of a range of 7–15 feet (Baskind et al., 2020). Educating and training RTP officers with less-lethal force option devices such as CEDs and OC spray, while also making these devices readily available on the officers' duty belts, when they encounter threats could reduce the officers' use of firearms.

CED as Less-Lethal Force Option Device in Relation to the Sanctity of Human Life

Axon, which manufactures CED devices, was founded in 1991 and went public in 2001. Its stock soared and peaked in 2004, when it yielded a 360 percent return on investment (Roberts, 2011). A CED is a gun-shaped, hand-held device designed to temporarily overcome a combative person (Brewer & Kroll, 2009). For the less-lethal force option device to be useful, it must incapacitate, debilitate, or disrupt the thought process of an individual (Brewer & Kroll, 2009). The CED partially immobilizes a person for a short time and restricts the range of motion of arms, legs, and hands of a targeted individual. Basically, the disruption of muscle and nerve functioning in the limbs ensures compliance and enables an officer to take control of the individual (Brewer & Kroll, 2009).

CEDs are popular within US police departments in certain situations; they can prevent shootings while protecting officers and suspects. Unlike a baton, a CED can be used at a safe distance, and unlike pepper spray, there is no blowback. According to an NIJ report, CEDs had already become, by 2008, the less-lethal force option device of choice for growing numbers of law enforcement agencies (NIJ, 2019). Every year, tens of thousands of people, some of whom might have otherwise been shot by the police, are taken into custody without lasting injury thanks to a CED (Gilbert et al., 2019). Adams and Jennison (2007) described that there is no other use of force option that has been as broadly adopted across the US law enforcement agencies as the CED. Furthermore, Human Rights groups and some researchers have suggested CEDs are the most successful less-lethal option for reducing lethal force incidents (Amnesty International, 2015).

Collins et al. (2010) found 56% of police departments surveyed had witnessed reductions in the use of deadly force since equipping officers with CEDs as a less-lethal force option device. In addition, several studies by the NIJ (2011) found that when law enforcement agencies adopted the use of OC spray, they subsequently had large declines in assaults on officers and suspect injury rates or death. The NIJ (2011) studies concluded that in-custody deaths following the use of CEDs and OC spray were largely a result of positional asphyxia or pre-existing health conditions (NIJ, 2011; Ross & Hazlett, 2016). Axon International has compiled injury-related data from multiple police departments since the implementation of CEDs and revealed that some departments have seen up to 80% reductions in suspects' and police officers' injuries (Alpert et al., 2007; PERF, 2009). This reduction in injuries and death is a step toward preserving the sanctity of human life. However, further discussions of the sanctity of human life should include situations outside of interactions between suspects and police officers such as traffic crashes,

ambush, and accidental death. The sanctity of human life not only applies to suspects but is also relevant to officer safety, as well as the safety of community members (PERF, 2016).

Amnesty International collected a list of 72 deaths related to police use of a CED to apprehend suspects that were not determined to have been caused by the CED. Rather, a number of authorities postulated that pre-medical conditions played a predominant role in those deaths (Jacobs et al., 2011). Jacobs et al. (2011) evaluated a group of 16 patients who died after being Tased by police officers. Their study revealed that the patients had demonstrated violent behavior, and 13 of the 16 patients had been intoxicated with drugs. Similarly, Bouton et al. (2007) studied 66 human volunteers with a 5-second CED activation and 24-hour monitoring. Their conclusions could not detect any induced electrical current that directly caused cardiac cellular damage. However, there were several limitations to their study. Namely, the suspects were healthy and free from chronic disease, and the duration of the CED activation did not exceed a single 5-second activation, whereas individuals in the field often received multiple shots. Lastly, suspects were not under the influence of drugs, alcohol, or in a state of agitated delirium (Bouton et al., 2007).

An NIJ (2012) study on CEDs was conducted by a panel of doctors who completed reviews of deaths that followed CED application. The medical panel examined incident data from police reports, autopsies, toxicological analyses, and medical records to address whether the CED contributed to or was the primary cause of death. The panel concluded the risk of CED-related death incident is less than 0.25% and that it was reasonable to conclude that the CED did not cause or contribute to death in the large majority of cases (NIJ, 2012). Furthermore, the study contained a number of policy recommendations to reduce the risk and percentage related death. These include the following:

- Minimize or avoid exposing an individual to a CED multiple times.
- Do not discharge a CED for longer than 15 seconds.
- Constantly monitor the medical condition of the individual during and after discharge regardless of the duration of exposure.
- Do not repeat use of CED in a pain compliance mode if there is little initial effect on an individual.
- Minimize or avoid the use of CED on at-risk individuals, such as, but not limited to children and the elderly (NIJ, 2012, p.2).

Haskins (2019) explained that heightened caution about the effects and possible risks of CEDs has been reflected in recent news coverage. Studies on CEDs' negative impacts, published by Reuters in 2017, found that 153 medical examiner's cases cited a CED as a cause or contributing factor in the death. Furthermore, 442 CED-related lawsuits, settlements, and judgments totaled 172 million nationwide (Haskins, 2019). Even with wider knowledge and the narrowing of scenarios when their use is permitted, CEDs remain a favored less-lethal force option device for law enforcement, which, overall, spares injuries to officers and suspects (NIJ, 2019).

OC as Less-Lethal Force Option Device in Relation to the Sanctity of Human Life

OC spray is increasingly used by police departments throughout the world as a less-lethal force device to subdue violent or resisting suspects. As a result of being sprayed with OC, individuals usually respond by involuntary closing of the eyes (Adang & Mensink, 2004). Most law enforcement agencies in the US believe that OC spray reduces police officers' and suspects' injuries, as well as use of force complaints. Cases of ineffectiveness or decreased effectiveness tend to occur when police officers miss the suspect's face while spraying (Adang & Mensink,

2004). In addition, several studies by the NIJ (2011) found that when law enforcement agencies adopted the use of OC spray, they subsequently had large declines in assaults on officers and suspect injury rates or death. Sabre (2019) explains the pepper spray delivery system is designed as stream-based and may be utilized on a single resistant individual. This may include, but is not limited to, events such as a standoff with an individual with an edged weapon. In that case, the point of aim is the center of the face, the minimum recommended deployment distance is three feet, and the effective range is 15–20 feet (SABRE, 2019).

NIJ (2019) described the first less-lethal force option device was OC spray, an organic extract of the cayenne pepper plant that can stop most suspects by temporarily blinding them, creating a burning sensation in the eyes and skin. By 2013, 94% of police departments in the US had authorized the use of OC spray. The Vancouver, British Columbia Police Department reported that OC spray is the most effective less-lethal force option device used by the agency.

The OC spray has generated extreme interest and has become one of the most popular and least expensive less-lethal force option devices among law enforcement agencies. Law enforcement agencies rapidly adopted OC spray in the late 1980s and early 1990s as an alternative to traditional chemical agents such as tear gas (NIJ, 2011). LAPD (2019) described that OC spray is a chemical agent that is either extracted from cayenne pepper plants or produced by synthetic means. OC spray primarily affects the eyes, the respiratory system, and the skin by generating an intense burning sensation. The mucous membranes may swell, causing uncontrollable coughing, gagging, and/or gasping. OC spray can be an effective tool for law enforcement. This reactive behavior allows officers to gain control and restrain disorderly suspects more effectively. OC spray has been proven to have varying degrees of effectiveness and can cause unintended effects to officers and the public if deployed in enclosed areas. The

OC's maximum effective range is 12 feet. The effects of the spray generally last about 20 to 45 minutes and leave no residual effects (Sebre, 2019). OC spray allows for the expansion of the force continuum and gives officers a needed degree of flexibility and a viable option to confront uncooperative suspects. Law enforcement agencies owe it to their personnel and to their communities to explore this effective option (NIJ, 2011).

Effectiveness of Less-Lethal Force Option Devices

CED Effectiveness

Although a CED is considered a less-lethal force option device for police officers, many scholars have argued that there are numerous unanswered questions regarding its use and effectiveness (Adang & Mensink, 2004; Haskins 2019; NIJ 2019; PERF 2020; Ready et al., 2007, 2010). The 2021 shooting death of Daunte Wright was by a police officer in Minnesota who allegedly confused her firearm for a CED. The CED is designed as a less-lethal force option device and an additional tool for law enforcement officers to safely subdue noncompliant suspects (Ciavaglia et al., 2021). It is unclear precisely what happened during the interaction. If the Minnesota patrol officer drew the intended weapon and tased Daunte Wright instead of shooting him, the young man might be alive today. Stress and inadequate training might have led to this deadly error (Ciavaglia, et al., 2021). Law enforcement agencies in cold-weather cities such as Chicago, IL, Minneapolis-Saint Paul, MN and Madison, WI reported that their police officers are unlikely to deploy CEDs during the winter months, fearing the device may be ineffective through bulky winter coats and other thick clothing (PERF, 2020).

Axon has claimed over the years that CEDs are between 80 and 97% effective at subduing a suspect in field. However, American public media found over 250 fatal police shootings nationwide between 2015 and 2017 that occurred after a CED failed to incapacitate a

suspect. In 106 of them, the suspect became more violent after receiving the electrical shock. Furthermore, data from some of the biggest departments in the country show a much lower effectiveness rate (see Table 6). It is important to note that every police department has its own way of tracking and defining effectiveness, and for this reason, their data are not directly comparable. Also, the time period of the data varies among departments. (Gilbert et al., 2019). Additionally, Ready and White (2007) argue that four LAPD police officers were recorded beating and striking Rodney King more than fifty times with their batons; however, officers had used a CED on King twice but were unable to subdue him. In 2004, a police officer used lethal force by shooting a combative suspect after the officer had unsuccessfully deployed the CED twice. CEDs are not always practical. There is currently limited empirical evidence concerning the effectiveness of the CED besides the data from Axon International, which produces the CEDs and field analyses (Amnesty International, 2011; Ready & White, 2010).

Table 6: Taser Effectiveness for CY 2015 (Gilbert et al., 2019, p. 5)

US Police Department Effective Rate	
Atlanta	67.8%
Charlotte-Mecklenburg	69.7%
Columbus	77.3%
Dallas	68.0%
Denver	73.6%
El Paso	79.5%
Ft. Worth	62.4%
Houston	73.7%
Indianapolis	54.7%
Los Angeles	57.1%
New York	77.4%
Seattle	60.6%

Axon has made varying claims over the years about the reliability of its CEDs to incapacitate suspects. However, Gilbert, et al. (2019) the department with the highest effectiveness rating (79.5%) was El Paso, Texas (Gilbert et al., 2019), which corresponds to the

lowest end of Axon's effectiveness claims (80%) 80% (see Table 6). Axon explains that data from police departments do not accurately reflect CED effectiveness considering they may not include instances when a suspect was subdued after an officer merely displayed or threatened to deploy the CED. The company argues that just the sight of the device can be a significant deterrent to a suspect, and should count as effective use (Gilbert et al., 2019). Brandl and Stroshine's (2017) research was consistent with previous studies that found the CED to be substantially more effective than OC spray. Given the research that has been conducted, it is safe to say that the CED has inherent advantages over OC spray in its ability to incapacitate suspects.

OC Effectiveness

Adang and Mensink (2004) and NIJ (2019) point out that OC spray is only effective if police officers hit the suspect's face while spraying. NIJ (2019) argued that advanced understanding of OC spray's effects on suspects and officers is needed. Further research is needed to examine the potential of contributing to serious injury or death when used against those who are under the influence of drugs or alcohol, and those with heart and respiratory conditions.

According to PERF (2015), the cornerstone of law enforcement agency policies is a statement about the sanctity of human life, which says, "The department respects the value of every human life, and the application of deadly force is a measure to be employed in the most extreme circumstances" (p. 17). Brandl and Stroshine (2017) argue that we still experience relatively limited data related to the use of OC spray as a less-lethal device and the effectiveness of the device in incapacitating suspects. Although there have been studies in this area, the researcher knows of no studies to date that directly compare the use and relative effectiveness.

OC spray is a highly inflammatory agent and causes a variety of immediate respiratory symptoms as well as a burning sensation. It tends to cause local inflammation and redness of the skin, stinging and redness in the eyes, and twitching and closing of the eyelids (NIJ, 2003; 2009). Suspects who have been sprayed tend to have reflexive reactions. . They immediately cover their eyes and bend over into a defensive posture to avoid further contact.

OC spray can be difficult to control, although it works in some situations (PERF, 2020). Traditional OC sprays require fairly close proximity to the person, and the spray tends to spread across large areas. More importantly, depending on wind and other factors, such as location and the number of officers and other individuals on the scene, OC spray can impact both police officers and suspects. LAPD (2019) described that OC spray has varying degrees of effectiveness on individuals, with some even being unaffected or immune.

Table 4 showed a decrease in the use of OC spray among NYPD officers from 2017–2018 while CED use increased. The NIJ (2019) explained that the overwhelming proportion of incidents where a [CED] was used, once a [CED] was used that incident came to an end, however, the same cannot be said with OC spray. Brandl and Stroshine (2017) also found that the CED is substantially more effective than OC spray. Given the research that has been conducted, it is safe to say that the CED has inherent advantages over OC spray in its ability to incapacitate suspects.

Rationales for Education and Training Police Officers of Less-Lethal Devices

PERF (2016) describes that law enforcement’s mission for education and training revolves around the core ideal of sanctity of human life—the need to protect themselves, members of the public, and when possible, criminal suspects and persons in crisis from danger and harm. More importantly, the core of education and training in non-firearms incidents should

be accomplished by equipping police officers with the tools and techniques needed to slow down some situations, and provide additional specific options for safely resolving them. The ultimate goal is to help police officers avoid reaching the point where their lives or the lives of members of the public become endangered and the police officers have no choice but to use deadly force (PERF, 2016).

Less-lethal technologies have been around for more than 20 years. Education and training of officers on less-lethal force options should continue to be emphasized and improved. In these education programs, participants should gain the knowledge and skills necessary for the appropriate use of the technology, as well as hands-on practical and scenario-based training under stress. This comprehensive training would develop important skills for successful deployment in the field of less-lethal devices (PERF, 2020). The more realistic the training scenarios that provide patterns and trends with contextual factors, the more effective the officer's response will be when encountering resistance (FLETC, 2011). In order to perform effectively under stress, law enforcement training should strive to provide stressful encounters that replicate challenging, real-life situations and environments. Education and training the "whole person" for peak performance is achieved through utilization of all three learning domains: psychomotor domain (physical skills and strength), cognitive domain (critical thinking and problem solving), and affective domain (emotional intelligence) (LAPD, 2020, p. 38). Preparing people for all facets of their job will develop more resilient individuals, and ultimately, a more resilient workforce (LAPD, 2020).

Furthermore, law enforcement agencies should adopt education and training as well as policy statements that make it clear that de-escalation is the preferred, tactically sound approach in many critical incidents. Policy should explicitly require police officers to receive education

and training on key de-escalation principles (PERF, 2016). The Commission on Peace Officer Standards and Training [POST] (2020) explains the importance of effective de-escalation training based on contributions of many scholarly law enforcement experts. Every theme included a focus on the need for effective internal and external training, pre-service (recruit), in-service (veteran police officers), and for supervisors, managers and dispatchers.

PERF (2020) argues there is little attention in the CED literature to educate and train police officers in the proper use of CEDs. While CED manufacturers and law enforcement agencies have developed training curricula and some provide training, there are few independent sources for law enforcement agencies to turn to for guidance on developing a CED training program. Most law enforcement agency policies encourage their police officers to get exposure to CEDs during training. Some agencies made the training exposure mandatory, and the least common policy denied exposure to only 5.4 percent of officers (Brewer & Kroll, 2009). NIJ (2019) explains that exposing police officers to CEDs during training is likely to foster in-depth understanding of the operation and effectiveness of the device. Similarly, many law enforcement agencies in the US encourage police officers to be sprayed with OC spray as part of their training curriculum. The purpose is to ensure they understand and feel the effects of OC before deployment out in the field. The rationale for requiring exposure is multifaceted. First, exposure builds confidence in the effectiveness of OC spray. Experiencing the effects of the spray also helps officers understand an exposed person's behavior and the need for prompt aftercare. Moreover, exposure during training forces officers to experience what might happen if they are sprayed with OC (Jett, 1997; NIJ, 2019). The DOJ (2017) argued that codes of conduct and training curricula need to be adequate to ensure the prevention of excessive use or abuse of the devices by police officers. Furthermore, considering of the popularity of CED and OC

deployment, Haskins (2019) explained that the misuse (or excessive use) of the CED is due largely to inadequate knowledge of the nature of CED technology.

Training provides skills and instills confidence, while education provides knowledge and improves understanding of less-lethal force option devices (Police One, 2020). The majority of law enforcement officers in the US are educated and trained to understand that deadly force must be a last resort measure to protect their lives and members of the public. This literature review suggests that if the RTP educate, train, and equip police officers with CED and OC sprays as less-lethal force option devices, the rate of firearm usage would decrease.

Conclusions

Deciding whether to utilize force when authorized in the conduct of police officers' responsibilities is among the most critical decisions made by law enforcement officers. It is a decision that can be irrevocable and a decision that must be made quickly and under difficult, often unpredictable, and unique circumstances. Sound judgment and the appropriate exercise of discretion will always be the foundation of police officer decision-making in the broad range of possible use of force situations (PERF, 2015). Each police-suspect contact is unique; however, in all cases, the suspect's actions will influence police response or vice-versa.

Police officers should not escalate the situation; instead, they should attempt to de-escalate if time allows them to do so to attempt to gain voluntary compliance from suspects. Police officers should be educated and trained to consider the nature and severity of the crime allegedly committed and the urgency and necessity of police action. For example, police officers should identify and weigh a range of risks and tactical factors before initiating contact with suspects and re-evaluate these risks and factors throughout their encounter. Failure to educate, train and equip police officers with less-lethal force option devices is likely to influence police

officers' use of lethal force as a first resort instead of a last resort. Amnesty International (2015) explains when resorting to a firearm in such circumstances, the intention must always be to stop the immediacy of the deadly threat. Nevertheless, due to the risks involved in the use of a firearm, however, this must be considered an undesired outcome and all possible precautions must be taken before resorting to it without other options. Furthermore, whenever the lawful use of force and firearms is unavoidable, police officers shall minimize injury, respect and preserve human life in any way possible.

Limitations to the Literature Review

As with any research, this literature review has limitations. There are numerous barriers to conducting a rigorous multi-site study on police use of force (PERF, 2015). For example, law enforcement agencies do not systematically maintain use of force data because of large numbers of reported crimes in most US cities and the many interactions that police have with the public. The opportunities for the police to use force are vast (PERF, 2015). From the researcher's experience, larger agencies like CPD and NYPD tend to be slow in recording and documenting statistical data. The volume of calls for service significantly slows the recording; however, the movement of law enforcement agencies becoming accredited has significantly benefited researchers in the field of criminal justice and education. Accreditation holds law enforcement agencies to higher standards of professionalism, and to maintain accredited status, they must produce statistical documentation on every facet of the agency. For example, the collecting and storing of use of force data should include the demographics and characteristics of both suspects and officers, situational factors, and geographic characteristics (Lim, 2017).

Based on the lack of published empirical research on RTP education and training in less-lethal force option devices, the aforementioned professor of political science at Chulalongkorn

University in Bangkok, Thailand, encouraged the researcher to examine Thai scholarly research websites in Thai. The researcher repeated the steps and used the terms in the Thai language. Unfortunately, the researcher found no published empirical research the education and training of RTP officers on less-lethal devices. Thus, the study was limited by the researcher's heavy reliance on information he gathered from his personal experience, RTP members, and the professor.

Gap in the Literature

The study of the RTP was necessary to address a gap in the literature and culture surrounding the impact of equipping patrol officers with readily available CEDs and OC devices for their duty belts. The study benefited RTP patrol officers through changes in culture, behaviors, and performance. More importantly, the RTP must be transparent in policing in order to gain trust and support from the Thai community. Examples of treatment that enhances trust include actively listening to people and considering their side of the argument, taking their needs and concerns into account (benevolence), and explaining the decision and action. Police officers around the world are trustworthy when they listen actively to members of the community and consider their needs and concerns. This builds legitimacy for police officers, which helps contribute to compliance (DOJ, 2017). PERF (2020) explained that less-lethal force option devices must be integrated with an agency's use of force policies, education, and training. Technologies must also align with the agency's culture regarding the use of force and department efforts to build trust and support in the community. There was limited research that opposes education training and equipping police officers with CED, OC spray. However, PERF (2020) suggests that law enforcement agencies continue to explore new technology, tactics, and training in the area of less-lethal force option devices.

Future Implications

From the perspective of PERF (2020), the successful accomplishment of the sanctity of human life should have two significant benefits. First, it should enhance the safety of police officers and the people they have sworn to protect. Second, it should foster an atmosphere of cooperation and mutual respect between the police and the people they serve. In addition, with these good policing values, law enforcement agencies should see a decrease in individuals' complaints and an increase in individuals' cooperation (DOJ, 2017). Law enforcement agencies should adopt procedural justice as the guiding principle for internal and external policies and practices to guide their interactions with the people they serve and embrace a guardian mindset to build public trust and legitimacy (President's Task Force, 2015). The procedural justice of police entails procedures used by police officers in order to treat citizens fairly and with proper respect as human beings. There are four principles of procedural justice: giving others a voice (listening), neutrality in decision making, respectful treatment, and trustworthiness (CPD, 2020; POST 2020). Less-lethal devices can contribute to the adherence to procedural justice.

It is significant to continue examining the effectiveness and safety of less-lethal devices for all populations, including juveniles, the elderly, pregnant persons, and persons with pre-existing medical conditions. This literature review provided a critical foundation of the CED and OC spray as less-lethal force option devices in relation to the sanctity of human life. It offered important findings on the effects on cognitive functioning. Less-lethal technologies have been around for more than twenty years, but education and training on them can still be improved. In education and training of less-lethal force option devices, users gain the knowledge necessary for the appropriate use of the technology, as well as practical and scenario-based training under stress, which helps develop important skills for a successful deployment in the field.

Chapter 3: Methods

Overview

This chapter provides a thorough explanation of the research design and methodology used for this study. It presents an overview, research questions, research design, sampling methods, strengths and limitations, and procedures. Then the chapter describes the data collection process for the control and experimental groups of the study. The chapter closes by discussing the data analysis plan, limitations to data collection, confidentiality, ethical considerations, and researcher bias.

Hypotheses and Research Questions

The goal of this study was to investigate whether education and training of less-lethal force option devices, specifically CEDs and OC spray, affect the use of firearms by the RTP. RTP patrol officers carry firearms as lethal weapons on their duty belts, similar to police officers in the US. However, firearms are the only option available on the RTP duty belt, in contrast to the less-lethal options police officers in the US have when they encounter resistance from suspects. The researcher was able to identify this problem due to his experience training RTP instructors since 2012. Based on the researcher's knowledge, experience, and personal communication with RTP ranking officers, CEDs and OC spray are unavailable to use if necessary as less-lethal force option devices before resorting to firearms. There was controversy over the limitation of only one CED per police station. If force is objectively reasonable and necessary in confrontations with suspects, CEDs and OC sprays as less-lethal force option devices are unavailable for immediate use. Firearms are the only option available for immediate use on patrol officers' duty belts. More importantly, at the time of this study, the RTP had no policy to educate and train patrol officers on when to use the

CED in relation to the sanctity of human life (personal communication with RTP ranking officers, October 19, 2021). Thus, even if less-lethal devices were available, officers would not necessarily be properly trained on their use.

In this experimental research study, the researcher hypothesized that a specific 8-hour education and training intervention would increase officers' knowledge and skills in the use of CEDs and OC spray as less-lethal force option devices that could preserve the sanctity of human life. The study was guided by the following research questions:

Research Question 1: Is there a change in officers' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre and post 8-hour intervention?

H₀: There is no change in officers' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre and post 8-hour intervention.

H₁: There is an increase in the use of less-lethal force options during the virtual use of force simulation scenarios post 8-hour intervention.

Research Question 2: Is there a change in officers' attitude about the use of less-lethal force options in relation to the sanctity of human life post 8-hour intervention course?

H₀: There is no change in officers' attitude about the use of less-lethal force options after participating in the 8-hour intervention course.

H₁: There is a positive change in officers' attitude about the use of less-lethal force options after participating in the 8-hour intervention course.

Study Design

This research study examined RTP participants' behavior and attitudes associated with using less-lethal force options devices such as CEDs and OC spray following training. The study used a classical experimental design to isolate the independent effects of the training (Dantzker & Hunter, 2006). This design allowed the researcher to examine the cause-and-effect relationship by exposing an experimental group to one intervention condition and comparing the results to a control group not receiving the same intervention. The intervention was an 8-hour training course that provided basic knowledge and skills to operate the CED and OC spray devices and when to use them. This design included three major components: (1) independent and dependent variables, (2) experimental and control groups, and (3) pre-intervention course testing and post-intervention course testing (Dantzker & Hunter, 2006).

There were several reasons to utilize experimental research methods. This experimental design was the most appropriate type of experimental research considering that it helped the researcher address the three criteria of causality:

1. Time ordering of effects. In other words, x precedes y.
2. Statistical analysis can be used to establish the empirical relationship between x and y.
3. Experimental designs allow the researcher to control for potential third variables that could be influencing the relationship between x and y. This is done by assigning participant to either the experimental or control groups, thereby eliminating possible selection bias, which may introduce the existence of third variables (see Table 7).

Table 7: Illustration of the RTP Experimental Research Design

	t1	t2	t3
Experimental	O	X	O
Control	O		

O=observation (in this case simulation)
 X=intervention
 t=time

The study examined the degree to which RTP participants' behavior and attitude changed regarding the use of CEDs and OC spray as less-lethal force devices on the officers' duty belts as first-assist options instead of firearms. This study examined a national police department; the data were collected across the country and was not confined to a single locale. The results from the study provided a starting point for further study.

Procedures

The procedures for this study followed quantitative data methods utilizing an experimental design, survey, and evaluation process respectively. Barnes et al. (2012) explain that experimental study is educational research designed to explore causal relationships through experimentation. First, volunteers were assigned to either the experimental or control groups. Second, volunteers of both groups completed a survey. Third, both groups completed force simulation scenarios. Fourth, the experimental group received training. Fifth, the experimental group completed the same use of force simulation scenarios and a second survey post intervention (see Table 7). Each participant was coded with a number from 1–100. The researcher used a computerized randomization program (randomizer.org), to create two sets of 55 unique numbers, ranging from 1–100. Set #1 of selected participants were assigned to the

control group, and set #2 of selected participants were assigned to the experimental group. This process was consistent at each location.

Strengths and Limitations of Research Design

One of the strengths of experimental design was to provide an opportunity for a quantitative analysis to determine the impact of the 8-hour intervention course through measurable differences in outcomes from the dependent variable scales administered on-site in the survey and pre-and post-test assessments. The experimental research design sought to determine if a specific education and training intervention influenced officers' behaviors and attitudes. (Creswell & Creswell, 2018). More importantly, this design is used in criminal justice research as an approach best suited for explanation and evaluation. This particular approach is especially appropriate for hypothesis testing and assessment (Maxfield & Babbie, 2009). A classical experimental design is regarded as credible form of experimental research given that it rejects or fails to reject hypotheses mathematically with statistical analysis (Dantzker & Hunter, 2006). However, experimental research is often expensive and logistically challenging to perform (Dantzker & Hunter, 2006). One of the most challenging issues is obtaining consent when the examination involves human test participants, and approval may be easier if the experiment is helpful to the participants. An additional limitation in conducting experimental research is the difficulty maintaining and controlling the experiment's environment. The environment in which criminal justice and education research is conducted is often far from stable and filled with possible interfering or intervening variables (Dantzker & Hunter, 2006).

Study Location

Thailand has a population of over 64 million. Bangkok is the capital city of Thailand and is centrally located in the middle of the country. Thailand has been a member of the United

Nations (UN) since December of 1946 and has committed to the UN central pillar of its foreign policy, reflected over the years in the many active roles in UN-related activities, whether in preventing conflict, in peace building, enhancing societies' economic and social welfare, and promoting human rights (Royal Thai Embassy, 2010). The RTP is a bureaucratic and militaristic organization. The RTP is a National Police Department and performs police functions throughout the entire country. The mission of the RTP under the constitution of Thailand is to provide service, enforce the law, and protect rights and freedom of people of Thailand. As of 2014, the RTP had about 207,000 police officers and was divided into nine provincial police regions. Each region takes responsibility for many provinces divided into similar-sized areas (Chatthong et al., 2014).

Research Sites

Data collection was conducted in three geographical locations in Thailand. As mentioned in Chapter 3, the researcher was unable to collect data from nine regions throughout Thailand because of the expenses and logistical challenges for the RTP. It was a major logistical inconvenience for the RTP to accommodate three regions for the researcher. The three regions were selected by the researcher because the locations are spread throughout the country. At the time, three regions were the most the RTP was able to accommodate for the research study.

Figure 2 depicts the three locations, and they are as follows:

North—Region 5 (yellow): Chiang Mai Province is the third largest city in northern Thailand and approximately 600 km north of Thailand's capital city—Bangkok. Region five covers eight provinces—Mae Hong Son, Chiang Mai, Lamphun, Lampang, Chiang Rai, Phayao, Phrar, and Nan. Region five has a 85, 852 sq. km area of responsibility. Region five has 159

police stations with 14,073 police officers (personal communication with RTP Region Five Police Colonel, October 1, 2021).

Central—Region 7 (pink): Sam Phran, Nakhon Pathom province is approximately 50 km west of Bangkok. Sam Phran is home to the Royal Police Cadet Academy (RPCA). The RPCA is an educational institution offering a four-year undergraduate degree in policing and law and providing pre-service training to commission recruits, and it is a part of the armed forces training academy. Region seven covers eight provinces—Kanchanaburi, Nakhon Pathom, Prachuap Khiri Khan, Phetchaburi, Ratchaburi, Samut Songkhram, Samut Sakhon, and Suphanburi. Region seven has an area of responsibility of 46,059 sq. km. Region seven has 103 police stations and 10,739 police officers (personal communication with RPCA Police Lieutenant Colonel, October 1, 2021).

South—Region 8 (dark green): Phang-Nga Province is approximately 770 km south of Bangkok. Region eight covers seven provinces—Surat Thani, Nakhon Si Thammarat, Chumphon, Ranong, Phang Nga, Phuket, and Krabi. Region eight has a 42,395 sq. km area of responsibility. Region eight has 121 police stations and 11,991 police officers (personal communication with RTP Region Eight Police Captain, October 1, 2021).

Figure 2: Depicts the RTP 9 Provincial Police Regions



The RTP command staff granted the usage of the facilities and assisted with logistics such as classrooms and virtual simulator computers. A copy of an approved letter from the RTP education bureau appears in Appendix G. Once DePaul University's Institutional Review Board (IRB) granted the permission to conduct the research study (see Appendix A), the researcher scheduled dates with the RTP command staff. The dates were as follows: Region 7, July 28–29, Region 8, August 1–2, and Region 5, August 4–5, all in the year 2022.

Sampling Methods

The RTP has over 200,000 police officers throughout the country. It was not feasible to include every RTP member. The RTP department provides 24-hour service to the public while granting time off to personnel for vacation, sick days, and emergency leaves, among other reasons. It would have been a major logistical challenge to schedule RTP study participants from all nine regions.

It was also not possible to randomly select officers to participate in this study from three regions. A nonprobability sampling strategy was used to collect data across the country in three geographical locations. By utilizing different geographic locations and drawing upon larger populations, an increase in generalizability can occur (Heitner & Sherman, 2014). The purposive sample is a small subset from a larger population of the RTP. The significant factor of purposive sampling is the accessibility to units or individuals that are part of the target population (Dantzker & Hunter, 2006). In addition, a purposive sample was appropriate as a sampling method to select a sample based on the researcher's knowledge of the population (Babbie & Maxfield, 2009).

Recruitment

The participants were officers who were assigned to one of the three regions. There were approximately 36,000 combined police officers from the three regions who were selected to participate in the study (communication with RTP ranking officer, October 19, 2021). The researcher had prior contacts and rapport with the RTP instructors and command staff but not with patrol officers working in these regions. The researcher was not authorized to select participants randomly; he was instructed by the RTP command staff to send invitation emails to specific members in each region. The RTP command staff did not explain why the researcher

could not gain access and randomly select participants in each region. The command staff or the designee of each region provided the researcher with potential participants' email addresses. The researcher emailed the RTP officers at each region requesting volunteers for the study (see Appendix E). The first one hundred police officers from each region who responded to the invitation were invited to participate (see Appendix I). It is important to note that the RTP is a male-dominated organization. According to Siriwato (2014), female RTP police officers are primarily assigned administrative tasks. Although there are some women working within the RTP, the researcher was unable to recruit any female participants.

Participants

A total of $n = 308$ participated in the study.

North, Region 5 ($n = 50$ control group and $n = 50$ experimental group).

Central, Region 7 ($n = 54$ control group and $n = 54$ experimental group).

South, Region 8 ($n = 50$ control group and $n = 50$ experimental group).

The RTP education bureau assured the researcher that all participants in this study were strictly voluntary, and participants were able to withdraw from the study at any time without consequences. Officers who participated were briefed in the Thai language by the researcher regarding the study and were provided with a translated written informed consent form (see Appendix B).

The RTP participants were non-commissioned and commissioned officers ranging from Police Lance Corporal to Police Lieutenant Colonel. The RTP department has two types of pre-service education and training of police officers: The Royal Police Cadet Academy (RPCA) and the Non-Commissioned Officer Training School. The RPCA is located in Sam Phran District, Nakhon Pathom Province. The RPCA was established in 1901. The RPCA is the only National

Institution in Thailand that educates and trains highly qualified police cadets; most cadets become commissioned police officers upon graduation. Applicants must pass intensive written examinations and physical tests to meet the admission standards. The RPCA offers a four-year bachelor's degree in police administration for cadets who complete the program (Khruakham & Lee, 2013).

The Non-Commissioned Officer Training School includes nine region training centers and several smaller training centers operating under the education bureau according to the RTP deputy commander of the central police training center. The RTP education bureau is responsible for educating and training non-commissioned police officers. They are responsible for developing personal management training, setting up protocols for recruitment, overseeing education quality control, developing pre-service courses for recruits, and conducting in-service training for veteran police officers (personal communication with RTP high ranking officer, July 14, 2021).

Survey and Evaluation Instruments

In an attempt to safeguard the data, the researcher hand-carried three flash drives and a personal laptop containing both instruments (survey and evaluation) and the virtual use of force simulation scenarios. The researcher located a survey for the study from a large metropolitan police department in the Western US. The department authorized the researcher to use it but requested not to disclose the department's name. The survey instrument was created and beta-tested with police recruits and in-service officers. The researcher added two questions to the survey and then used Cronbach's alpha test to test for reliability before measuring the correlations between all the variables that made up the scale for validity. According to Ravid (2015), Cronbach's alpha test can be used to assess the reliability of instruments with different

types of item formats using scores obtained from a single test of the instrument. As a guideline, Cronbach's alpha should be above 0.7, and the SPSS test revealed .731; this was considered acceptable for research purposes (Taber, 2018). The survey questionnaire contained 24 questions (see Appendix C) which asked the participants about their knowledge of the research topics and biographical data (e.g., gender, age, years of service, region). Only the experimental group was exposed to the survey questionnaire twice, pre and post intervention course.

The University of Chicago Crime Lab developed the evaluation instrument and granted permission to use the instrument in the study. The instrument was used in previous research studies and was tested for validity. A total of four scenarios were developed for the study, with the first one for warm-up. Data were not collected from the warm-up scenario. The evaluation instrument for the virtual use of force scenario-based assessment contained 30 questions (10 for each scenario). The experimental and control groups were exposed to three scenarios for pre-intervention, and the same three scenarios were offered to the experimental group only post-intervention (Appendix D). At the conclusion of the data collection, the surveys and evaluation forms were scanned and downloaded to the researcher's computer. The hard copies were hand carried and transported in locked luggage by the researcher back to the US.

Document Translation

Five (5) documents were translated from English to Thai: the informed consent form (see Appendix B), survey questionnaire (see Appendix C), virtual use of force scenarios assessment (see Appendix D), recruitment script (see Appendix E), and contact for further instruction (see Appendix I). These documents were translated by Police Lieutenant Colonel Amonrat Wathanakosit, an English language professor and certified translator at the RTP Region Five

training center. Once they were translated, two additional English professors reviewed them for validity and consistency.

Validity and Scenario Selection

The RTP education bureau collaborated with researcher to create four virtual use of force scenarios (including one scenario for warm-up) in the Thai language that were used for the study. While participating in scenarios, participants were required to communicate and interact with other people on the virtual use of force simulator. The selection of realistic real-life scenarios within the law enforcement realm which was essential for experimental design validity—specifically, participants used modified simulated weapons to simulate use of force during the scenario (James, 2012). Scenario-based training is a concept that provides simulations of various approximate situations that officers might encounter in the real world (Police One, 2020). Scenario designs that incorporate realistic contextual elements enable participants to attend to critical cues and improve decision skills (FLETC, 2011). Babbie and Maxwell (2009) define validity as an empirical measure that adequately reflects the concept's meaning under consideration; therefore, measurement validity entails whether you are really measuring what you say you are measuring. To ensure reliability of the data collection process, each participant was pre-briefed and then de-briefed about each scenario using the student-centered feedback model designed by the FLETC. This model considered best practice across law enforcement agencies in the US. The description of each scenario is explained and listed in Appendix H. All virtual use of force scenarios were presented to participants in the Thai language. These scenarios simulated calls for service and vehicle checkpoints that RTP officers regularly encounter during their normal course of duty. For example, during the simulation scenario, each participant encountered resistance, a situation in which a suspect deliberately attempts to cause

physical harm to the participant, with or without a weapon. Each participant had an opportunity to participate in a warm-up scenario. The purpose of the warm-up scenario was to ensure validity and that participants fully understand what to expect during the scenario. The warm-up scenario was not part of the data collection. Each participant was armed with a simulated firearm, a CED, and OC spray. Each scenario lasted approximately three minutes. Only the experimental group participated in the same three scenarios post intervention. The details of each scenario are listed in Appendix H.

Intervention Course (8-hour Training)

The researcher, a certified State of Illinois Law Enforcement instructor, developed the eight-hour curriculum that introduced participants to the CED (taser) and OC spray as less-lethal force options devices. The curriculum was structured to meet the State of Illinois Law Enforcement Standards.

To ensure that the performance measures of the participants were valid and consistent throughout the three locations, the design and procedures set for this study were carefully constructed. The intervention course was conducted during sequential weekdays so that a weekend would not interrupt the data collection. To ensure additional validity of this study, Police Lieutenant Colonel S. Wantamat of the RTP, who was certified as an instructor in CED (taser) and OC devices, assisted the researcher in facilitating the intervention course at all three locations. A copy of this curriculum is listed in Appendix F. The following topics were covered in the intervention course:

Hour 1: Introduction to CED-Taser as less-lethal device.

Hour 2: Introduction to CED-Taser as less-lethal device (Cont.)

Hour 3: Introduction to OC spray as less-lethal device.

Hour 4: UN Human Rights, use of force, deadly force and excessive force.

Hour 5: De-escalation and Officer's proportional response.

Hour 6: Use of CED-Taser and OC spray in relation to the sanctity of human life.

Hour 7: Force options transition drill.

Hour 8: Threat Assessment drill.

Data Collection

The data collection for this research study took place in Thailand between July 27 and August 6, 2022. During this time, the researcher collected data from three geographical locations in Thailand in this order: Region Seven (Central), Region Eight (South), and then Region Five (North). In total, the study involved three hundred eight participants ($n = 308$), all male. The experimental and control groups were then created; 154 RTP participants were assigned to each group ($n = 154$ in the control group, and $n = 154$ in the experimental group).

Two types of data were collected. The tools used were surveys and evaluation forms. First, a 24-item survey was filled out by each participant in the control and experimental groups—pre virtual use of force simulation scenarios. Second was a 30-item evaluation form; each participant in the control and experimental groups were evaluated on their performance during the virtual use of force scenarios. The control group was sent home upon completion of the three virtual use of force scenarios. The experimental group completed three virtual use of force scenarios, had lunch, and then started the 8-hour intervention. Upon completion of the intervention on the following day, the 30-item evaluation form and the 24-item questionnaire were distributed again to collect data from the experimental group. The RTP command staff advised the researcher to print the surveys and the evaluation forms in Thailand. The RTP command staff were not able to guarantee any availability of the computer labs at each site nor

would participants be armed with any smartphones. The researcher carried a laptop to each site and immediately scanned and stored survey questionnaires and scenario testing evaluations as backup upon completion at each site.

Due to the pandemic of Covid-19, each participant was required to wear a mask and sanitize their hands before entering each research site. Each participant identified by number between 1 and 100, which was written on both the survey and evaluation form. Each participant filled out the 24-item questionnaire after completing the consent form. To ensure validity and guard against researcher bias, Police Lieutenant Colonels S. Wantamat and P. Meemool assisted in the scenario evaluation process. Once the data were collected, the researcher scanned questionnaires and evaluation forms and downloaded them to the researcher's laptop and a flash drive as backup before leaving each site. The laptop and flash drives were password-protected and secured in a suitcase. Upon returning from Thailand, the researcher kept his laptop and flash drive in a locked filing cabinet in his home. The researcher was the only one who had the key to the cabinet.

Data Analysis

The researcher tested whether the effect of education and training intervention varies across different location in Thailand. As noted in Chapter 4, the researcher was able to compare how participants' characteristics—such as years of experience, duties, ages, and levels of education—affected decision making in the use of less-lethal devices between the control and experimental groups. First, SPSS was used to analyze the data. The statistical test was used to test whether two categorical variables were related. Ratio and frequency were used to determine the relationship between variables. The researcher aimed to understand whether there was a difference in the use of less-lethal force options during the virtual use of force simulation

scenarios between the experimental and control groups. The Chi-square test of independence was used because it enabled the researcher to determine statistical significance in results of the control and experimental groups. According to Ravid (2020), the Chi-square test of independence is appropriate when examining whether two categorical variables are associated with each other. To determine this significance, the researcher must examine if the p-value is .05 ($p \leq 0.05$) or lower, which would constitute a statistically significant difference, or above .05 ($p > 0.05$), which would indicate a non-statistically significant difference.

Two research questions guided this study with each having one hypothesis. For the first research question, the researcher used the McNemar statistical test to compare participants' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre- and post-intervention. The McNemar is a non-parametric test and is a well-known statistical test to analyze statistical significance of the differences in classifier performances (Balas et al., 2017). This test is used on paired nominal data to determine whether there are differences on a dichotomous dependent variable between two related groups pre-intervention and post-intervention (Rozenberg & Kok, 2012).

For the second research question, the researcher used the paired sample t-test as the parametric test to compare participants' attitudes pre- and post-intervention towards the use of less-lethal devices in relation to the sanctity of human life. According to Ravid (2015), the paired sample t-test is appropriate when comparing one group's ordinal data, pretest, and posttest scores. Two separate scores are obtained to test whether the mean difference between pairs of measurements is zero or not. In addition, when conducting the paired sample t-test, it is assumed that the two groups being compared come from two populations whose variances are approximately the same (Ravid, 2015). Furthermore, the parametric test requires that the

assumption of normality be met. The researcher used the Q-Q plots statistical test to test the assumption of normality. The SPSS test indicated the plotted value was normally distributed.

SPSS provided the computational analysis of the data, and to determine significance, the researcher must examine if the p-value is .05 ($p \leq 0.05$) or lower, which is a statistically significant difference. If the p-value is greater than .05 ($p > 0.05$), there is no statistically significant difference.

Field Observations

Field observations were conducted throughout the study to document any common themes. Several important observations were made. First, it was discovered that RTP provided only one CED per police station. Thus, CEDs were not readily available on patrol officers' duty belts during day-to-day interaction with residents.

Second, on day two of the training, the RTP command staff asked the participants in the experimental group to bring the CEDs (Tasers) from their assigned police stations. The researcher was surprised that the majority of the CEDs were kept in their original packaging from the manufacturer; the CEDs were brand new and had never been unpacked or used in the field. When asked why the CEDs were still unpacked, the RTP participants explained that they lacked the knowledge and confidence to use the CEDs. They were unsure of how and when to use the device and, more importantly, feared the consequences from the RTP and prosecutors. Fear of the consequences was identified as a common theme that emerged from the field observation. Fear is classified as a negative response to hopelessness or inferiority that can impact lifestyles and attitudes (Nelson, 2016). The lack of knowledge and confidence to use the CED created this fear of being prosecuted and terminated by the RTP. Furthermore, social media in Thailand has been instrumental in furthering communication, images, and

video footage of the use of force, including deadly force encounters with RTP officers that have caused many to question the integrity and procedures of the agency. The recurring theme from the field observation suggests a need for the RTP to implement policy and training of less-lethal force option devices before disseminating them to the field.

Third, during the pre-intervention virtual use of force simulation scenarios, the researcher observed the majority of the RTP participants attempting to use less-lethal force option devices (Taser and/or OC spray) despite acknowledging that they did not know how or when to use these devices. There are two plausible reasons why RTP participants attempted to use less-lethal force options during the pre-intervention scenarios. On the one hand, it may indicate officers' desire and receptivity to these force option devices. On the other hand, the RTP participants may have purposely attempted to use less-lethal force options devices because the research study involves the CED and OC spray as less-lethal force options in relation to the sanctity of human life. In other words, the study may have influenced participant behavior.

In this particular circumstance, the researcher cannot ignore the Hawthorne effect that may have occurred with the RTP participants. Greenwood and Sedgwick (2015) explained, "The Hawthorne effect is a non-specific treatment effect; it is a change in behavior as a motivational response to the interest, care, or attention received through observation and assessment" (pp. 1–2). The Hawthorne effect may occur when participants' performance is measured; they may change their behavior simply because of the attention they receive, regardless of the experimental manipulation (Greenwood & Sedgwick, 2015).

Limitations to Data Collection

In addition to the potential limitation of the Hawthorne effect, data collection might have been compromised due to the use of a virtual simulation to examine change in behavior. Virtual

simulation in use of force scenarios can assist in immersing test participants in realistic use of force simulations; however, simulations are not the same as real-life use of force encounters in real time as such encounters are often unexpected. Thus, real-life use of force encounters could potentially induce different physiological responses in test participants because they would involve real handguns, CEDs, and OC spray, and a real potential threat to the officers. Another limitation to data collection was that none of the participants knew in advance which group they were assigned to until the conclusion of the pre-intervention assessment. It was unclear whether the RTP participants attempted to use less-lethal force option devices during the virtual simulation scenarios because they knew of the potential to attend the 8-hour intervention course. In addition, the RTP command staff was at the research sites and could have triggered this behavioral change to use less-lethal force option devices during the scenario testing.

Confidentiality and Ethical Considerations

The dignity, privacy, and interests of participants were respected and protected to the extent possible. All of the RTP participants' information and research data were kept confidential. This study did not involve any vulnerable populations. The researcher provided necessary protection to all study participants. Their participation in the study was voluntary and uncompensated by the researcher. As noted, the RTP command staff continuously ensured that each participant was informed of their right to walk away from participating at any time during the data collection without any consequences. The researcher was careful to identify participants only by number and to take other precautions to prevent the identification of participants in the reporting documents.

Researcher Bias

According to Barnes et al. (2012), the researcher does bring bias to experimentation; however, bias does not limit the ability to be reflective. The researcher's intention for this study was not to be invasive with the RTP. Furthermore, the researcher approached this study with personal and professional experiences and knowledge to ensure integrity and transparency. The researcher's intention for this study was to provide the RTP education bureau with unique experiences and knowledge that could inform changes in culture, policy, education, and training. The researcher made all possible efforts to avoid any subjective point of view that could introduce bias into the study.

Chapter 4: Results

Overview

This research study examined Royal Thai Police (RTP) participants' behavior and attitude associated with using less-lethal force options devices such as conducted energy device (CED) and oleoresin capsicum (OC) spray in relation to the sanctity of human life. This research study examined a national police department; the data were collected across Thailand. This chapter contains a detailed explanation of the analysis of the results of this research study. It includes a presentation of the research questions, a discussion of the results of the main research study, a detailed overview of the sample description, field observations, the statistical methods used, and hypothesis testing. A completed analysis of the data is presented, along with tables, representations, and explanations.

Table 8: Research Questions, Hypotheses and Statistical Analysis Tool

Research Question (RQ)	Hypothesis	Statistical Analysis Tool
RQ1: Is there a change in officers' behavior for the experimental group in the use of less-lethal devices during the virtual use of force simulation scenarios between pre-and post-intervention?	(H ₁): There is an increase in the use of less-lethal force options during the virtual use of force simulation scenarios post-intervention.	McNemar's tests
RQ2: Is there a change in officers' attitude in the use of less-lethal force options in relation to the sanctity of human life post-intervention?	(H ₁): There is a positive change in officers' attitude in the use of less-lethal force options in relation to the sanctity of human life post-intervention.	Paired sample t-tests

Sample Description, Comparison of the Experimental and Control Groups

As noted, this study used an experimental design whereby participants were randomly assigned to either the experimental or control groups in an effort to eliminate a potential third variable that may have influenced the observed outcome. These variables included officer age, education, work assignment (e.g., patrol, others), years of experience, and behaviors toward less-lethal force option devices.

This section of the study provides the results for the analyses used to examine the demographic characteristics differences between the experimental and control groups. The analyses were conducted to determine whether the experimental and control groups were similar across the potential confounding variables previously noted. The analyses revealed that the experimental and control groups are similar across all variables. The Chi-square test of independence, which was appropriate for statistical analysis, allowed comparison for statistical significance. To determine this significance, the researcher examined if the p-value was $.05$ ($p \leq .05$) or lower—indicating a statistically significant difference—or $p > 0.05$ —no statistically significant difference.

In terms of age, the largest percentage of the participants were between 21–30 years old. According to the RTP command staff, the minimum age to become a police officer is 21, and the mandatory retirement age is 60 years old. The majority of the control group self-identified as being 21–30 years old at 53% ($n = 53$). This was slightly higher than the percentage noted for the experimental group at 41% ($n = 64$). The Chi-square test of independence analysis indicated that the control group and experimental group were statistically similar in ages at the time of the survey $X^2(3, N = 308) = 4.49, p = .213$ (see Table 9).

The majority of participants assigned to both groups had a bachelor's degree or higher. 62% of those assigned to the experimental group ($n = 95$) and 54% of those assigned to the control group ($n = 84$) had at least a bachelor's degree or higher. The Chi-square test of independence analysis indicated that the control group and experimental group were statistically similar in participants' highest academic level at the time of the survey: $X^2(1, N = 308) = 1.61, p = .204$ (see Table 9).

Each participant was asked to identify their current assignment at the time of the study. The largest percentage of participants were assigned to patrol. A greater percentage of the control group self-identified as being in patrol as compared to the experimental group, 85% ($n = 131$) versus 76% ($n = 118$) respectively. The Chi-square test of independence analysis, however, indicated that this difference was not statistically significant: $X^2(1, N = 308) = 3.05, p = .080$ (see Table 9).

The largest percentage of participants had 1–10 years on the job. In this case 53% ($n = 82$) of participants assigned to the control group had 1–10 years of service at the time of this survey, as did 44% ($n = 68$) of the experimental group. The Chi-square test of independence analysis indicated the control group and experimental group were statistically similar in relation to years of service at the time of the survey: $X^2(3, N = 308) = 4.86, p = .183$ (see Table 9).

Table 9: Demographic Characteristics of the Experimental (n=154) and Control (n=154) Groups

Characteristic	Experimental Group (n=154) f(%)	Control Group (n=154) f(%)
<hr/>		
Age (years)		
21-30	64 (41%)	82 (53%)
31-40	35 (23%)	26 (17%)
41-50	29 (19%)	26 (17%)
51-59	26 (17%)	20 (13%)
<hr/>		
$X^2(3, N = 308) = 4.49, p = .213$		
Education		
High school	59 (38%)	70 (46%)
Bachelor-higher	95 (62%)	84 (54%)
<hr/>		
$X^2(1, N = 308) = 1.61, p = .204$		
Assignments		
Patrol	119 (77%)	131 (85%)
Others	35 (23%)	23 (15%)
<hr/>		
$X^2(1, N = 308) = 3.05, p = .080$		
Years of experience		
1-10	68 (44%)	82 (53%)
11-20	32 (20%)	23 (15%)
21-30	27 (18%)	31 (20%)
31 +	27 (18%)	18 (12%)
<hr/>		
$X^2(3, N = 308) = 4.86, p = .183$		

Similarly, as shown in Table 10, the Chi-square test of independence revealed that there was no significant difference in participants' behaviors between the control and experimental groups towards the use of less-lethal force options during all three scenarios. For scenario one, $X^2(2, N = 308) = .121, p = .941$. Similarly, for scenario two, $X^2(2, N = 308) = .972, p = .615$, and likewise, in scenario three, $X^2(2, N = 308) = 3.61, p = .164$.

Table 10: Scenarios 1, 2 and 3 Pre-Intervention Between Control (n=154) and Experimental (n=154) Groups

Variables	Did not use f(%)	Attempted f(%)	Successful use (f%)
Scenario 1			
Control	53(34%)	95(62%)	6(4%)
Experimental	51(33%)	96(62%)	7(5%)
$X^2(2, N = 308) = .121, p = .941$			
Scenario 2			
Control	56(36%)	93(61%)	5(3%)
Experimental	52(34%)	95(61%)	7(5%)
$X^2(2, N = 308) = .972, p = .615$			
Scenario 3			
Control	66(43%)	83(54%)	5(3%)
Experimental	50(32%)	99(64%)	5(3%)
$X^2(2, N = 308) = 3.61, p = .164$			

Research Question 1

The first research question examined the change in officers' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre-and post-intervention.

H₀: There is no change in the use of less-lethal force options during the virtual use of force simulation scenarios between pre and post 8-hour intervention.

H₁: There is an increase in the use of less-lethal force options during the virtual use of force simulation scenarios post-intervention.

To test this hypothesis, the researcher used McNemar's statistical test to compare experimental group participants' behavior in the use of less-lethal force options during the virtual use of force simulation scenarios between pre-and post-intervention. SPSS provided the

computational analysis of the data. McNemar's test is used on paired nominal data to determine if there are differences on a dichotomous dependent variable between two related groups pre-and post-intervention. Table 11 provides the frequencies and percentages of the second analysis examining the changes of behaviors of the experimental group between pre-and post-intervention.

Table 11: Scenarios 1, 2 and 3 Pre-Post Intervention Between for Experimental (n=154) Group

Variables	Pre-Intervention (n=154) f(%)	Post-Intervention (n=154) f(%)	Difference (%)
Scenario 1			
Did not use	50 (32%)	12 (8%)	-24%
Attempted	97 (63%)	20 (13%)	-50%
Did use	7 (5%)	122 (79%)	+74%
Scenario 2			
Did not use	52 (33%)	10 (6%)	-27%
Attempted	95 (62%)	12 (8%)	-54%
Did use	7 (5%)	132 (86%)	+81%
Scenario 3			
Did not use	50 (32%)	6 (4%)	-28%
Attempted	99 (64%)	5 (3%)	-61%
Did use	5 (3%)	143 (93%)	+90%

Table 12: McNemar's test Results Scenario 1, 2 and 3 Pre-Post Intervention for the Experimental Group (n = 154)

Variables	M	Paired Differences			p value
		95% for Mean Difference	SD	t	
Pre-scenario 1 Post scenario 1	.71 1.70	-.99	.66	-18.63	.001
Pre-scenario 2 Post-scenario 2	.70 1.79	-1.08	.64	-20.82	.001
Pre-scenario3 Post-scenario 3	.70 1.89	-1.18	.55	-26.45	.001

McNemar's test was conducted to compare summary scores of three scenarios pre-and post-intervention for the experimental group (see Table 12). This statistical test indicated that there were statistically significant differences in participants' behaviors in the use of less-lethal devices between pre-and post-intervention. For scenario one, there was a statistically significant difference between pre-and post-intervention (pre-intervention M = .71; post-intervention M = 1.70) with Mean difference = -.99, SD = .66, and t (-18.63) df = 153 and p < .001 (see Table 12). For scenario two, there was a statistically significant difference between pre-and post-intervention (pre-intervention M = .70; post-intervention M = 1.79) with Mean difference = -1.08, SD = .64, and t (-20.82) df = 153 and p < .001 (see Table 12). For scenario three, there was a statistically significant difference between pre-and post-intervention (pre-intervention M = .70; post-intervention M = 1.89) with Mean difference = -1.18, SD = .55, and t (-26.45) df = 153 and p < .001 (see Table 12). Therefore, the researcher rejected H₀ and retained H₁ and concluded that there was a significant statistical difference from pre-and post-intervention course.

Research Question 2

The second research question examined the change in officers' attitude about the use of less-lethal force options in relation to the sanctity of human life post 8-hour intervention course.

H₀: There is no change in officers' attitude in the use of less-lethal force options after participating in the 8-hour intervention course.

H₁: There is a positive change in officers' attitude in the use of less-lethal force options after participating in the 8-hour intervention course.

To test this hypothesis, the researcher used the paired sample t-test to compare the experimental group participants' attitude about the use of less-lethal force options in relation to the sanctity of human life pre-and post-intervention.

The experimental group completed the survey pre-intervention and repeated the same survey post-intervention. Table 13 provides the frequencies and percentages of the third analysis examining the changes in attitudes toward the use of less-lethal devices between pre-and post-intervention. For example, survey-item 19 asked, how confident are you in your ability to effectively use the CED (Taser), if provided to you by the RTP and is available on your duty belt while working in patrol? After the intervention, survey-item 19 revealed that 71% (n=109) of respondents were *very confident* in the use of less-lethal devices, compared to only 14% (n=21) pre-intervention. The number of officers who reported feeling *very confident* increased by 57% (n=88) between pre-and post-intervention (see Table 13).

Table 13 Survey-items 19-22, Experimental Group's Attitudes in Frequencies and Percentages Towards Less-lethal devices Pre- and Post-intervention (n = 154)

Variables	Pre-Intervention f(%)	Post-Intervention f(%)	Difference (%)
Survey-item 19 asked how confident are you in your ability to effectively use the CED (Taser), if provided to you by the RTP and available on your duty belt while working in patrol?			
Not at all Confident	18 (12%)	0	-12%
A little Confident	17 (11%)	0	-11%
Somewhat Confident	56 (36%)	6 (4%)	-32%
Moderately Confident	42 (27%)	39 (25%)	-2%
Very Confident	21 (14%)	109 (71%)	+57%
Survey-item 20 asked how confident are you in your ability to effectively use the OC spray, if provided to you by the RTP and available on your duty belt while working in patrol?			
Not at all Confident	27 (17%)	0	-17%
A little Confident	28 (18%)	0	-18%
Somewhat Confident	54 (35%)	6 (4%)	-31%
Moderately Confident	28 (18%)	47 (31%)	+13%
Very Confident	17 (11%)	101 (65%)	+54%
Survey-item 21 asked how confident are you in your understanding of WHEN to use the CED (Taser) against a person?			
Not at all Confident	22 (14%)	0	-14%
A little Confident	21 (14%)	0	-14%
Somewhat Confident	64 (42%)	5 (3%)	-39%
Moderately Confident	30 (19%)	31 (20%)	+1%
Very Confident	17 (11%)	118 (77%)	+66%
Survey-item 22 asked how confident are you in your understanding of WHEN to use the OC spray against a person?			
Not at all Confident	20 (13%)	0	-13%
A little Confident	24 (16%)	0	-16%
Somewhat Confident	72 (47%)	5 (4%)	-43%
Moderately Confident	25 (16%)	41 (26%)	+10%
Very Confident	13 (8%)	108 (70%)	+62%

The paired sample t-test was used as the parametric test to compare one group's ordinal data between pretest and posttest scores. This statistical test indicated, for survey-items 19–22, that there were statistically significant differences in participants' attitudes in the use of less-lethal devices between pre-and post-intervention. For survey-item 19, pre-intervention $M = 2.25$, and post-intervention $M = 3.67$ with Mean difference = -1.42 , $SD = .84$, and $t (-20.85)$ $df = 153$ and $p < .001$ (see Table 14). For survey-item 20, pre-intervention $M = 1.88$, and post-intervention $M = 3.61$ with Mean difference = -1.72 , $SD = .85$, and $t (-25.07)$ $df = 153$ and $p < .001$ (see Table 14). For survey-item 21, pre-intervention $M = 2.20$, and post-intervention $M = 3.72$ with Mean difference = -1.51 , $SD = 2.60$, and $t (-7.23)$ $df = 153$ and $p < .001$ (see Table 14). For survey-item 22, pre-intervention $M = 1.93$, and post-intervention $M = 3.65$ with Mean difference = -1.72 , $SD = .99$, and $t (-21.49)$ $df = 153$ and $p < .001$ (see Table 14). Therefore, the researcher rejected H_0 , retained H_1 , and concluded that there was a significant statistical difference in participants' attitudes towards less-lethal devices from pre-to post-intervention course.

Table 14: Paired t-test Results Survey-items 19-22 Experimental Group's Attitudes Pre-Post Intervention (n = 154)

Variables	M	95% for Mean Difference	SD	Paired Differences		
				t	df	p value
Survey-item 19						
Pre-intervention	2.25	-1.42	.84	-20.85	153	.001
Post-intervention	3.67					
Survey-item 20						
Pre-intervention	1.88	-1.72	.85	-25.07	153	.001
Post-intervention	3.61					
Survey-item 21						
Pre-intervention	2.20	-1.51	2.60	-7.23	153	.001
Post-intervention	3.72					
Survey-item 22						
Pre-intervention	1.93	-1.72	.99	-21.49	153	.001
Post-intervention	3.65					

The Sanctity of Human Life

The sanctity of human life policy dictates that when police officers respond to all incidents, they should make every effort to de-escalate and solve the incident with the utmost regard for the preservation of human life, the rights of all people, and the safety of all persons involved (CPD, 2020, PERF, 2020). Police officers are authorized and trained to use the least amount and necessary force to secure an arrest or respond to resistance. Police officers are expected to use firearms as a last resort, and even then, only when it is within the confines of the law. According to the UN (2020), police officers should be educated and trained in the lawful use of force and should consider human rights principles and standards. When possible, they should avoid the use of force; instead, they should implement de-escalation techniques that may

include the use of less-lethal devices such as CEDs and OC spray as a safe and effective alternative to firearms (PERF, 2020; UN, 2020).

Table 15 provides the frequencies and percentages of the fourth analysis examining the changes in attitudes toward the sanctity of human life. For survey items 23 and 24, the researcher aimed to investigate, pre-and post-intervention, whether participants believed the use of force against a person is only strictly necessary to achieve lawful objectives and that firearms should be used as a last resort to protect the officers, partners, and members of the public. Survey-item 23 revealed that 25% (n=39) of respondents believed these statements before the intervention, versus 84% (n=130) after the intervention. The *Strongly Agree* responses increased by 59% (n=91) between pre-and post-intervention (see Table 15).

Table 15 Survey-items 23-24, Experimental Group's Attitudes in Frequencies and Percentages Towards the Sanctity of Human Life Pre-and Post-intervention (n = 154)

Variables	Pre-Intervention f(%)	Post-Intervention f(%)	Difference (%)
Survey-item 23 asked participants if they believe the use of force against a person is only permissible when strictly necessary to achieve a lawful and legitimate law enforcement objective?			
Strongly Disagree	12 (8%)	0	-8%
Disagree	9 (6%)	0	-6%
Neutral	56 (36%)	5 (4%)	-34%
Agree	38 (25%)	22 (14%)	-11%
Strongly Agree	39 (25%)	127 (82%)	+57%
Survey-item 24 asked participants if they believe the use of firearms should be the last resort measure to protect police officers, partners, and members of the public?			
Strongly Disagree	10 (7%)	0	-7%
Disagree	9 (6%)	0	-6%
Neutral	39 (25%)	6 (4%)	-23%
Agree	35 (22%)	17 (11%)	-11%
Strongly Agree	61 (40%)	131 (85%)	+45%

The paired sample t-test was an appropriate statistical test of the difference between pre- and post-intervention. The paired sample t-test revealed, for survey-items 23 and 24, that there were statistically significant differences in participants' attitudes in the sanctity of human life between pre- and post-intervention. For survey-item 23, pre-intervention $M = 2.53$, and post-intervention $M = 3.83$ with Mean difference = -1.29, $SD = 1.02$, $t = -15.68$, $df = 153$ and $p < .001$ (see Table 16). For survey-item 24, pre-intervention $M = 2.83$, and post-intervention $M = 3.83$ with Mean difference = -1.00, $SD = 1.02$, $t = -12.17$, $df = 153$ and $p < .001$ (see Table 16). Therefore, the null hypothesis was rejected because the results indicated significant differences in officers' attitudes in using less-lethal force options in relation to the sanctity of human life post-intervention.

Table 16: Paired t-test Results Survey-items 23 and 24 Experimental Group's Attitude towards the Sanctity of Human Life Pre-Post Intervention (n = 154)

Variables	M	95% for Mean Difference	SD	Paired Differences		
				t	df	p value
Survey-item 23						
Pre-intervention	2.53	-1.29	1.02	-15.68	153	.001
Post-intervention	3.83					
Survey-item 24						
Pre-intervention	2.83	-1.00	1.02	-12.17	153	.001
Post-intervention	3.83					

Summary of Results

The purpose of this research study was to investigate the effects that education and training in less-lethal force option devices such as CED and OC spray have on the use of firearms by RTP patrol officers. The study aimed to identify whether training in less-lethal devices has an effect on the behavior and attitude of RTP participants with respect to the sanctity

of human life. As mentioned, the purpose of pre-intervention analysis between the experimental and control groups was to set the baseline for both participant groups. The results revealed that the experimental and control groups were similar across the potential confounding variables.

For research Question I, this study examined the change in officers' behavior for the experimental group in the use of less-lethal force options during the virtual use of force simulation scenarios between pre-and post-intervention. The results for the experimental group post-intervention course indicated a statistically significant change in officers' behavior when deciding to use less-lethal force options during the virtual use of force simulation scenarios. The researcher found that after the 8-hour intervention course, the experimental group exhibited changes in behaviors toward using the less-lethal force options. Therefore, the null hypothesis for research question I was rejected.

For research Question II, this study examined the change in officers' attitude in the use of less-lethal force options in relation to the sanctity of human life pre-and post-intervention course. The results indicated a statistically significant difference between pre-and post-intervention in the experimental group's attitude when deciding to use less-lethal force options in relation to the sanctity of human life. Therefore, the null hypothesis for research question II was rejected.

In conclusion, the researcher found that post-intervention (n = 154), the experimental group exhibited significant changes in behaviors and attitudes in the use of less-lethal force options in relation to the sanctity of human life. The next chapter discusses the results and how they are connected to the theoretical framework presented in Chapter 2.

Chapter 5: Discussion

Overview

This chapter reviews the rationale for this research study, summarizes key findings, and presents conclusions drawn from the analyzed data. The chapter ends by discussing policy implications, recommendations for the Royal Thai Police (RTP), and suggestions for future studies. As noted, there is no empirical literature focused on RTP education and training in conducted energy devices (CED) and oleoresin capsiicum (OC) spray as less-lethal force option devices. The researcher has had several discussions with RTP ranking officers that revealed no empirical research on less-lethal force options, specifically CED and OC devices, in relation to the sanctity of human life. As noted, the researcher has had a unique relationship with the RTP since 2012 and was able to respectfully collaborate with RTP command staff to obtain permission to conduct this research study. This research study aimed to create a foundation for further research by the RTP and other scholars.

Summary of Key Findings

This research study aimed to determine the effects of education and training of RTP patrol officers in less-lethal force option devices such as CEDs and OC spray. The study aimed to identify whether training was linked to a change in behavior and attitude of the RTP participants in the use of CEDs and OC spray, if available on the officers' duty belts for immediate use. This research study was necessary because it addressed a gap in the literature on educating, training, and equipping RTP patrol officers with CEDs and OC spray as less-lethal force option devices. Additionally, this research study aimed to contribute positively to RTP officers' respect for the sanctity of human life as well as to build trust between the RTP and the public they serve.

As noted, the purpose of pre-intervention analyses between the experimental and control groups was to set the baseline for both participant groups. These variables included officer age, education, work assignment, years of experience, and behaviors toward less-lethal devices. The results revealed that the experimental and control groups were similar across the potential confounding variables. The results revealed statistically significant changes in behaviors and attitudes post-intervention in the use of less-lethal force options in relation to the sanctity of human life.

Implications of the Study

Analysis of the data revealed that before the intervention course, 94% (n = 290) of participants did not use distance, cover, and concealment during the virtual use of force scenario assessment for both groups. There was no communication between partners as each participant appeared to act as the only one on the scene handling the situation. It appeared that they needed to be trained so that they may utilize these tactical concepts to assist them as part of the de-escalation techniques. The researcher was surprised by the need for additional knowledge and skills in these de-escalation concepts. A commitment to de-escalation recognizes that a strong partnership with the public is essential for effective law enforcement. Gaining the voluntary compliance of persons, when consistent with personal safety, supports public cooperation and the sanctity of human life. Police officers are expected to develop and display skills and abilities that enable them to act in a manner that avoids the need to use force (Amnesty International, 2017; PERF, 2020; UN, 2021).

This research study has implications for cultural change. The implications identified emerged from the review of literature and resulting data. The research study highlighted a need

and opportunity to develop policy, improve RTP curricula, and strengthen the relationship between the RTP and community members in Thailand.

The RTP Sanctity of Human Life Policy

The review of the literature suggested a need for the RTP to develop its sanctity of human life policy. Thailand is a member of the UN, and the RTP is a bureaucratic and militaristic organization that operates under the control of the Prime Minister's office, as explained in Chapter 2. The RTP has no policy to educate and train patrol officers in the use of CEDs and OC spray in relation to the sanctity of human life. The roles and responsibilities of the RTP are to provide police service, enforce the law, and protect the rights and freedom of the people of Thailand (Chatthong et al., 2014). The cornerstone of the law enforcement mission and use of force guidelines in democratic settings worldwide is the sanctity of human life policy. The sanctity of human life policy guides how police officers respond to all incidents; it requires them to make every effort to de-escalate and solve the incident with the utmost regard for the preservation of human life, the rights of all people, and the safety of all persons involved (PERF, 2015; UN, 2021). Therefore, if RTP patrol officers encounter resistance and cannot control a suspect with their limbs, and if the officers do not have a CED and/or OC spray readily available as a first option, this circumstance could potentially lead to the use of firearms as the first option instead of the last option.

Many U.S. and Great Britain law enforcement agencies have relied on the CED to incapacitate violent or combative suspects who may be resistant to police officers. More importantly, CEDs may be used to incapacitate an assailant in circumstances in which the use of deadly force is authorized but not necessary in an attempt to de-escalate the situation.

The Need for Training and Equipping the RTP Patrol Officers in Less-lethal Devices in Relation to the Sanctity of Human Life

This research study provided the opportunity for RTP leadership to address the substantive absence of education and training that provides knowledge and improves understanding of less-lethal force option devices in relation to the sanctity of life policy. Less-lethal devices such as CEDs and OC spray have an important role in law enforcement education and training, which aims to protect individuals and uphold the law. They may be used either in situations where some degree of force is necessary but where the use of firearms would be unlawful, or as a less dangerous alternative to firearms (UN, 2020). Furthermore, PERF (2020) explains that less-lethal devices such as CED and OC spray allow officers to control suspects from a distance without engaging in a close quarter or hand-to-hand struggles that typically cause injuries or death to the officers and the citizens. The successful intervention of less-lethal devices from a distance could be considered a preservation of life incident. The less-lethal devices can temporarily enable RTP officers to restrain a suspect from a safe distance. If deployed at an appropriate stage, less-lethal force options will likely significantly reduce the suspect's capacity to struggle and the corresponding need to escalate the use of force. It is nearly impossible to determine when and where a police officer will engage in a real-life use of force encounter. The researcher hopes to convey the importance of education and training and research to utilize similar realistic and immersive environments when implementing use of force training.

This study's results revealed that pre-intervention, 94% (n = 290) of participants from both groups (control and experimental, total n = 308) did not use distance and positioning to de-escalate the situation during the virtual use of force scenario assessment. The researcher placed cover adjacent to participants during the virtual simulation use of force scenarios. The cover was set up in a way that was quickly identified and explained during the pre-brief. Participants could

have moved laterally or repositioned to create distance and use cover, but they did not. However, the results from post-intervention were notably different. 94% (n = 145) of participants in the experimental groups (total n = 154) quickly either moved or repositioned to create distance and used cover as techniques to de-escalate the situation when they encountered resistance and a threat posed by the individual. They used distance and cover to slow the situation down, thereby creating more time for themselves to continue communicating and developing options. Police officers need to make advantageous use of positioning, distance, and cover by isolating and containing a person, creating distance between the officer and a potential threat, or utilizing barriers or cover (CPD, 2021; PERF, 2020). Cover is something that will slow, deflect, or stop bullets. The use of cover and distance are fundamental concepts to de-escalation that create time to allow for tactical decision-making (CPD, 2021; PERF, 2020).

Limitations of the Study

The first limitation was the recruitment and samplings of participants. As noted in chapter 3, the researcher was not able to randomly select participants from the entire RTP. The recruitment was limited to three instead of nine regions because of the expenses and major logistical challenges and inconvenience for the RTP. In addition, without any explanation, the researcher was instructed to select volunteers instead of random selection. Therefore, this recruitment of participants may not be true randomization of sampling.

The second limitation of the research was the sampling at each location. The participant who volunteered and selected for the intervention course may be different from those who did not. Therefore, the findings may not be fully generalizable.

The third limitation was the training that involves simulations. The inert firearms, CEDs and OC sprays were used in training and during the virtual use of force simulations. Therefore,

the researcher was not able to examine whether this research study resulted in the reductions in the use of firearms in the real world.

The fourth limitation is the Hawthorne effect. Greenwood and Sedgwick (2015) explained, “The Hawthorne effect is a non-specific treatment effect; it is a change in behavior as a motivational response to the interest, care, or attention received through observation and assessment” (p. 1-2). The Hawthorne effect may occur when the researcher was measuring the RTP participants’ performance, and they may change their behavior simply because of the attention they received and knew that the RTP command staff was at the research location.

The fifth limitation was the duration of the intervention course. This 8-hour training provided only the basic knowledge and skills about the CED and OC spray as less-lethal force option devices and how they were necessary to the functions of patrol officers in relation to the sanctity of human life. To that end, the duration of the intervention course could have been designed substantially longer, including an in-depth of the CED and OC spray, additional practical exercises, and scenario-based in relation to the sanctity of human life. However, experimental research is often expensive and logistically challenging (Dantzker & Hunter, 2006). The researcher is a full-time law enforcement officer and part-time doctoral student with no financial support in conducting this research study. The researcher was unsure if a longer intervention course would impact these findings of this study. However, one of the researcher's recommendations was to replicate the study with a longer intervention course to determine whether there were any changes in the results.

A final limitation of the research study was the inherent bias of the researcher. This researcher is a current police officer and an instructor of a local police department at the time of this study with over twenty years of law enforcement experience. Considering a career

experiences, there would be potential for researcher bias. The researcher took all possible measures to remain unbiased while collecting and interpreting the collected data.

Recommendations for the RTP

The RTP department needs to have clear policies and training protocols on the use of less-lethal devices, and officers must understand them. Policy developers must ensure the RTP follows established laws and consider community members' inputs. A law enforcement agency's less-lethal policy needs to provide general principles to guide officers in decision-making (Police One, 2020). Under the imminent threat of death or significant bodily harm circumstances posed by a suspect, a police officer may use a firearm. Nonetheless, if safe and feasible, they have the option to use less-lethal force option devices to end the deadly threat before using the firearm as a last resort. PERF (2020) explains that less-lethal force option devices must be integrated with an agency's use of force policies, education, and training. Technologies must also align with the agency's culture regarding the use of force and departmental efforts to build trust and support in the community.

As mentioned, the use of force by police officers is classified as "any physical contact by an officer, either directly or through equipment, to gain the suspect's compliance." (CPD, 2017, p. 1, NIJ, 2016). According to the UN (2020), police officers need to be educated and trained in the lawful use of force and consider human rights principles. They should try to avoid using deadly force. Instead, when safe and feasible, they should implement de-escalation techniques and understand that less-lethal devices such as CEDs and OC spray may offer a safer and more effective alternative to firearms (PERF, 2020; UN, 2020). This research study suggested that RTP officers in the experimental group, before the 8-hour intervention course, attempted to use less-lethal force option devices but did not know how nor when to use them (see Table 12).

However, following the intervention course, participants used less-lethal force option devices successfully. The officers' successful use of these devices increased to 74% for scenario 1, 81% for scenario 2, and 90% for scenario 3 (see Table 12). The researcher suggests that educating, training, and equipping CED and OC spray devices as less-lethal force options and having these devices readily available on the officers' duty belts could change the RTP culture when they encounter resistance from suspects. The following are some recommendations for the RTP.

First Recommendation

First, the RTP must attempt to identify and develop the department policy regarding de-escalation, response to resistance, and use of force. Embedding the organization's values and efforts in a de-escalation policy will encourage desired behaviors by officers and a strong and consistent value system throughout the department and with community members. The department policy needs to promote the importance of the sanctity of human life. Additionally, the policy needs to incorporate the duty to intervene and report when a department member directly observes and identifies the use of force as excessive or otherwise in violation of the law (CPD, 2020; LAPD, 2020; PERF, 2020).

Second Recommendation

Once the department policy is developed, the RTP needs to develop an education and training curriculum based on the policy and constitutional laws. Moreover, the RTP needs to train police recruits and in-service officers throughout nine regions in Thailand. Lastly, the RTP needs to equip every patrol officer working in the field, upon successful completion of training, with less-lethal force options devices. RTP patrol officers need to have CEDs and OC sprays as less-lethal force devices as options on their duty belts for immediate use. Using firearms should

be a last resort to defend oneself or members of the public from deadly or great bodily harm (CPD, 2017; LAPD, 2021; PERF, 2016).

Third Recommendation

The RTP needs to include procedural justice and police legitimacy as guiding principles in the training curriculum. As previously mentioned, the four principles of procedural justice are: listening, neutral decision making, respectful treatment, and trustworthiness. Procedural justice and legitimacy of police are linked to public judgments about the fairness of the process by which the police make decisions and exercise authority (POST, 2020). To gain the public's trust, interactions with community members must be conducted with the utmost respect and courtesy by employing the four principles of procedural justice (Sunshine & Tyler, 2003). Another way to enhance the department's legitimacy is through community policing. Community policing comprises strong community partnerships and frequent positive interactions between members of the RTP and members of the public to make policing safer and more effective and to increase public confidence in law enforcement. These partnerships will allow RTP officers to effectively engage with the public in problem-solving techniques, which include the proactive identification and analysis of issues to develop solutions and evaluate outcomes.

Fourth Recommendation

The RTP must be committed to de-escalation and recognizing that a strong partnership with the community is essential for effective law enforcement. De-escalation needs to be a core theme of the RTP's training program. The RTP must train its officers on a comprehensive program of de-escalation strategies and tactics designed to defuse tense encounters. De-escalation strategies must be based on a few fundamental principles. Effective communication will be the first option, and officers will maintain communication throughout any encounter. In

addition, they will use distance and cover to slow situations down and create more time for the officers to continue communicating and to develop options (PERF, 2020). RTP members must display skills and abilities that enable them to act in a manner that avoids the need to use force and resolves situations without resorting to force. Gaining the voluntary compliance of persons, when consistent with personal safety, supports public cooperation and the sanctity of human life. Following are some examples of de-escalation techniques that must be incorporated into RTP training curricula.

Time, Positioning, and Communication are tactical de-escalation techniques. “De-escalation is the process of using strategies and techniques intended to decrease the intensity of the situation” (POST, 2020, p. 1). In addition, according to the National Consensus Documents on Use of Force (2020), de-escalation is taking action or communicating verbally or non-verbally during a potential force encounter in an attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the use of force or with a reduction in force.

“Time is an essential element of de-escalation as it allows officers the opportunity to communicate with the suspect, refine tactical plans, and, if necessary, call for additional resources. If a suspect is contained and does not pose an imminent threat to officers or the public, time can provide an opportunity for the suspect to reconsider their actions and decisions” (LAPD, 2016, p. 1).

Police officers need to make advantageous use of positioning, distance, and cover by isolating and containing a person, creating distance between the officer and a potential threat, or utilizing barriers or cover (CPD, 2021). “Cover is something that will slow, deflect, or stop bullets. The use of cover and distance are fundamental concepts that create time to allow for

tactical decision-making. When officers are able to safely and effectively deploy less-lethal devices, the risk of injury to themselves, the suspect(s), and the public can be reduced” (LAPD, 2019, p. 58).

Communication techniques are paramount to the success of any situation. Verbal de-escalation starts with effective communication; continued communication whenever reasonable; and the use of persuasion, advice, and warning before resorting to any type of force. In one-on-one situations, police should use respectful queries, stay calm, and remain non-confrontational, patient, and truthful. Police officers need to use clear, concise, and respectful commands, especially when a serious crime has been committed or life is at risk (FLETC, 2013; PERF, 2020; POST, 2020).

Fifth Recommendation

RTP training and policy must clearly describe an officer’s duty to intervene and report any observation of the use of force as excessive or otherwise in violation of the law. In addition, policy and training must explain the consequences of violating use of force rules and human rights principles. Recognizing these consequences will help police officers understand their role(s) within communities and the degradation that may occur to their authority when they abuse their power or fail to control excessive force (National Academies of Sciences, Engineering, and Medicine, 2022).

Final Recommendation

The RTP must implement a system to track, test, and evaluate training. Given the massive expenditure of training, it is necessary to track, test, and evaluate training against specific outcomes to ensure that sought-after training goals are achieved. Furthermore, investments in evaluating police training are likely to increase police capacity to enforce laws

and protect community members (National Academies of Sciences, Engineering, and Medicine, 2022).

Recommendations for Future Research

First, future research should look to replicate this study. The researcher suggests increasing the total number of RTP participants. Replicating the study and increasing the number of participants may yield different results from this study's surveys and scenario evaluations.

Second, the researcher recommends expanding the scope of the research study to nine RTP regions. This current research study sampled three different regions. Although the locations of this study were spread out from north, central, and south locations in the country, the results generated for this study may not be generalizable to the entire RTP department. Utilizing different geographic locations can increase generalizability of the populations (Heitner & Sherman, 2014).

Third, this research study utilized veteran RTP officers with working experience who are working in regions five, seven and eight. The researcher suggests randomly selecting academy-level recruits who are currently in training as new hires by the RTP and have no prior experience in law enforcement. Selecting police recruits as participants may reveal different results.

Fourth, a limitation of this research study was the inability to recruit any female police officers to participate. Little is known about specific issues related to women in the RTP. The researcher strongly encourages scholars to investigate why female police officers in the RTP are not working in the field. According to Siriwato (2014), female RTP police officers are primarily assigned administrative tasks rather than patrol. The research questions should give an in-depth understanding of this phenomenon using research designs with high internal and external validity.

Fifth, the study should be replicated with mixed methods that include qualitative and quantitative approaches. A mixed methods design may provide different approaches to improve the researcher's understanding of the Hawthorne effect. The Hawthorne effect may have occurred since the research participants' performance was being measured; participants may have changed their behavior simply because of the attention they received, regardless of the experimental manipulation (Greenwood & Sedwick, 2015). Furthermore, qualitative approaches such as semi-structured interviews can be used to gain more detailed information instead of only relying on participants' performance in order to identify whether police officers in Thailand would seek to be trained in and equipped with less-lethal force option devices. Participants need to be interviewed with open-ended questions to allow participants to explain their answers and share their experiences working in patrol. In addition, interviews are good for exploring and understanding multiple perspectives on complex concepts such as how policing connects to the idea of sanctity of human life.

The final recommendation is to design a study to examine RTP officers' real-life behaviors versus simulations. The study could investigate the potential inducement of different physiological responses in test participants because it involved real handguns, CEDs, and OC sprays. Body-worn cameras could be used to allow researchers to analyze the real incidents and compare them to the results revealed in Chapter 4.

Conclusion

This research study aimed to investigate the effects of education and training on less-lethal force option devices and the decision-making associated with using these devices before resorting to firearms as a last resort. In addition, the study focused on how training on these devices and their availability on the RTP officers' duty belts could preserve life. The 154 RTP

officers who participated in the experimental group of this research study were positively influenced by the intervention course, which caused them to elevate their knowledge and skills in the use of these devices effectively as first options when they encountered threats from suspects instead of resorting to firearms as the only option available on their duty belts.

As explained in Chapter 2, Thailand is a member of the United Nations (UN). Article I of the UN Declaration states that all human beings are born free and equal in dignity. Furthermore, Article III explains that everyone has the right to life, liberty, and security of all persons (UN, 2018, p. 2). If RTP patrol officers cannot control a suspect with their limbs, they may be tempted to use firearms as the first option instead of the last option when the use of deadly force may not be objectively reasonable and necessary. The researcher suggests that this circumstance could be viewed as a UN human rights violation under Article III, right to life. According to the UN (2020), police officers should be educated and trained in the lawful use of force and should consider human rights principles and standards. Law enforcement's highest priority is the sanctity of human life, which is the belief that all human beings are to be perceived and treated as persons of inherent worth and dignity regardless of race, color, sex, gender identity, age, religion, disability, national origin, or other salient identity. Police officers should act with the foremost regard for the preservation of human life and the safety of all persons involved (CPD, 2017; LAPD, 2020; PERF, 2020; POST, 2020; UN, 2020).

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Appendix A: Institutional Review Board Approval



Office of Research Services
1 East Jackson Boulevard
Chicago, Illinois 60604-2587

Research Involving Human Subjects NOTICE OF INSTITUTIONAL REVIEW BOARD ACTION

To: Trak Silapaduriyang, Educational Leadership, LLC Department, College of Education

Date: July 28, 2022

Re: Research Protocol # IRB-2022-642

Title: The Sanctity of Human Life: An Examination of the Effects of Education and Training of Less-lethal Force Option Devices in the Royal Thai Police (RTP).

Please review the following important information about the review of your proposed research activity.

Review Details

This submission is an Amendment.

Approval Details

Includes: Amendment involves: 1) the addition of the Thai translation of the consent form.

Approved Performance Sites: 1) DePaul University; 2) The Royal Thai Police Provinces 5, 8, and cadet academy (non-engaged).

Level of Review for Amendment: Designated Review

Amendment Approval date: July 28, 2022

Please note: Under the revised regulations, protocols requiring expedited review no longer require continuing review at least annually. If we have approved your protocol under the revised regulations, you will not see an expiration date of one year later. However, if any changes are made to your research at any time while it is being conducted, you still need to submit an amendment prior to initiating the amendment changes. If we approved your research under the revised regulations, but the IRB specifically required continuing review for this protocol, you will see an expiration date related to the specifically assigned approval period. If any changes are made to your research, you still need to submit an amendment prior to initiating the amendment changes.

Approved Study Documents: See the attachments tab in the protocol application online.

Number of Approved Subjects: See the approved protocol application online

You should not exceed the total number of subjects without prospectively submitting an amendment to the IRB requesting an increase in subject number.

Findings: 1. Expedited Category 7 - # (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. #

Reminders

- If you have approved documents, such as consent, parent/legal guardian permission, assent or recruitment materials, the approved versions are listed on the attachment tab in specific protocol in eProtocol. When you no longer need certain documents, they should be deleted from the attachment tab as not being used any longer. You may do this at the time of submitting an amendment or continuing review submission or we will delete them as part of the review process. Historically approved documents can be seen in the event history section for a specific protocol.
- Any changes to the funding source or funding status must be sent to the IRB as an amendment.
- Prior to implementing revisions to project materials or procedures, you must submit an amendment application detailing the changes to the IRB for review and receive notification of approval.
- You must promptly report any problems that have occurred involving research participants to the IRB in writing.
- **Once the research is completed, you must send a final closure report for the research to the IRB.**

Appendix B: Adult Consent to Participant in Research

The Sanctity of Human Life: An Examination of the Effects of Education and Training of Less-lethal Force Options in the Royal Thai Police

Principal Investigator: My name is Trak Silapaduriyang and have been in law enforcement for over 20 years. I am a doctoral candidate working on my dissertation study.

Institution: DePaul University, Chicago, Illinois, USA

Department, School, College -- Department of Leadership, Language, and Curriculum, College of Education, DePaul University.

Faculty Advisor: Thomas Noel, Jr., PhD. Assistant Professor, Department of Leadership, Language, and Curriculum, College of Education, DePaul University.

Collaborators: The Royal Thai Police Department, Education Bureau, Police Colonel Sirichai Masileerungsie.

Key Information:

What is the purpose of this research?

This research study aims to investigate the effects of Education and Training of less-lethal force option devices such as Taser and oleoresin capsicum (OC) spray has on the use of firearms by the RTP officers. The purpose is to examine the degree to which prospective RTP officers' decision-making is associated with the use of less-lethal force option devices. More specifically, how use of force training with these devices and their availability on duty belts preserve the sanctity of human life.

This study is being conducted by Trak Silapaduriyang at DePaul University. This study is being conducted by Trak Silapaduriyang, a doctoral candidate at DePaul University as a requirement to obtain his doctoral degree. This research is being supervised by his faculty advisor, Dr. Thomas Noel, Jr.

We seek to enroll up to 325 people in this research.

Why are you being asked to be in the research?

You are invited to participate in this study because you are a member of the RTP department and you work at one of the following regions; regions 5, 8, and 7. You are here because you are one of the first one hundred participants who responded to the email invitation by your region's training center to participate in the research study. You have been randomly assigned to either a control or an experimental group. You must be age 18 or older to be in this study. This study is not approved for the enrollment of people under the age of 18.

What is involved in being in the research study?

If you agree to be in this study, you will be asked to complete a 24-question anonymous survey questionnaire where you will provide general biographical information. We will collect some personal information about you such as age, educational background, career description, and knowledge of Taser and OC spray. The survey should take about 10 minutes to complete. Upon completion of the survey, you will be asked to complete 4 virtual simulation scenarios. All 4 scenarios should take approximately 20 minutes. Then, you will be randomly assigned (like a flip of a coin) to one of two groups. The two groups are:

If you are assigned to group 1 (control group), your participation in the research is completed upon your completion of the survey and 4 virtual simulation scenarios. The research will take a total of about 30-45 minutes of your time.

If you are assigned to group 2 (experimental group), you are assigned to the experimental group, you will be asked to attend the intervention course after the conclusion of the 4 virtual simulation scenarios. The course is an introduction to less-lethal force option devices in relation to the sanctity of human life. Police Lieutenant Colonel Surat Wantamat will teach the course with guidance and supervision from the researcher. The course will take 8 hours to complete. Finally, you will be asked again to complete four additional virtual simulation scenarios upon completing the course. The final four scenarios should take approximately 20 minutes. This research for group 2 will take a total of about 9-10 hours to complete. Periodic breaks, refreshments, and lunch will be provided to you.

Since you are enrolling in this research study through the RTP training center, we need to let you know that information gathered through the RTP is not completely anonymous. Your information will be linked to you with a code number (i.e., 1-100). We will use the computerized randomization program (randomizer.org) to randomly select you to the control group, group #1, or the experimental group, group #2. We will notify you upon completion of this consent form. So, for a period of time, we will put some protections in place, such as storing the information in a secured computer under password protection and with encrypted files. After the research study is completed, which is about four-six months, the data will be kept for approximately two years in a de-identified way since there should be no risk to you should someone gain access to the data.

Are there any risks involved in participating in this study?

You may feel uncomfortable or embarrassed (or sad or angry) about answering certain questions. You do not have to answer any question you do not want to. There is the possibility that others may find out what you have said, but we have put protections in place to prevent this from happening. We have created a code number for you that will be on our records, instead of using your name (i.e., 1-100).

Risk Assessment and Safety Protocol during the training and virtual use of force scenarios. This training program consists of lecture, discussion, and practical exercises. Safety concerns are minimal for classroom and practical instructions.

For the practical application segments of training, the following safety standards and protocol must be strictly followed. Although the lead instructor is tasked with the primary responsibility of facilitating the safety briefing. The RTP instructors from training centers will assist as safety officers during the practical exercises.

NO LIVE FIREARMS OR AMMUNITION WILL BE PERMITTED ON THE PERSON OF A TRAINER OR TRAINEE DURING ANY PRACTICAL TRAINING EXERCISE. ALL FIREARMS WILL BE CHECKED AND SECURED PRIOR TO THE COMMENCEMENT OF AN EXERCISE.

“Training in Progress” signs will be strategically placed at the various scenario sites. All safety officers and involved instructors will wear green or orange vests. Participants must present If any ALL-live weapons to instructors/safety officers for storage in a designated storage locker. Live ammunition must not be present in any weapon, gear, pockets, bags, or other equipment used by the participants.

The RTP safety officer(s) will perform a visual inspection to ensure that NO live weapons or equipment are present. Safety officers will have overlapping responsibilities, with all being required to conduct separate weapons and ammunition checks of all participants. Every effort must be made to restrict access to any area where live ammunition could be present.

If a break is taken during the training or if any participant momentarily exits the training area, the inspection process must be conducted again in its entirety.

The participants will be issued all of their training equipment by a designated member(s) of the training cadre and instructed to prepare in a designated staging area. ONLY training weapons will be used for any practical training exercise.

The RTP safety officer will inform participants that they will act as “safety officers” as well. Any unsafe act must be reported immediately. Participants also have the authority to halt the training exercise to address any immediate concerns.

The RTP safety officer will inform the participants of what is considered “in role” and “out-of-role.” This includes specific areas, locations, and personnel involved during the virtual scenarios assessment.

A whistle blast will be used to stop any drills or practical exercise training. Horseplay will not be tolerated.

The RTP training staff may ask anyone who violates this safety protocol to leave the training site immediately.

Are there any benefits to participating in this study?

This study is necessary considering it will attempt to address a gap in the literature and culture surrounding the impact of education training and equipping the RTP patrol officers on their duty belts with Taser and OC spray less-lethal force option devices. If the researcher hypothesizes are accepted, this study will contribute to the RTP culture and the absence of significant discussions

of the sanctity of human life, building trust and serving the people effectively. The study will benefit the RTP officers through changes in culture, behaviors, and performance. The researcher suggests that by educating, training and equipping CED and OC spray devices as less-lethal force options and have them readily available on the officers' duty belts could change the RTP culture when they encounter resistance from the suspects.

If you are selected to attend the 8-hour intervention course. Your direct benefit for attending the course is to learn the basic knowledge and skills needed to operate the Taser and OC spray as less-lethal force option devices in relation to the sanctity of human life. Further, the course will focus on the core ideal of equipping participants on duty belts with the Taser and OC spray that are readily available to use if necessary before resorting to firearms.

How much time will this take?

Your initial participation in the research is completed upon your completion of the survey and 4 virtual simulation scenarios. The research will take a total of about 30-45 minutes of your time.

If you are assigned to the experimental group, you will be asked to attend the intervention course after the conclusion of the 4 virtual simulation scenarios. The course will take 8 hours to complete. Finally, you will be asked again to complete four additional virtual simulation scenarios upon completing the course. The final four scenarios should take approximately 20 minutes. This research for group 2 will take a total of about 9-10 hours to complete. Periodic breaks, refreshments, and lunch will be provided to you.

Can you decide not to participate?

Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences, penalties, or loss of benefits if you decide not to participate or change your mind later and withdraw from the research after you begin participating.

According to Police Colonel Sirichai Masileerungsie of the RTP education bureau, your decision whether or not to participate in the research will not affect your employment with the RTP. Please let us know if you are unable to participate because of any obligation.

You may withdraw from the research at any time. If you decide to withdraw, we will ask you to come for a final visit so that we can assess your health and ensure you are safely withdrawn from the study, collect any study related equipment we provided to you, refer you for care and treatment, if needed.

The researcher may remove you from the study if you do not follow the instructions, if your situation changes and you no longer meet the inclusion criteria for the study, you are no longer able to complete the study tasks or come for study visits.

Who will see my study information and how will the confidentiality of the information collected for the research be protected?

The research records will be kept and stored securely. Your information will be combined with information from other people taking part in the study. When we write about the study or publish a paper to share the research with other researchers, we will write about the combined

information we have gathered. We will not include your name or any information that will directly identify you. Some people might review or copy our records that may identify you in order to make sure we are following the required rules, laws, and regulations. To prevent others from accessing our records or identifying you should they gain access to our records, we have put some protections in place. These protections include using a code (a fake name, a study ID number, etc.) for you and other people in the study and keeping the records in a safe and secure place [using a password protected computer, encrypting our records, etc.).

Who should be contacted for more information about the research?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study or you want to get additional information or provide input about this research, you can contact the researcher, please contact Trak Silapaduriyang, 001-1-773-209-5237, or Tsilapad@depaul.edu I am fluent in the Thai language. Please do not hesitate to contact me for any question or concern.

This research has been reviewed and approved by the DePaul Institutional Review Board (IRB). If you have questions about your rights as a research subject, you may contact Jessica Bloom in the Office of Research Services at 312-362-6168 or by email at jbloom8@depaul.edu.

You may also contact DePaul's Office of Research Services if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You will be given a copy [can print a copy] of this information to keep for your records.

Statement of Consent from the Subject:

I have read the above information. I have had all my questions and concerns answered. By signing below, I indicate my consent to be in the research.

Signature: _____

Printed name: _____

Date: _____

เอกสารประกอบ B

หนังสือแสดงความยินยอมเข้าร่วมการวิจัย

การเคารพต่อชีวิตมนุษย์: การตรวจสอบผลที่ได้รับจากการศึกษา และการฝึกใช้อาวุธทางเลือกที่ไม่ทำอันตรายถึงขั้นเสียชีวิต ให้กับตำรวจในสังกัด สำนักงานตำรวจแห่งชาติ

ผู้รับผิดชอบหลักในการเก็บข้อมูล/ผู้วิจัย: นาย ดร.กรก ศิลปะตรียางค์ มีประสบการณ์ทำงานอยู่ใน การบังคับใช้กฎหมาย (หน่วยงานตำรวจ) มากกว่า 20 ปี ผมทำการศึกษาในระดับปริญญาเอกที่ เกี่ยวข้อง

วิทยานิพนธ์เรื่องนี้

สถาบัน: DePaul University, Chicago, Illinois, USA

คณะ ภาควิชา วิทยาลัย - ภาควิชาภาวะผู้นำ ภาษา และหลักสูตร / Department of Leadership, Language, and Curriculum วิทยาลัยครุศาสตร์ / College of Education,

อาจารย์ที่ปรึกษา: Thomas Noel, Jr., PhD. ผู้ช่วยศาสตราจารย์ ภาควิชาภาวะผู้นำ ภาษาและ หลักสูตร วิทยาลัยครุศาสตร์ มหาวิทยาลัยเดอพลอ (DePaul University)

ผู้ประสานงาน: สำนักงานตำรวจแห่งชาติ กองบัญชาการศึกษา พ.ต.อ. สิริชัย มาลีสร้างสี

ข้อมูลสำคัญ

วัตถุประสงค์ของงานวิจัยเรื่องนี้

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลที่ได้รับจากการศึกษาและการฝึกใช้อาวุธทางเลือกที่เสี่ยง น้อยกว่าที่จะทำให้เสียชีวิต เช่น ปืนช็อตไฟฟ้า (Taser) และ สเปรย์พริกไทย (Oleoresin Capsicum Spray - OC Spray) แทนการใช้อาวุธปืนให้กับตำรวจในสังกัด สำนักงานตำรวจแห่งชาติ จุดประสงค์ คือ

เพื่อตรวจสอบระดับการตัดสินใจของตำรวจในการใช้อาวุธทางเลือกที่เสี่ยงน้อยกว่าที่จะทำให้ เสียชีวิต โดยเฉพาะอย่างยิ่ง เพื่อศึกษาว่า การฝึกใช้อุปกรณ์เหล่านี้และการมีติดตัวประจำกายใน การปฏิบัติหน้าที่ จะช่วยให้มีการเคารพต่อชีวิตมนุษย์ได้อย่างไร

การศึกษานี้ดำเนินการโดยนาย ดร.กรก ศิลปะตรียางค์ นักศึกษาระดับปริญญาเอก มหาวิทยาลัยเด อพลอ ซึ่งจัดทำงานวิทยานิพนธ์ของการศึกษาระดับปริญญาเอก ภายใต้ ผู้ช่วย

ศาสตราจารย์ Thomas Noel, Jr., PhD. อาจารย์ที่ปรึกษา

เราประสงค์ให้มีผู้เข้าร่วมงานวิจัยจำนวน 325 คน

ข้อมูลที่จะสอบถามในงานวิจัย

เราขอให้คุณเข้าร่วมในการศึกษานี้เนื่องจากท่านเป็นตำรวจในสังกัด สำนักงานตำรวจแห่งชาติ และท่านปฏิบัติหน้าที่ในภูมิภาค ต่อไปนี้ ตำรวจภูธร ภาค 5 ตำรวจภูธร ภาค 8 และ ตำรวจภูธร ภาค 7 โดยท่านคือ หนึ่งในผู้เข้าร่วม 100 คนแรก ที่ตอบรับค่าเชิญทางอีเมลจากศูนย์ฝึกอบรมภูมิภาคของ ท่าน ให้เข้าร่วมในการศึกษานี้ ซึ่งท่านได้รับแบบสอบถามเพื่อเข้าร่วมใน กลุ่มควบคุม (control group) หรือกลุ่มทดสอบ (experimental group) ท่านจะต้องมีอายุ 18 ปี หรือมากกว่า เพื่อเข้า ร่วมงานศึกษานี้ซึ่งจะไม่รับผู้ที่อายุน้อยกว่า 18 ปี เข้าร่วม

ขั้นตอนของการเข้าร่วมการศึกษานี้

หากท่านตกลงที่จะเข้าร่วมในการศึกษานี้ เราจะขอให้คุณกรอกแบบสำรวจสอบถามแบบไม่ ระบุชื่อจำนวน 22 คำถาม โดยขอให้คุณให้ข้อมูลชีวประวัติทั่วไป เพื่อรวบรวมข้อมูลส่วนบุคคล เกี่ยวกับท่าน เช่น อายุ ประวัติการศึกษา ข้อมูลอาชีพของท่าน และความรู้เกี่ยวกับ Taser และ OC spray การกรอกแบบสำรวจจะใช้เวลาประมาณ 10 นาที เมื่อเสร็จสิ้นแบบสำรวจ เราจะขอให้คุณเข้า

ร่วมเหตุการณ์จำลองเสมือนจริง 4 สถานการณ์ ซึ่งใช้เวลาประมาณทั้งหมดประมาณ 20 นาที หลังจากนั้น ท่านจะได้รับมอบหมายด้วยวิธีสุ่มเลือก (เช่น การโยนเหรียญหัวก้อย) เพื่อเข้าร่วมกลุ่มที่ 1 หรือ 2 ดังนี้

หากท่านได้รับมอบหมายให้เข้าร่วมกลุ่มที่ 1 (กลุ่มควบคุม) การมีส่วนร่วมของท่านในการวิจัย จะเสร็จสิ้นเมื่อท่านตอบแบบสำรวจ และทำ 4 สถานการณ์จำลองเสมือนจริงเสร็จสิ้น โดยจะใช้เวลา รวมประมาณ 30-45 นาที

หากท่านได้รับมอบหมายให้เข้าร่วมกลุ่มที่ 2 (กลุ่มทดลอง) สำหรับการเข้าร่วมกลุ่มทดลอง หลังจากสิ้นสุดเหตุการณ์จำลองเสมือนจริง 4 สถานการณ์ เราจะขอให้ท่านเข้าร่วมหลักสูตรการแทรกแซง ซึ่งเป็นหลักสูตรที่จะแนะนำการฝึกใช้อาวุธทางเลือกที่เสี่ยงน้อยกว่าที่จะทำให้เสียชีวิต ซึ่งสัมพันธ์กับการเคารพต่อชีวิตมนุษย์ โดย พ.ต.ท. สุราษฎร์ วันทามาตย์ จะสอนหลักสูตรนี้ พร้อมคำแนะนำและการควบคุมดูแลจากผู้วิจัย หลักสูตรจะใช้เวลา 8 ชั่วโมง หลังการเรียนหลักสูตร เราจะขอให้ท่านเข้าร่วมเหตุการณ์จำลองเสมือนจริงเพิ่มเติม 4 สถานการณ์ ซึ่งจะใช้เวลาประมาณ 20 นาที งานวิจัยสำหรับกลุ่มที่ 2 นี้ จะใช้เวลาทั้งหมดประมาณ 9-10 ชั่วโมง โดยมีการหยุดพัก พร้อมเครื่องดื่ม และอาหารกลางวันเตรียมไว้ให้ผู้เข้าร่วมด้วย

ท่านมาเข้าร่วมงานศึกษาวิจัยในครั้งนี้ผ่านศูนย์ฝึกอบรม สำนักงานตำรวจแห่งชาติ ขอให้ท่านทราบว่าการเก็บข้อมูลผ่านสำนักงานตำรวจแห่งชาติจะไม่ใช้ข้อมูลที่ไม่ได้ระบุชื่อเสียทีเดียว เนื่องจากข้อมูลเกี่ยวกับท่านจะถูกเชื่อมโยงกับตัวท่านด้วยหมายเลข (เช่น 1-100) โดยเราจะใช้โปรแกรมสมมติด้วยคอมพิวเตอร์ (randomizer.org) เพื่อสุ่มเลือกท่านไปยังกลุ่มควบคุม / กลุ่มที่ 1 หรือ กลุ่มทดลอง / กลุ่มที่ 2 เราจะแจ้งให้ท่านทราบเมื่อกรอกแบบฟอร์มยินยอมนี้เสร็จแล้ว ดังนั้น ในช่วงเวลาหนึ่ง จะมีการใช้ระบบป้องกัน เช่น การจัดเก็บข้อมูลในคอมพิวเตอร์ที่มีการรักษาความปลอดภัย ภายใต้การป้องกันด้วยรหัสผ่านและไฟล์ที่เข้ารหัส เมื่อการศึกษาวิจัยเสร็จสิ้น ซึ่งจะใช้เวลาประมาณ 4-6 เดือน ข้อมูลจะถูกเก็บไว้เป็นเวลาสองปีในลักษณะที่ไม่ระบุตัวตน ทั้งนี้ หากมีคนอื่นเข้าถึงข้อมูล ก็จะไม่มีความเสี่ยงต่อท่าน

ความเสี่ยง/ผลกระทบจากการเข้าร่วมงานศึกษาครั้งนี้

ท่านอาจจะรู้สึกไม่สบายใจ หรือลำบากใจ (หรือรู้สึกสะเทือนใจ หรือไม่พอใจ) สำหรับการตอบคำถามบางข้อ ท่านไม่จำเป็นต้องตอบคำถามที่ไม่ประสงค์ตอบ มีความเป็นไปได้ที่บุคคลอื่นอาจจะค้นเจอความเห็นของท่าน แต่เราได้วางระบบการป้องกันความปลอดภัยไว้ โดยตั้งค่านับเลขแทนตัวท่านที่จะปรากฏในการบันทึกข้อมูลของเรา แทนที่จะให้ชื่อจริงของท่าน (เช่น รหัสเลข 1-100) มาตรการประเมินความเสี่ยงและความปลอดภัยระหว่างการฝึกซ้อมและสถานการณ์จำลองการใช้กำลังเพื่อแก้ไขสถานการณ์

แผนการฝึกซ้อมครั้งนี้ ประกอบด้วย บทเรียน การหารือ และการฝึกหัด โดยการเรียนรู้ในห้องเรียน และการฝึกหัดมีข้อควรระวังเกี่ยวกับความปลอดภัยน้อยมาก

ในส่วนของการฝึกหัดซึ่งเป็นส่วนหนึ่งของการฝึกซ้อม จะต้องปฏิบัติตามมาตรฐานและมาตรการในเรื่องของความปลอดภัยอย่างเคร่งครัดแม้ว่าครูผู้ฝึกสอนหลักเป็นผู้มีหน้าที่รับผิดชอบหลักเพื่อช่วยในการบรรยายเรื่องความปลอดภัย ครูฝึกสอนจากศูนย์ฝึกอบรม สำนักงานตำรวจแห่งชาติ จะเข้าร่วมการฝึกหัดต่างๆ ด้วย

จะไม่มีการใช้อาวุธปืนหรือกระสุนจริงกับผู้เข้าร่วมหรือครูผู้ฝึกซ้อมระหว่างการฝึกซ้อมอาวุธปืนทุกชั้น จะได้รับการตรวจสอบและทำให้ไม่มีอันตรายก่อนการเริ่มการฝึกหัด

ป้ายแจ้ง “อยู่ระหว่างการฝึกซ้อม” จะแสดงในพื้นที่การฝึกซ้อมในช่วงจำลองสถานการณ์ ครูฝึกซ้อมและเจ้าหน้าที่รักษาความปลอดภัยทุกคนจะสวมเสื้อกั๊กสีเขียว หรือสีส้ม ผู้เข้าร่วมจะต้องแสดงอาวุธปืนจริงต่อครูฝึกซ้อม/เจ้าหน้าที่รักษา

ความปลอดภัย เพื่อเก็บรักษาไว้ในล็อกเกอร์ที่เตรียมไว้ จะต้องไม่มีกระสุนจริงในอาวุธปืน อุปกรณ์ กระเป่า สัมภาระ หรือเครื่องมือต่าง ๆ ที่ผู้เข้าร่วมใช้งาน

เจ้าหน้าที่รักษาความปลอดภัยจากสำนักงานตำรวจแห่งชาติจะทำการตรวจสอบเพื่อให้แน่ใจว่า ไม่มี มีอาวุธปืนจริงหรือเครื่องมือ โดยเจ้าหน้าที่รักษาความปลอดภัยจะมีความรับผิดชอบที่คาบเกี่ยวกัน ในการตรวจสอบการแยกอาวุธปืนและกระสุนจากผู้เข้าร่วม เพื่อที่จะกำหนดพื้นที่ควบคุมในกรณีที่จะมีกระสุนปืนจริง

กรณีการหยุดพักระหว่างการฝึกซ้อม หรือกรณีที่ผู้เข้าร่วมออกไปจากพื้นที่ฝึกซ้อม จะต้องทำ กระบวนการตรวจสอบดังกล่าวใหม่

ผู้เข้าร่วมการฝึกซ้อมจะได้รับเครื่องมือสำหรับการฝึกซ้อมจากผู้ที่เป็นตัวแทนของเจ้าหน้าที่ ฝึกอบรมและให้ดำเนินการเตรียมตัวในพื้นที่ที่จัดเตรียมไว้เฉพาะ จะมีเพียงอาวุธเพื่อการฝึกซ้อม สำหรับการฝึกหัดเท่านั้น

เจ้าหน้าที่รักษาความปลอดภัยจากสำนักงานตำรวจแห่งชาติจะแจ้งผู้เข้าร่วมทราบว่า ผู้เข้าร่วม จะต้องปฏิบัติเสมือน “เจ้าหน้าที่รักษาความปลอดภัย” เช่นกัน ดังนั้น จะต้องมีการรายงานการกระทำ ที่ไม่ปลอดภัยได้ ผู้เข้าร่วมสามารถที่จะหยุดการฝึกหัดเพื่อแก้ไขความกังวลที่เกิดขึ้น

เจ้าหน้าที่รักษาความปลอดภัยจากสำนักงานตำรวจแห่งชาติจะแจ้งผู้เข้าร่วมให้รับรู้ว่า อะไรคือ “การเล่นบทบาทสมมติ” และ “นอกเหนือจากบทบาทสมมติ” ซึ่งรวมถึง พื้นที่บางบริเวณ สถานที่ และ บุคคลที่เกี่ยวข้องระหว่างการประเมินเหตุการณ์จำลองเสมือนจริง

สัญญาณเป่านกหวีดจะใช้เตือนเพื่อหยุดการฝึกซ้อม หรือการฝึกหัดของการฝึกอบรม ห้ามไม่ให้มีการเล่นหยอกล้อเด็ดขาด

เจ้าหน้าที่ผู้ฝึกอบรมจากสำนักงานตำรวจแห่งชาติอาจจะแจ้งให้ผู้ที่ไม่เคารพมาตรฐานความปลอดภัยออกจากพื้นที่ฝึกอบรมทันที

ผลประโยชน์จากการเข้าร่วมงานศึกษา

การศึกษานี้พยายามที่จะช่วยเติมเต็มข้อมูลด้านวรรณกรรมและวัฒนธรรมเกี่ยวกับผลลัพธ์จากการ เรียนรู้ฝึกอบรมและการมีอุปกรณ์ทางเลือกที่เสี่ยงน้อยกว่าที่จะทำให้เสียชีวิต คือ Taser และ OC spray ติดตัวประจำกายในการปฏิบัติหน้าที่ ถ้าสมมุติฐานของผู้ทำวิจัยได้รับการยอมรับ การศึกษา ครั้งนี้จะมาช่วยเสริมในเรื่องวัฒนธรรมการปฏิบัติงานและการอภิปรายผลในเรื่องการเคารพต่อชีวิต มนุษย์สำหรับสำนักงานตำรวจ เพื่อสร้างความเชื่อมั่นและให้บริการประชาชนได้อย่างมีประสิทธิภาพ การศึกษามีประโยชน์ต่อเจ้าหน้าที่ตำรวจโดยการปรับด้านวัฒนธรรมการปฏิบัติงาน ความเคยชิน และผลปฏิบัติงาน ผู้วิจัยมีข้อเสนอแนะว่า การให้ความรู้ การฝึกอบรม และการใช้เครื่องมือปืนชนิด ไฟฟ้าพร้อมสเปรย์พริกไทยเป็นอุปกรณ์ทางเลือกที่เสี่ยงน้อยกว่าที่จะทำให้เสียชีวิต รวมทั้งการ เตรียมอุปกรณ์ให้เจ้าหน้าที่พร้อมติดตัวประจำกายในการปฏิบัติหน้าที่ น่าจะเปลี่ยนวิธีการปฏิบัติงาน เมื่อพบการขัดแย้งจากผู้ต้องสงสัย

หากท่านได้รับคัดเลือกให้เข้าร่วมหลักสูตรการแทรกแซงเวลา 8 ชั่วโมง ประโยชน์โดยตรงที่ท่านจะ ได้รับคือการเรียนรู้พื้นฐานและทักษะในการใช้ ปืนชนิดไฟฟ้าและสเปรย์พริกไทย เพื่อเคารพชีวิต เพื่อนมนุษย์ นอกจากนี้ หลักสูตรจะให้ความสำคัญต่อการเตรียมอุปกรณ์ให้พร้อมติดตัวประจำกาย ในการปฏิบัติหน้าที่ ก่อนที่จะใช้อาวุธปืน

ระยะเวลาการฝึกอบรม

ช่วงแรกของการเข้าร่วมงานวิจัยนี้เสร็จสิ้นเมื่อท่านตอบแบบสอบถามและทำเหตุการณ์จำลอง เสมือนจริง ซึ่งจะใช้เวลารวม 30-45 นาที

หากท่านได้รับเลือกให้เข้าร่วมกลุ่มทดลอง (experimental group) เราจะขอให้ท่านเข้าร่วม หลักสูตรการแทรกแซงหลังจากจบเหตุการณ์จำลองเสมือนจริง 4 สถานการณ์ จะใช้เวลาทั้งสิ้น 8 ชั่วโมง และต่อมา เราจะขอให้ท่านร่วมทำเหตุการณ์จำลองเสมือนจริง เพิ่มเติมอีก 4 สถานการณ์ซึ่ง

จะใช้เวลาอีกประมาณ 20 นาที งานวิจัยสำหรับกลุ่มที่ 2 นี้ จะใช้เวลารวมประมาณ 9-10 ชั่วโมง โดยมีการหยุดพัก พร้อมเครื่องดื่ม และอาหารกลางวันเตรียมไว้ให้ผู้เข้าร่วมด้วย

การตัดสินใจเข้าร่วมงานวิจัยของท่าน

การเข้าร่วมของท่านเป็นไปโดยสมัครใจ ซึ่งหมายความว่าท่านสามารถเลือกไม่เข้าร่วมได้ จะไม่มีผลเสียใดๆ ไม่ว่าเรื่องการลงทะเบียน หรือเสียสวัสดิการ หากท่านตัดสินใจที่จะไม่เข้าร่วมหรือเปลี่ยนใจในภายหลังหลังจากที่ท่านเริ่มเข้าร่วมในการศึกษาวิจัยแล้ว

ด้วยความร่วมมือกับ พ.ต.อ. สิริชัย มาลีสิริรังสี กองบัญชาการการศึกษา การตัดสินใจของท่านว่าจะเข้าร่วมในการวิจัยหรือไม่ จะไม่ส่งผลกระทบต่อการศึกษาปฏิบัติหน้าที่ ในสำนักงานตำรวจแห่งชาติ แต่อย่างไรก็ตามโปรดแจ้งให้เราทราบหากท่านไม่สามารถเข้าร่วมได้หากท่านมีข้อผูกมัดอื่นท่านสามารถถอนการเข้าร่วมได้ตลอดเวลา หากท่านต้องการถอนตัว เราจะขอให้ท่านกลับมารับการประเมินด้านสุขภาพ เพื่อให้มั่นใจว่า ท่านถอนตัวออกจากหลักสูตรอย่างปลอดภัย การเรียกเก็บอุปกรณ์ที่เป็นส่วนหนึ่งของหลักสูตร การส่งต่อท่านเพื่อรับการรักษาเยียวยา หากจำเป็น ผู้วิจัยอาจจะถอนท่านออกจากหลักสูตรในกรณีที่ท่านไม่ปฏิบัติตามคำแนะนำหรือสถานการณ์ของท่านเปลี่ยนไปซึ่งทำให้ท่านไม่สอดคล้องกับเกณฑ์ที่กำหนดไว้ของหลักสูตร ดังนั้น ท่านจะไม่สามารถเข้าร่วมทำกิจกรรมของหลักสูตรจนจบ หรือร่วมทัศนศึกษา

ใครที่จะเห็นข้อมูลของผู้เข้าร่วมหลักสูตรและการเก็บรักษาข้อมูลจากงานวิจัยให้ปลอดภัยและเป็นความลับ

ข้อมูลของงานวิจัยจะถูกจัดเก็บและรักษาไว้เป็นความลับ ข้อมูลของท่านจะถูกนำไปรวบรวมกับข้อมูลจากผู้เข้าร่วมหลักสูตรคนอื่น เมื่อเราได้เขียนผลจากงานศึกษานี้ หรือมีการตีพิมพ์เพื่อเผยแพร่งานวิจัยกับนักวิจัยคนอื่น ก็จะมีการระบุถึงข้อมูลที่รวบรวมตามที่เรารับมา ข้อมูลจากท่านจะไม่ระบุชื่อหรือข้อมูลใด ๆ ที่จะชี้ตัวตนท่านได้ เพื่อให้มั่นใจว่า เราได้ปฏิบัติตามระเบียบ กฎหมาย และข้อกำหนด จะมีการวิจารณ์หรือรับสำเนาข้อมูลที่จะชี้ถึงตัวท่านได้จากบุคคลอื่น เพื่อป้องกันไม่ให้ผู้อื่นเข้าถึงข้อมูลที่บันทึกไว้ หรือสามารถที่จะชี้ตัวบุคคลท่านได้ หากเกิดมีการเข้าถึงข้อมูลดังกล่าว เราได้วางระบบความปลอดภัยไว้แล้ว โดยหนึ่งในมาตรการคือการเข้ารหัส (ชื่อสมมุติเลขที่หลักสูตร เป็นต้น) สำหรับท่านและผู้เข้าร่วมหลักสูตร และเก็บรักษาข้อมูลภายใต้ระบบที่ปลอดภัย (การป้องกันด้วยรหัสผ่าน การเข้ารหัสไฟล์ เป็นต้น)

การติดต่อสำหรับข้อมูลเพิ่มเติมเกี่ยวกับงานวิจัย

ก่อนตัดสินใจที่จะตอบรับค่าเชิญเข้าร่วมหลักสูตรนี้ กรุณาถามคำถามที่ท่านประสงค์ หากภายหลังท่านมีคำถาม คำแนะนำ ข้อห่วงกังวล หรือข้อร้องเรียนเกี่ยวกับหลักสูตร หรือว่าต้องการรับข้อมูลเพิ่มเติม หรือเสนอข้อสงสัยข้อมูลสำหรับงานวิจัยนี้ กรุณาติดต่อ คุณ ดร.รศ. ศิลปะดริยางค์ 001-1-773-209-5237 หรือ Tsilapad@depaul.edu

ผมสื่อสารภาษาไทยได้ โปรดอย่าลังเลที่จะติดต่อ หากมีคำถามหรือข้อกังวลใดๆ

งานวิจัยนี้อยู่ภายใต้การตรวจทานและได้รับความเห็นชอบจาก DePaul Institutional Review Board (IRB) / คณะกรรมการของมหาวิทยาลัย DePaul / หากมีคำถามเกี่ยวกับสิทธิ์ของท่านในเรื่องการวิจัย สามารถติดต่อ คุณ เจสสิก้า บลูม ในสำนักงานบริการวิจัยที่ 312-362-6168 หรือทางอีเมลที่ jbloom8@depaul.edu

ท่านสามารถติดต่อสำนักงานบริการวิจัยของมหาวิทยาลัย DePaul

- ในกรณีที่ทีมวิจัยไม่ตอบคำถาม ข้อกังวล หรือข้อร้องเรียนของท่าน
- ในกรณีที่ท่านไม่สามารถติดต่อทีมวิจัยได้
- ในกรณีต้องการคุยกับคนอื่น นอกเหนือจากทีมวิจัย

**ท่านสามารถขอเก็บสำเนา (หรือพิมพ์สำเนา) ข้อมูลนี้ไว้เป็นหลักฐานได้
การให้ความยินยอมจากผู้เข้าร่วม**

ข้าพเจ้าได้อ่านข้อมูลข้างต้นแล้ว และได้รับข้อมูลสำหรับคำถามและข้อกังวลแล้ว
โดยการลงนามด้านล่างนี้ ข้าพเจ้าแสดงข้อตกลงยืนยันที่จะเข้าร่วมการวิจัย

ลายมือชื่อ _____
ชื่อตัวบรรจง _____
วันที่ _____

Appendix C: The RTP Participant Questionnaire

Research Study Title:

The Sanctity of Human Life: An Examination of the Effect of Education and Training of Less-lethal Force Options in the Royal Thai Police

I understand that your time is valuable and I thank you in advance for participating. The ten minutes you devote to this survey will be a meaningful contribution to a worthy cause.

All responses are anonymous and protected by confidentiality laws. You have my information and are offered the option of connecting with me personally should you wish to ask me any questions, but that is strictly optional.

Stay Safe and Well,

Please read each question carefully and respond by either marking an X with a pen or pencil in front or circle the most accurate response.

What is your anonymous ID _____?

What region do you work for?

- Region 5, North
- Region 7, Central
- Region 8, South
- Other_____

1. What is your gender?

- Male
- Female
- I prefer not to disclose

2. What is your age? _____

3. What is your current assignment?

- Patrol
- Special detail, i.e., SWAT, Tactical Team
- Investigative
- Administrative
- Other_____

4. Are you?

- A Commission Officer

- A Non-Commission Officer
5. What is your tenure in law enforcement with the RTP? _____ Years.
6. What is your highest level of education completed?
- High School Diploma
 - Bachelor Degree
 - Master Degree
 - Doctoral Degree
7. Have you received any training from the RTP on **HOW** to use the Taser?
- Yes
 - No
8. Have you received any training from the RTP on **HOW** to use the OC spray?
- Yes
 - No
9. Have you received any training from the RTP on **WHEN** to use the Taser?
- Yes
 - No
10. Have you received any training from the RTP on **WHEN** to use the OC spray?
- Yes
 - No

For questions 11-13, please answer each question by using a 5-point Rating Scale, (1=Not familiar, 3= Somewhat familiar, 5=Very familiar) **Select only one response.**

11. Please indicate how much you are familiar with the RTP Use of Force policy?

	Somewhat familiar					
Not familiar	1	2	3	4	5	Very familiar

12. Please indicate how much you are familiar with the United Nation (UN) Human Rights, Articles I and III?

UN Human Rights: Under Article I of the UN Declaration, all human beings are born free and equal in dignity. Article III explains that everyone has the right to life, liberty, and security of all people (UN, 2019). The UN Human Rights basic principles on the use of force and firearms require that law enforcement officers shall not use firearms against persons except in self-defense or the defense of others against the immediate threat of death or great bodily harm (Amnesty International, 2006).

Somewhat familiar

Not familiar 1 2 3 4 5 Very familiar

13. Please indicate how much you are familiar with the Sanctity of Human Life in law enforcement?

The sanctity of human life: is when police officers respond to all incidents, they will make every effort to de-escalate and solve the incident with the utmost regard for the preservation of human life, the rights of all people, and the safety of all persons involved (Police Executive Research Forum [PERF], 2015).

Somewhat familiar

Not familiar 1 2 3 4 5 Very familiar

For questions 14-17, please answer each question by using a 5-point Rating Scale,

(1=Never, 3= Sometimes, 5=Daily) **Select only one response.**

14. Please indicate how often do you **WATCH** Taser usage by police in the United States?

Sometimes

Never 1 2 3 4 5 Daily

15. Please indicate how often you **READ** about Taser usage by police in the United States?

Sometimes

Never 1 2 3 4 5 Daily

16. Please indicate how often you **WATCH** OC spray usage by police in the United States?

Sometimes

Never 1 2 3 4 5 Daily

17. Please indicate how often you **READ** about OC spray usage by police in the United States?

			Sometimes				
Never	1	2	3	4	5	Daily	

For questions 18-22, please answer each question by using a 5-point Rating Scale,

(1= Not at all confident, 2= A little confident 3= Somewhat confident, 4= Moderately confident 5= Very confident) **Select only one response.**

Please indicate your confidence level with the following statement?

18. Are you confident in using the firearm against a person when necessary?

			Somewhat confident				
Not at all confident	1	2	3	4	5	Very confident	

19. How confident are you in your ability to effectively use the Taser, if provided to you by the RTP and is available on your duty belt while working in patrol?

			Somewhat confident				
Not at all confident	1	2	3	4	5	Very confident	

20. How confident are you in your ability to effectively use the OC spray if provided to you by the RTP and is available on your duty belt while working in patrol?

			Somewhat confident				
Not at all confident	1	2	3	4	5	Very confident	

21. How confident are you in your understanding of **WHEN** to use the Taser against a person?

			Somewhat confident				
Not at all confident	1	2	3	4	5	Very confident	

22. How confident are you in your understanding of **WHEN** to use the OC spray against a person?

Somewhat confident

Not at all confident 1 2 3 4 5 Very confident

For questions 23-24, please answer each question by using a 5-point Rating Scale, (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree 5=Strongly Agree) **Select only one response.**

Please indicate to what extent do you agree or disagree with the following statement?

23. I believe that use of force against a person is only when **strictly necessary** to achieve a lawful and legitimate law enforcement objective.

Strongly Disagree 1 2 3 4 5 Strongly Agree

24. I believe that the use of firearms should be the **last resort measure** to protect police officers, partners and others.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Thank you for your dedicated service to the Thai communities and completing the survey today. Please do not hesitate to reach out to me for any questions or concerns regarding this research study.

Trak Silapaduriyang

Appendix C:

แบบสำรวจตำรวจในสังกัด สำนักงานตำรวจแห่งชาติ

หัวข้อการศึกษาวิจัย: การเคารพต่อชีวิตมนุษย์: การตรวจสอบผลที่ได้รับจากการศึกษา และการฝึกใช้อาวุธทางเลือกที่ไม่ทำอันตรายถึงขั้นเสียชีวิตให้กับตำรวจในสังกัด สำนักงานตำรวจแห่งชาติ ผมเข้าใจว่าเวลาของท่านมีค่าและขอขอบคุณล่วงหน้าสำหรับการเข้าร่วมตอบคำถามแบบสำรวจครั้งนี้ คำตอบทั้งหมดจะไม่เปิดเผยชื่อและได้รับการคุ้มครองโดยกฎหมายการรักษาความลับ ท่านมีข้อมูลของผมและมีตัวเลือกในการติดต่อผม เป็นการส่วนตัว หากมีคำถามหรือข้อสงสัย โปรดอ่านคำถามแต่ละข้ออย่างละเอียดและตอบกลับโดยทำเครื่องหมาย X หรือวงกลมคำตอบที่ถูกต้องที่สุด

ID ตัวเลขที่ไม่ระบุตัวตนของท่าน _____

คุณปฏิบัติหน้าที่ในสังกัด

- ตำรวจภูธรภาค 5 ภาคเหนือ, region 5, North
- ตำรวจภูธรภาค 7 ภาคกลาง, region 7, Central
- ตำรวจภูธรภาค 8 ภาคใต้, region 8, South/ตำรวจภูธรภาค 8 ภาคใต้
- อื่น _____ Other

1. เพศของท่านคือ

- ชาย, male
- หญิง, female
- ไม่ต้องการที่จะเปิดเผย

2. คุณอายุ _____ ปี

3. งานปัจจุบันของท่านคืออะไร?

- สายตรวจ, Patrol
- หน่วยปฏิบัติงานพิเศษ, Special detail, i.e., SWAT, Tactical Team
- สืบสวน, Investigative
- งานอำนวยความสะดวก, Administrative
- อื่น _____ Other

4. ท่านเป็นตำรวจ

- ชั้นสัญญาบัตร, Commission Officer

- ชั้นประทวน, Non-Commission Officer

5. ท่านมีอายุราชการในสำนักงานตำรวจแห่งชาติ เป็นเวลา _____ ปี

6. ระดับการศึกษาสูงสุดของท่านคือ

- มัธยมศึกษา, High School Diploma
- ปริญญาตรี, Bachelor Degree
- ปริญญาโท, Master Degree
- ปริญญาเอก, Doctoral Degree

7. คุณเคยได้รับการฝึกอบรมจากสำนักงานตำรวจแห่งชาติ เกี่ยวกับวิธีใช้ Taser (เป็นช็อตไฟฟ้า) หรือไม่

- เคย, Yes
- ไม่เคย, No

8. คุณเคยได้รับการฝึกอบรมจากสำนักงานตำรวจแห่งชาติว่าควรจะใช้ Taser (เป็นช็อตไฟฟ้า) เมื่อใดหรือไม่

- เคย, Yes
- ไม่เคย, No

9. คุณเคยได้รับการฝึกอบรมจากสำนักงานตำรวจแห่งชาติ เกี่ยวกับวิธีใช้ OC (สเปรย์ พริกไทย) หรือไม่

- เคย, Yes
- ไม่เคย, No

10. คุณเคยได้รับการฝึกอบรมจากสำนักงานตำรวจแห่งชาติว่าควรใช้ OC (สเปรย์ พริกไทย) เมื่อใดหรือไม่

- เคย, Yes
- ไม่เคย, No

สำหรับคำถามที่ 11-17 โปรดตอบคำถามแต่ละข้อโดยเรียงลำดับ ความรู้ความเข้าใจ

จากน้อยไปหามาก (1= น้อยที่สุด, 3=ปานกลาง, 5=มากที่สุด) เลือกเพียงคำตอบเดียว

11.มีความรู้ ความเข้าใจ เกี่ยวกับการใช้กำลังของเจ้าหน้าที่ตามที่ สำนักงานตำรวจ แห่งชาติกำหนด

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด

12. โปรดระบุว่าท่านคุ้นเคยกับหลักสิทธิมนุษยชนแห่งสหประชาชาติ (UN) ในมาตราที่หนึ่ง และสามมากน้อยเพียงใด

“สิทธิมนุษยชนของสหประชาชาติ: ภายใต้มาตราหนึ่งของปฏิญญาสหประชาชาติ มนุษย์ทุกคนเกิดมาอย่างเสรีและเท่าเทียมกันในศักดิ์ศรี ข้อสามอธิบายว่าทุกคนมีสิทธิในการมีชีวิต เสรีภาพ และความปลอดภัยของทุกคน (UN, 2019)

หลักการพื้นฐานของสิทธิมนุษยชนแห่งสหประชาชาติเกี่ยวกับการใช้กำลังและอาวุธปืนกำหนดให้เจ้าหน้าที่บังคับใช้กฎหมายห้ามใช้อาวุธปืนกับบุคคล ยกเว้นในการป้องกันตัวหรือการป้องกันผู้อื่นจากการคุกคามต่อความตายในทันทีหรือทำร้ายร่างกายอย่างรุนแรง (Amnesty International, 2006)”

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด

13. การเคารพต่อชีวิตมนุษย์ (Sanctity of Human Life) ในการบังคับใช้กฎหมาย?

“การเคารพต่อชีวิตมนุษย์ คือ เมื่อเจ้าหน้าที่ตำรวจตอบสนองต่อเหตุการณ์ทั้งหมด

จะพยายามทุกวิถีทางในการลดความเสียหายและแก้ไขปัญหาที่เกิดขึ้นโดยคำนึงถึงการรักษาวินัย สิทธิของประชาชนทุกคน และความปลอดภัยของทุกคนอย่างสูงสุด (PERF, 2015)”

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด

14. คุณเคยเห็นการใช้ Taser (ตัวอย่างจาก TV, YouTube) โดยตำรวจในสหรัฐอเมริกา บ่อยแค่ไหน?

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด

15. คุณศึกษาเกี่ยวกับการใช้ Taser โดยตำรวจในสหรัฐอเมริกาบ่อยเพียงใด

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด

16. คุณเคยเห็นการใช้ OC (สเปรย์ พริกไทย) โดยตำรวจในสหรัฐอเมริกาบ่อยแค่ไหน

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด

17. คุณศึกษาเกี่ยวกับการใช้ OC (สเปรย์ พริกไทย) โดยตำรวจในสหรัฐอเมริกาบ่อยแค่ไหน

ปานกลาง

น้อยที่สุด 1 2 3 4 5 มากที่สุด
 สำหรับคำถามที่ 18-22 โปรดตอบคำถามแต่ละข้อโดยเรียงลำดับความมั่นใจ น้อยไปหามาก (1=ไม่มั่นใจเลย 2= มั่นใจน้อย 3=ค่อนข้างมั่นใจ 4= มั่นใจปานกลาง 5= มั่นใจมาก) เลือกเพียงคำตอบเดียว

18. การใช้อาวุธปืนกับคนร้ายเมื่อมีความจำเป็น

ค่อนข้างมั่นใจ

ไม่มั่นใจเลย 1 2 3 4 5 มั่นใจมาก

19. การใช้ Taser อย่างมีประสิทธิภาพ มากน้อยเพียงใด หาก สำนักงานตำรวจแห่งชาติ จัดหา Taser ให้คุณและพร้อมอยู่บนเข็มขัดปฏิบัติหน้าที่

ค่อนข้างมั่นใจ

ไม่มั่นใจเลย 1 2 3 4 5 มั่นใจมาก

20. การใช้ OC (สเปรย์พริกไทย) อย่างมีประสิทธิภาพ หาก สำนักงานตำรวจแห่งชาติจัดหา OC (สเปรย์ พริกไทย) ให้คุณ และพร้อมอยู่บนเข็มขัดปฏิบัติหน้าที่

ค่อนข้างมั่นใจ

ไม่มั่นใจเลย 1 2 3 4 5 มั่นใจมาก

21. คุณมั่นใจว่า เมื่อใด ควรใช้ Taser กับคนร้าย

ค่อนข้างมั่นใจ

ไม่มั่นใจเลย 1 2 3 4 5 มั่นใจมาก

22. คุณมั่นใจว่า เมื่อใด ควรใช้ OC (สเปรย์ พริกไทย) กับคนร้าย

ค่อนข้างมั่นใจ

ไม่มั่นใจเลย 1 2 3 4 5 มั่นใจมาก

สำหรับคำถามที่ 23-24 โปรดตอบคำถามแต่ละข้อโดยเรียงลำดับความเห็นด้วย น้อยไปหามาก (1= ไม่เห็นด้วยอย่างยิ่ง 2=ไม่เห็นด้วย 3=เป็นกลาง

4= เห็นด้วย 5= เห็นด้วยอย่างยิ่ง) เลือกเพียงคำตอบเดียว

23. ฉันเชื่อว่าการใช้กำลัง (use of Force) กับบุคคลนั้นควรใช้เฉพาะเมื่อจำเป็น และต้องอยู่ภายใต้ วัตถุประสงค์ในการบังคับใช้กฎหมาย

ไม่เห็นด้วยอย่างยิ่ง 1 2 3 4 5 เห็นด้วยอย่างยิ่ง

24. ฉันเชื่อว่าการใช้อาวุธปืนควรเป็นมาตรการสุดท้ายในการปกป้องเจ้าหน้าที่ตำรวจและผู้อื่น

ไม่เห็นด้วยอย่างยิ่ง 1 2 3 4 5 เห็นด้วยอย่างยิ่ง

ขอบคุณสำหรับการให้ความร่วมมือทำแบบสำรวจในวันนี้ โปรดอย่าลังเลที่จะติดต่อผมหากมีคำถามหรือข้อสงสัยใดๆ เกี่ยวกับการศึกษาวิจัยนี้
ตวรรษ ศิลปะดุริยางค์

Appendix D: RTP Virtual Use of Force Scenarios Assessment

Where is the assessment?

- Region 5: Chiang Mai Province
- Region 7: Nakhon Pathom—RPCA
- Region 8: Phan-Nga Province

- Pre intervention course scenarios, สถานการณ์ก่อนหลักสูตร
- Post intervention course scenarios, สถานการณ์หลังหลักสูตร

Enter anonymous ID of participant completing scenarios _____
 หมายเลข ID ที่ไม่ระบุตัวตนของผู้เข้าร่วมการประเมิน

Enter name of person completing the assessment _____
 ชื่อของผู้ที่ทำการประเมิน

1. Select which scenario you are evaluating. เลือกสถานการณ์ที่คุณกำลังประเมิน
 - A. Scenario (1) Person in crisis armed with a knife, สถานการณ์จำลอง บุคคลที่อยู่ในภาวะวิกฤต มีอาวุธมีด
 - B. Scenario (2) Vehicle stop, สถานการณ์จำลอง เจ้าหน้าที่หยุดรถ
 - C. Scenario (3) Burglary in progress, สถานการณ์จำลอง อยู่ระหว่างการโจรกรรม

2. Did the officer freeze (fail to move) during the scenario? เจ้าหน้าที่หยุด (ไม่ขยับ) ระหว่างสถานการณ์หรือไม่
 - Yes
 - No
 - Unable to observe, ไม่สามารถสังเกตได้

3. Did the officer move to cover or concealment? เจ้าหน้าที่ย้ายไปที่กำบังหรือไม่
 - Yes
 - No
 - Unable to observe ไม่สามารถสังเกตได้

4. Did the officer give verbal commands to the person? เจ้าหน้าที่ออกคำสั่งด้วยวาจา กับบุคคลหรือไม่

- Yes
 No
 Unable to observe ไม่สามารถสังเกตได้
5. Did the officer yell or scream at the person? เจ้าหน้าที่ตวาดหรือตะโกนใส่ตัวบุคคลหรือไม่
- Yes
 No
 Unable to observe ไม่สามารถสังเกตได้
6. Did the officer **put his/her hand** on the following weapons during the scenario? Check all that apply. เจ้าหน้าที่วางมือบนอาวุธระหว่างสถานการณ์หรือไม่? เลือกทุกข้อที่เกี่ยวข้อง
- Handgun
 OC Spray
 Taser
 Officer did not put hand on any weapon เจ้าหน้าที่ไม่จับอาวุธใดๆ
 Unable to observe ไม่สามารถสังเกตได้
7. Did the officer **withdraw from holster** in an attempt to use any of the following weapons during the scenario? Check all that apply. เจ้าหน้าที่เอาอาวุธออกจากซอง ระหว่างสถานการณ์หรือไม่ เลือกทุกข้อที่เกี่ยวข้อง
- Handgun
 OC Spray
 Taser
 Officer did not withdraw any weapon เจ้าหน้าที่ไม่จับอาวุธใดๆ
 Unable to observe ไม่สามารถสังเกตได้
8. Did the officer **discharge** or successful used any of the following weapons during the scenario? Check all that apply? เจ้าหน้าที่ได้ยิงปืนหรือใช้อาวุธที่ไม่ถึงตาย ระหว่างสถานการณ์หรือไม่? เลือกทุกข้อที่เกี่ยวข้อง
- Handgun
 OC Spray
 Taser

- Officer did not discharge any weapon เจ้าหน้าที่ไม่จับอาวุธใดๆ
 - Unable to observe ไม่สามารถสังเกตได้
9. If the officer fired their simulation handgun, how many rounds did he/she expend?

ถ้าเจ้าหน้าที่ยิงปืน เขายังกี่นัด _____

10. If the officer **discharged** their weapons (**handgun, Taser, OC**) did the officer request for an ambulance immediately? ถ้าเจ้าหน้าที่ได้ยิงปืนหรือใช้อาวุธที่ไม่ถึงตาย ระหว่างสถานการณ์ เจ้าหน้าที่เรียกรถพยาบาลทันทีหรือไม่
- Yes
 - No
 - Unable to observe ไม่สามารถสังเกตได้

Appendix E: Recruitment Script via-email

To: RTP Officers
From: Trak Silapaduriyang
Dear: Officer

My name is Trak Silapaduriyang, a 20-year veteran of the Chicago Police Department. I am currently assigned to the Chicago Police Training Academy as a senior instructor and have facilitated classes for the RTP instructors since 2012.

With the approval of the RTP Education Bureau (approval letter attached), we would like to invite you to participate in a research study. This research study is granted by the RTP Education Bureau and will be conducted by me.

This research study investigates the effects of Education and Training of less-lethal force option devices, such as Taser and oleoresin capsicum (OC) spray on the use of firearms by the RTP officers. The purpose is to examine the degree to which prospective RTP participant officers' decision-making is associated with the use of less-lethal force option devices, more specifically, how the use of force training with these devices and their availability on duty belts preserve the sanctity of human life. This research study is supported by the RTP Education Bureau.

This email is currently being disseminated to police officers in your region. **If you are interested in participating in this research study, please reply to this email as soon as possible.** The first 100 respondents will be selected to participate in this research study. If you are selected, your participation is voluntary, and there will be no negative consequences if you decide not to participate or change your mind later.

If you are selected as a participant in this research study, I will contact you for further instructions.

Thank you,

Trak Silapaduriyang

ถึง: ข้าราชการตำรวจไทย

จาก : ตรรก ศิลปะดุริยางค์

เรียน : ข้าราชการตำรวจ

ในนามของศูนย์ฝึกอบรม __ สำนักงานตำรวจแห่งชาติ (RTP) ขอเรียนเชิญ ท่านเข้าร่วมในการศึกษาวิจัย ซึ่งการศึกษาวิจัยในครั้งนี้ ได้รับการสนับสนุน จากสำนักงานตำรวจแห่งชาติ

และ การวิจัยครั้งนี้ ดำเนินการโดย คุณ ตรรก ศิลปะดุริยางค์ นักศึกษาปริญญาเอก (เป็นส่วนหนึ่งในการทำวิทยานิพนธ์) ผู้ซึ่งมี ประสบการณ์ การทำงาน ตำรวจในชืคาโกมากกว่า 20ปี และได้รับ มอบหมาย ให้เป็นผู้ชำนาญการ ฝึกฝนในชั้นเรียน ของ สำนักงานตำรวจแห่งชาติ ตั้งแต่ ปี พศ 2555 อีกด้วย

งานวิจัยนี้ เป็นการศึกษาผลกระทบ ของการใช้อาวุธ ที่มีความรุนแรงน้อย เช่น สเปร์ย์ Taser และ oleoresin capsicum (OC) แทนการใช้ อาวุธที่รุนแรง เช่น ปืน การวิเคราะห์และ การตัดสินใจอยู่ บนพื้นฐาน ของ สิทธิมนุษยชน

อีเมลฉบับนี้ จะถูกจัดส่งไปยังหน่วยงานของท่าน ซึ่ง ผู้ที่ตอบกลับ 100 ท่านแรก จะได้รับเลือกในการเข้าร่วมโครงการนี้ โดยการสมัครใจ และ มิได้มีการ บังคับใดๆรวมถึงไม่มีผลต่อการเปลี่ยนใจของท่านในอนาคต

ถ้าท่านเป็นผู้ได้รับเลือกเข้าร่วม ในโครงการวิจัยครั้งนี้ ท่านจะได้รับการติดต่อ ในชั้นตอนต่อไป.

ขอขอบคุณในความร่วมมือ

ตรรก ศิลปะดุริยางค์

Appendix F: Intervention Course Lesson Plan

The Sanctity of Human Life: Introduction to less-lethal force option devices (Taser & OC)

TARGET AUDIENCE:

- The Royal Thai Police (RTP) participants

DURATION:

- Total Time: One day, eight (8) hours of instruction; One hour (1.0) lunch 0800 – 1700 hours
- Segments:
 - Module 1: *Introduction to Taser as less-lethal device (0800-0855).*
 - Module 2: *Introduction to Taser as less-lethal device (Cont.) (0900-0955)*
 - Module 3: *Introduction to oleoresin capsicum (OC) spray as less-lethal device (1000-1055).*
 - Module 4: *United Nations (UN) human rights, use of force, deadly force and excessive force 1100-1155).*
 - *Lunch (1200-1300)*
 - Module 5: *De-escalation and Officer's proportional response (1300-1355)*
 - Module 6: *Use of Taser and OC in relation to the sanctity of human life (1400-1455).*
 - Module 7: *Force options transition drill (1500-1555).*
 - Module 8: *Threat Assessment drill 1600-1655).*

MATERIALS, EQUIPMENT AND LOGISTICS:

- Classroom Materials:
 - Lesson Plan
 - Media Slide presentation
 - Computer with digital projector and speakers
 - Recommendation = Classroom setup in “pod-style” or “U-shape” for facilitation and engagement of learners

- Equipment:
 - Training Tasers and holders
 - Inert OC and holders
 - Inert Training Pistols, holsters and Cartridges
 - Eye protection
 - Graphic Paper targets, persons dressed in clothes
 - Virtual simulation computer with projector
 - Evaluation forms
 - Clipboards and pens

REQUIRED LEARNER'S MATERIALS:

- Business Casual Dress
- Note-taking materials

METHODOLOGY:

- In keeping with best practice in adult learning, this lesson engages the various learning styles through a dynamic presentation of concepts.
- The course presenter will be Police Lieutenant Colonel Surat Wantamat, who is a senior Instructor of the RTP. He is fluent in English and Thai languages. He will facilitate and provide discussion in the Thai language, including group exercises and practical exercises interwoven throughout the curriculum to maximize the learning experience and enhance knowledge retention and practical application of key training concepts. The researcher will monitor and supervise the class and answer any questions that may arise during the course.

INSTRUCTIONAL GOAL:

- This curriculum provides basic knowledge and skills needed to operate the Taser and OC spray as less-lethal force option devices in relation to the sanctity of human life. Further, the course will focus on the core ideal of equipping participants on duty belts with the Taser and OC spray that are readily available to use if necessary before resorting to firearms.

COURSE OBJECTIVES:

At the conclusion of instruction, participants will be able to:

1. Explain basic UN Human Rights and the sanctity of human life in relation to law enforcement.
2. Explain use of force, de-escalation, necessary force and define deadly force as a last resort measure.
3. Identify the two less-lethal force option devices—Taser and OC spray.

4. Demonstrate proper procedures in discharging Taser.
5. Demonstrate proper procedures in discharging OC spray.
6. Demonstrate proportional deployment of Taser and OC spray in relation to the sanctity of human life.
7. Demonstrate safe weapons transitioning.
8. Demonstrate threat assessment drill.

Evaluation and Assessment

- Continuous evaluation of student understanding and training efficacy will be conducted by the instructor and the researcher through observation of class participation and responses from discussion. Collaborative training strategies, such as video exercises, small-group participations are also included to reinforce classroom concepts and serve to provide the instructor with demonstration of student learning.
- At the conclusion of the training, participants will be asked to complete a post-course virtual scenarios simulation.

RISK ASSESSMENT OF SAFETY PROTOCOL:

- This training program consists of lecture, discussion, and practical exercises. Safety concerns are minimal for classroom instruction.
- For the practical application segments of training, the following safety standards and protocol must be strictly followed. Although the lead instructor is tasked with the primary responsibility of facilitating the safety briefing. The RTP instructors from training centers will assist as safety officers during the practical exercises.
 - NO LIVE FIREARMS OR AMMUNITION WILL BE PERMITTED ON THE PERSON OF A TRAINER OR TRAINEE DURING ANY PRACTICAL TRAINING EXERCISE. ALL FIREARMS WILL BE CHECKED AND SECURED PRIOR TO THE COMMENCEMENT OF AN EXERCISE.
 - “Training in Progress” signs should be strategically placed at the various scenario sites.
 - All safety officers and involved instructors will wear green or orange vests.
 - Participants must present If any ALL-live weapons to instructors/safety officers for storage in a designated storage locker. Live ammunition must not be present in any weapon, gear, pockets, bags, or other equipment used by the participants.
 - The RTP safety officer(s) will perform a visual inspection to ensure that NO live weapons or equipment are present. Safety officers will have overlapping responsibilities, with all being required to conduct separate weapons and

ammunition checks of all participants. Every effort must be made to restrict access to any area where live ammunition could be present.

- If a break is taken during the training or if any participant momentarily exits the training area, the inspection process must be conducted again in its entirety.
- The participants will be issued all of their training equipment by a designated member(s) of the training cadre and instructed to prepare in a designated staging area. ONLY training weapons will be used for any practical training exercise.
- The RTP safety officer will inform participants that they will act as “safety officers” as well. Any unsafe act must be reported immediately. Participants also have the authority to halt the training exercise to address any immediate concerns.
- The RTP safety officer will inform the participants of what is considered “in role” and “out-of-role.” This includes specific areas, locations, and personnel involved during the virtual scenarios assessment.
- A whistle blast will be used to stop any drills or practical exercise training.
- Horseplay will not be tolerated. Proper training dress will be worn at all times, including appropriate footwear.

INTRODUCTION:

Display Media Title Slide: Introduction to less-lethal force option devices specifically to Taser and OC spray in relation to the sanctity of human life

Introduction: Instructor

Instructor(s) will greet the class and introduce himself/herself by stating:

Good morning/afternoon.

My name is _____.

I am a (rank) and have been a member of the (agency) since _____.

I am currently assigned to _____.

Welcome to this training which is titled, “Introduction to less-lethal force option devices specifically to Taser and OC spray in relation to the sanctity of human life.”

Instructor Note: The instructor will share the instructional goal for this lesson with participants and answer any initial questions they may have before proceeding. Furthermore, the instructor will explain the content of this curriculum has been compiled by the author from the Chicago

Police Department (CPD), Los Angeles Police Department (LAPD), and his nineteen years of law enforcement experience based on current best practices in the US.

Display Media Slide: *Housekeeping*

Ground Rules & Expectations; Instructor will explain the ground rules for the class:

- Please be respectful of the thoughts, ideas, and comments of class participants. All participants will treat each other with dignity and respect.
- All participants will listen patiently to each other's questions and concerns and contribute to discussions in a meaningful way.
- Please silence your cellphones
- Periodic breaks
- Lunch
- Location of restrooms

Instructor Note: The course will have several breaks for personal considerations such as restroom breaks, cellphone usage, emergency action plans as well as exit and re-enter. The instructor will inform the participants of the location of the male and female restrooms in the building, and request that personal cellphones be placed on silent mode. Request the RTP members to participate during the course and engage in a respectful dialogue during discussions regardless of a department member's rank or position.

Display Media Slides: *Student Performance Objectives*

The instructor will review the student performance objectives and explain:

At the conclusion of instruction, you will be able to:

1. Explain basic UN Human Rights and the sanctity of human life in relation to law enforcement.
2. Explain use of force, de-escalation, necessary force and define deadly force as a last resort measure.
3. Identify the two less-lethal force option devices—Taser and OC spray.
4. Demonstrate proper procedures in discharging Taser.
5. Demonstrate proper procedures in discharging OC spray.
6. Demonstrate proportional deployment of Taser and OC spray in relation to the sanctity of human life.
7. Demonstrate safe weapons transitioning.
8. Demonstrate threat assessment drill.

Display Media Slide: *Training Overview*

The instructor will provide a brief overview of the modules and the various topics covered in each module:

- Module 1: *Introduction to Taser as less-lethal device*
- Module 2: *Introduction to Taser as less-lethal device (Cont.)*
- Module 3: *Introduction to OC spray as less-lethal device*
- Module 4: *United Nations (UN) human rights, use of force, deadly force and excessive force*
- *Lunch*
- Module 5: *De-escalation and Officer's proportional response*
- Module 6: *Use of Taser and OC in relation to the sanctity of human life*
- Module 7: *Force options transition drill*
- Module 8: *Threat Assessment drill*

MODULE ONE: Introduction to Taser as less-lethal device

Display Media Slide: *MODULE ONE: Introduction to Taser as less-lethal device*

Instructor Note: Introduce the topic for module one and ask the group if they have any questions prior to instruction.

Display Media Slide: *Disclaimers*

- Introduction to TASER Training does NOT set use of force policies, standard operation procedures.
- Agencies should add departmental policy on Conducted Energy Weapon (CEW) use and any other related policies.
- Each agency is responsible for creating its CEW related use of force policies and procedures.
- CEW related use of force policies should be communicated to all officers authorized to carry a CEW.
- TASER CEWs are serious weapons and should be treated as such at all time (CPD, 2020).

Instructor Note: Explain when Axon/Taser came out to train the RTP, they actually trained the officers how to operate the Taser, NOT when to use it in relation to the sanctity of human life. The RTP is the sole responsibility to implement the policy and training base on Thai

constitutional law and State law. This process is identical for law enforcement agencies in the US.

Display Media Slide: *Safety Rules*

- No live firearms in training area
- Every participant is responsible for immediately reporting any safety issues. If an unsafe condition occurs or is noticed during an exercise, the student or instructor observing the unsafe condition will call “STOP ACTION!”
- One student or instructor will be designated as the safety officer during each exposure, live fire and practical exercise/scenario.
- All activity will stop when any student or instructor calls “STOP ACTION!”
- Protective eyewear **MUST** be worn at all times during any weapons handling—including during exposures.
- The safety switch on all TASER CEWs will remain in the down (SAFE) position unless the instructor directs students to arm the CEW or when it is appropriate to do so during a training drill.
- TASER CEWs must not be pointed at any person or body part unless the instructor directs students to do so as part of a training exercise.

Display Media Slide: *Axon/TASER Technology (video)*

Axon/TASER CEO explains how electricity flows.

Display Media Slide: *Arcing Probes (video)*

Explain:

- Although a TASER CEW may produce 50,000 volts,
- What enters the body is far less.
- The high voltage is necessary to allow the electricity to arc through clothing across air gaps.

Display Media Slide: *Video Axon/TASER*

- CEO Rick Smith discusses the flow of electricity.

Display Media Slide: Central Nervous System

Explain:

- Includes the brain and spinal cord. The command center where information is processed, decisions are made, and information is stored.
- The advancement from “stun” devices to Neuro-Muscular Incapacitation led to the global adoption of CEWs.

To understand the difference, let’s talk briefly about the human nervous system.

- The Central Nervous System, including the brain and spinal cord, is the command center – it’s where information is processed, decisions are made, and information is stored.

Display Media Slide: *Neuromuscular Incapacitation (NMI)*

Explain: the NMI.

- There are different levels of Neuro-Muscular Incapacitation (NMI) ranging from limited area effects to significant body lockup.
- The greater the probe spread, the higher likelihood of NMI.
- CEWs may not achieve total NMI.
- Subject may maintain muscle control, particularly in arms and legs, depending on many factors including probe locations.
- Be prepared with other force options, including a drive-stun follow up to expand NMI in close probe spread situations.
- Drive-stuns alone cause only localized pain, not NMI

Display Media Slide: *Safety Considerations*

Explain:

- Watch for medical crisis signs and call for medical emergency before engaging if:

Practicable **DANGER SIGNS:** “This is NOT normal”

- Naked
- Profuse sweating
- Doesn’t feel pain
- Incoherence
- Random violence
- Aggression toward objects (breaking glass, etc.)
- Disoriented
- Super-human strength
- Emotional instability
- Hallucinations
- Inability to focus
- Appears drugged
- “I can’t breathe

Display Media Slide: *Key Safety Guidelines*

- Avoid dangerous falls.
- Avoid flammables & explosives.
- Use preferred target zones.
- Restrain fast – avoid prolonged exposures.
- Use caution with sensitive population.

Display Media Slide: *Avoid Dangerous Falls and Flammables*

Explain: Video depicting a TASER deployment into an individual on an elevated platform.

Source: <https://nypost.com/2018/01/11/video-shows-man-bursting-into-flamesafter-cops-use-tear-gas-taser/>

Bodycam footage of an altercation between already injured man and French police captures the moment the suspect burst into flames after being simultaneously tear gassed and tasered.

Display Media Slide: *Use Preferred Target Zones*

- Rear (when practicable) below neck (green zone).
- Large muscles.
- Avoid head and neck. The back is the most preferred target area when reasonably practicable because it contains larger muscle groups and reduces risk of hitting sensitive body areas.

Instructor Note: The preferred target zone on the back begins just below the neck and extends all the way down the legs.

Display Media Slide: *Use Preferred Target Zones: Front (when practicable) Lower torso (green zone below chest)*

- More effective than hitting the chest larger muscles (legs) Split the beltline.
- Reduces risk of hitting sensitive body areas (see product warnings).
- Increases dart-to-heart safety margin distances.
- Do not intentionally target head, eyes, throat, chest or genitals Instructor Note: Target Zone: There have been some ineffective hits to the front of the body, particularly with hits to the upper torso with narrow probe spreads. By lowering the point of aim to the lower torso on the front of the body by about four inches, the potential for Neuro-Muscular Incapacitation of the core muscles is often increased by **splitting the beltline of the body and targeting larger muscle groups**. Aiming for the lower torso also reduces the risk of hitting some sensitive body areas. Non-preferred target zones are NOT prohibited; rather they should be avoided when practicable.

Display Media Slide: *Use Preferred Target Zones: Front (when practicable)*

CEW cardiac risks are low, but not zero. To reduce cardiac risks (when practicable):

- Target the back.
- Avoid targeting the chest.
- Avoid heart region.
- Avoid repeated or continuous exposures Instructor Note: Dart-to-Heart Distance: Experts have identified the dart-to-heart distance as being the key determining factor in whether a CEW can affect the heart. The ventricular fibrillation (VF), ventricular tachycardia (VT), and cardiac capture or pacing probability for given dart locations decreased with the dart-to-heart horizontal distance (radius) on the skin surface. The further a CEW dart is away from the heart, the lower the risk of affecting the heart. The risk of a CEW causing cardiac arrest in humans is not zero, but is sufficiently remote that making accurate estimates is very difficult. Estimates of the risk are on the order of 1 in 100,000 applications.

Display Media Slide: *Use Preferred Target Zones (when practicable)*

Experts have identified the following key factors related to CEW cardiac risks:

- Dart-to-heart distances.
- Amount of delivered electrical charge The further the CEW dart is away from the heart and the fewer CEW cycles applied, the lower the risk of the CEW affecting the heart.

Display Media Slide: *Restrain Fast – Avoid Prolonged Exposures*

- Cuff under power – and FAST.
- Long or multiple CEW applications extend stress, pain, and metabolic effects.
- You need to be able to clearly justify each activation or extended activation.

Display Media Slide: *Sensitive Population should be avoided*

- Pregnant women.
- Elderly.
- Small children.
- Low body-mass index / very thin persons CEW use on these individuals could increase the risk of death or serious injury.

Display Media Slide: *RECAP: Key Safety Guidelines*

1. Avoid dangerous falls
2. Avoid flammables & explosives
3. Use preferred target zones
4. Restrain fast – avoid prolonged exposures
5. Use caution or avoid with sensitive populations

Display Media Slide: *Taser X2*

Instructor Note: Disseminate to participants the inert Tasers (ensure there is NO live cartridges) and have participants follow along while instructor explaining each component of the Taser.

Explain each component of the X2 to participants. Use inert Tasers, ensure that is NO live cartridge in training area.

TASER X2



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Display Media Slide: *Loading Cartridges*

- Hold the Smart cartridge at both ends of the blast doors while keeping all body parts away from the front.
- Ensure safety switch is in the down (SAFE) position.
- Point the X2 CEW in a safe direction.
- Insert the protruding end into the deployment bay until it is seated.

When preparing to load the Smart cartridges into the X2 CEW, hold the Smart cartridge at both ends of the blast door side while keeping fingers and all body parts away from the front of the Smart cartridge at all times.

Unlike TASER cartridges, Smart cartridges are not reversible. The protruding circuit board must be inserted first so that the circuit board is in the bottom of the cartridge bay. Insert the protruding end into the deployment bay of the X2 until it is seated. You may hear an audible click when this occurs.

If loading with your left hand, load from right to left to avoid placing your hands in front of a loaded cartridge. Do the opposite when unloading or if loading with your right hand.

Display Media Slide: *Probe Removal Video*

Video depicting the proper way to remove probes (CPD, 2020).

Display Media Slide: *End of module one*

Instructor should ask if there are any questions, comments, or concerns about any material covered during the first module.

- Provide participants with a short break.

MODULE TWO: Introduction to Taser as less-lethal device (Cont.)

Display Media Slide: *MODULE TWO: Introduction to Taser as less-lethal device (Cont.)*

Display Media Slide: *Targeting*

- CEW should be aimed at preferred target location, which is lower center (below chest) for front shots and below the neck for back shots.
- Do not intentionally aim at the face, eyes, throat, chest, genitals or known pre-existing injury areas.

Display Media Slide: *Number and Duration of Deployments*

- The CEW should shall be discharged for an initial 5 second cycle.
- Allow a reasonable amount of time to assess the effectiveness of the cycle and give the subject an opportunity to comply.
- The officer shall evaluate, under all circumstances, whether additional cycles are necessary and likely to accomplish lawful objectives.

Display Media Slide: *De-escalation, UK TASER Options*

Pre-cartridge Deployment

- Officer arrival – subject sees device in holster.
- Effective officer communication.
- Drawing Taser.
- Arcing
- LASER painting.

In the UK, more than 80% of the incidents are resolved without probes deployed.

Display Media Slide: *Video Learning Points (Following video)*

- Suicidal subject with a knife.
- Officer maintained distance.
- Officer showed empathy and built rapport

Display Media Slide: *Subject with a Knife De-escalation (video)*

Video Learning Points:

- Discussion Point (Play video – length 1:11)

- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justify? Please explain your action and why?

Display Media Slide: *Probe Placement*

Effectiveness is directly related to probe spread and probe location.

- Greater probe spreads increase effectiveness.
- Probe spreads typically are more effective if one probe is above and the other probe is below the beltline

Display Media Slide: *Preferred Target Zone Rear (when practical)*

Below neck (green zone)

- Large muscles.
- Avoid head and neck.
- The back is the most preferred target area when reasonably practicable because it contains larger muscle groups and reduces the risk of hitting sensitive body areas

Instructor Note:

Because of the larger muscle groups, the preferred target zone on the back begins just below the neck and extends all the way down the legs.

Display Media Slide: *Preferred Target Zone: Front (when practicable)*

Lower torso (green zone below chest)

More effective

- Larger muscles.
- Split the beltline, practice hip check.
- Reduces risk of hitting sensitive body areas (see product warnings).
- Increases dart-to-heart safety margin distances.
- Do not intentionally target head, throat, chest or genitals.

Instructor Note:

Target Zone: There have been some ineffective hits to the front of the body, particularly with hits to the upper torso with narrow probe spreads. By lowering the point of aim to the lower torso on the front of the body by about four inches, the potential for Neuro-Muscular Incapacitation of the core muscles is often increased by splitting the beltline of the body and targeting larger muscle groups. Aiming for the lower torso also reduces the risk of hitting some sensitive body areas. Non-preferred target zones are NOT prohibited, rather they should be avoided when practicable.

Display Media Slide: *Increased Deployment Risks*

- On an elevated position or platform
- Running or under momentum Operating vehicle or machinery
- In flammable or explosive environment
- Obviously pregnant
- In water, mud, muck (drowning risk)
- Sensitive target areas
- Obviously frail or infirm
- Low body mass
- Probes in heart or chest area
- Extended, repeated, or continuous discharges

Display Media Slide: *Small Probe Spread Video*

Video Learning Points:

- Voluntary exposure with small probe spread on the back of the left leg.
- Subject feeling the effects of the cycle, however still able to deliver effective baton strikes.

Display Media Slide: *Some Causes of Limited Effectiveness*

- Miss or single dart hit
- Close probe spread
- Incomplete, broken, or intermittent circuit
- Loose or thick clothing
- Low nerve or muscle mass
- Obese subject
- Wires break, touch each other, or fall on a conductive surface
- Operator error

Display Media Slide: *Look for a Change in Behavior*

- Look AND listen when evaluating the effectiveness of a CEW deployment
- Watch the subject's reaction
- Look for a change in behavior
- Loud arcing sound typically indicates NO connection
- Intermittent arcing typically indicates a poor connection such as a clothing disconnect

Display Media Slide: *Ineffective Front Shot Video*

Video Learning Points:

- Thick, loose clothing on upper torso
- OC deployment prior to CEW usage failed to achieve compliance
- No discernable effect from CEW
- Officers transitioned to hands-on

Display Media Slide: *Flammability*

- TASER CEW can ignite explosive materials, liquids, fumes, gases, vapors, or other flammable substances. (Gasoline, sewer gases, meth labs, flammable personal defense sprays, hair gels, butane lighters, etc.)
- Some propulsion agents (carriers) are flammable
- Do not deploy a CEW in conjunction with flammable personal defense sprays
- Test to ensure your personal defense spray is not flammable

Display Media Slide: *Water Deployment Video*

Video Learning Points:

- Emotionally disturbed subject standing next to an in-ground swimming pool
- Firearm lying at his feet on pool deck
- Above and below the beltline shot placement
- Officers entered same body of water as the subject during the cycle

Display Media Slide: *Controlling/Cuffing Under Power*

- You can go hands on with the subject during the 5-second cycle without feeling the effects of NMI.
- Electricity generally follows the path of least resistance
- Use each 5-second cycle as a “window of opportunity” to control/cuff while the subject is affected
- Cuffing under power can reduce the need for repeated or extended CEW exposures

Display Media Slide: *Controlling/Cuffing Under Power Video*

Video Learning Points:

- Subject with a knife
- Several Use of Force options back-up/cover officers
- TASER CEW deployed to subjects back area
- Controlled and cuffed under power (CPD, 2020).

Display Media Slide: *Taser Familiarization Drill*

- Training Materials and Equipment Required:
 - Training Tasers and holsters
- Location: Large Open Training Room or Gymnasium

Instructor Note: Conduct a mandatory safety check in strict accordance with the safety protocol listed in under the “Risk Assessment” section of this lesson plan.

Draw and Holster Taser without looking down at the Holster

- Overview and Purpose: Draw and Holster (Taser) without looking at the holster. The purpose of the drill is to holster and un-holster the Taser quickly and safely to create muscle memory; it is unsafe to have to look at your holster, thereby taking your eyes off of what is in front of you or your surroundings.
- The participants will line up in a single line facing the lead instructor with enough space between each participant. Lead instructor will explain the purpose of the drill, demonstrate the drill, and from a ready stance, they will slowly draw, present, and re-holster the Taser while maintaining eye contact with the participants.
- At the command of lead instructor:
 - With the single line facing the lead instructor.
 - From a ready stance, participants will slowly draw, present, and re-holster their Taser while maintaining eyes contact with the lead instructor. Participants will complete 10 repetitions at their own pace.
 - Participants then quickly draw and present Taser while maintaining eyes contact with the lead instructor, then re-holster. Participants will complete 10 repetitions at their own pace.

Introduction of the SUL Position (South)

- Overview and Purpose: participants will properly perform the SUL position technique. It intends to provide for safe carry when necessary to have the Taser out of the holster; the SUL position also accounts muzzle awareness and to avoid accidental injury to others.
- At the command of lead instructor:
 - With the single line facing the lead instructor.
 - SUL position: Participants will take a support hand and place in center of chest with thumb facing towards chin. Participants then draw Taser and place the slide along their knuckles of support hand with muzzle facing straight down and connect the tips of their thumbs.
 - Present from SUL: participants present Taser from SUL position to high ready while maintaining eye contact with the lead instructor. Participants will complete 10 repetitions at their own pace.
 - From a ready stance, participants will draw, flip the switch to on position and present their Taser to the high ready position, split the belt line of the instructor while maintaining eye contact with the lead instructor. Participants then return to SUL position and flip the switch to off position and re-holster. Participants will complete 10 repetitions at their own pace (CPD, 2018).

Display Media Slide: *End of Module Two*

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point.

- Provide participants with a short break.

MODULE THREE: Introduction to OC spray as less-lethal device**Display Media Slide:** *MODULE THREE: Introduction to OC spray as less-lethal device***Display Media Slide:** *Introduction to OC Spray*

Explain: OC spray is a control mode option that allows an officer to gain a tactical advantage over assailant subjects and some types of resistor subjects. It has situational effectiveness given certain circumstances. It also carries some degree of liability for the officer who deploys it. An officer needs shielding, distance and the ability to move, as well as time for OC to take effect after effectively applying it. As the officer must eventually move and to gain physical control of the subject who was exposed to it, the officer himself will more than likely also be contaminated by it. Exposure to OC will help the officer to recognize and understand its effects.

Display Media Slide: *Nature of OC*

- Oleoresin is an oil and resin mixture.
- Capsicum is the pepper plant, i.e., cayenne.
- OC is a natural product with no known long term health risks. (FBI INFO)
- OC is a HIGHLY INFLAMMATORY agent, creates a reaction within tissue, such as burning sensation, redness, swelling, pain and loss of function, coughing, gagging

Display Media Slide: *Effects of OC, Physiological and Psychological*

Intensity of effect is depended on purity and concentration of O.C. Full effects best obtained between 5.5% - 10% concentration.

Effected areas may respond by:

- Eyes --- twitching --- closing --- watering
- Respiration --- coughing, shortness of breath --- gasping and gagging
- Skin --- burning sensation --- redness of skin

Display Media Slide: *Target, Method, and Deployment*

- OC is an inflammatory and needs to be delivered to facial area of subject, to affect the eyes, nose, lungs of a subject.
- One, two second burst is optimal delivery to allow for misting and evaporation of carrier.

Display Media Slide: *Deployment Techniques*

Instructor Note: Explain techniques how to deploy the OC, ready stance and simulate using inert OC.

- Proper stance
- Gripping
- Target Acquisition
- Spraying Techniques
- Assessment of effects
 - If successful, apply holding techniques.
 - If unsuccessful, assess and reapply one more and/or change modes.
- Apply secondary techniques
- Cuffing, as soon as subject had been controlled
- Decontamination and first aid (if needed or requested)
 - Ventilation.
 - Flush with cool water

Display Media Slide: *Stance*

- Ready stance / Interview stance

The Ready Stance position is performed by blading the torso at a 45-degree angle, with the weapon side furthest from the subject. The hands are above the belt line, and the officer's stance or footing is shoulder width apart with knees bent—lowering the officer's center of gravity (CPD, 2018).

Instructor Note: Explain and demonstrate Ready Stance / Interview Stance using the inert OC.

Display Media Slide: *Deployment*

- Support hand draw
- Fist grip
- Thumb on trigger
- Gun hand prevent blow back
- Spray into face of subject (aim for forehead of subject) two short bursts
- Move/keep distance from subject, wait for OC to take effect
- Use proper control techniques to control and cuff subject.
- Monitor subject (CPD, 2020).

Instructor Note: Explain and demonstrate using the inert OC. Request one of the RTP instructor to act as an assailant without any weapon (ensure eye protection is provided).

Display Media Slide: *Inert OC Drill outside environment*

Objective: Trainee should be able to effectively perform proper procedures in discharging OC spray as less-lethal force option device. In addition, how to discharge during an assailant encounter, assailant control principles.

- Location: Large Open Training Room or Gymnasium

1. Each participant will be armed with inert OC spray.

Instructor Note: Have each participant practice ready stance / Interview stance.

2. At the command of instructor, participants will deliver two one-second bursts to each graphic paper posted targets (aim for forehead of subject) while stationary.
3. If any intended OC bursts miss their intended target, re-deploy it.
4. Demonstrate movement to shielding or cover.
5. Simulate by assess the OC effects.
6. If necessary, re-deploy OC bursts (instructor will call this out to participants).
7. Request for back-up and Emergency Medical Service if necessary.
8. Post discharge responsibility debriefing.

DEBRIEF: Have participants practice the techniques several time and Instructor will give DEBRIEF base on the course objectives using the "Student Centered Feedback Model" listed at the end of this lesson plan.

Display Media Slide: *End of Module Three*

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point.

- Provide participants with a short break.

MODULE FOUR: UN human rights, use of force, deadly force and excessive force

Display Media Slide: *MODULE FOUR: UN human rights and the sanctity of human life in relation to law enforcement*

Instructor Note: Introduce the topic for the module and ask the group if they have any questions prior to instruction.

Display Media Slide: *UN Universal Declaration of Human Rights*

Instructor will explain:

- A community policing philosophy is predicated on a fundamental belief in the worth of all individuals. Let's discuss two closely related concepts that are at the core of what we stand for as a police department.
- **ASK:** What are human rights? Can you provide any examples?

- The rights you have simply because you are human. All human beings are born free and equal in dignity and rights. Everyone has the right to life, liberty, and security of person. Everyone is entitled to all the rights and freedoms without distinction of any kind, such as race, color, sex, language, religion, political or other opinions, national or social origin. No one shall be subjected to arbitrary arrest, detention, or exile. Everyone charged with any offense has the right to be presumed innocent until proven guilty according to the law in a public trial at which he has had all the guarantees necessary for his defense (United Nations, 2021).
- **ASK:** what is highest priority of a police officer when responds to all incidents?
 - Police officer responses to all incidents is to resolve the incident with the foremost regard for the sanctity of human life and the **safety of all persons involved (including police officers)**.

Display Media Slide: *Sanctity of Human Life*

- **ASK:** what is the sanctity of human life?
 - The Police Department’s highest priority should be the sanctity of human life. The concept of the sanctity of human life is the belief that all human beings are to be perceived and treated as persons of inherent worth and dignity, regardless of race, color, sex, gender identity, age, religion, disability, national origin, ancestry, sexual orientation, marital status, parental status, military status, immigration status, homeless status, source of income, credit history, criminal record, criminal history, or incarceration status (CPD, 2020).

Display Media Slide: Preamble to Use of Force

- LAPD recognized that some individuals will not comply with the law or submit to control unless compelled to do so by the use of force; therefore, law enforcement officers are sometimes called upon to use force in the performance of their duties. It is also recognized that members of law enforcement derive their authority from the public and therefore must be ever mindful that they are not only the guardians, but also the servants of the public (LAPD, 2020).
- **ASK:** Why do police officer use force?
 - To establish and maintain control and overcome resistance to lawful duties.

Display Media Slide: *Use of Force*

- **ASK:** How is force defined?

- The Chicago PD defines force as: "any physical contact by a department member, either directly or through the use of equipment, to compel a person's compliance." (CPD, 2017 p. 1).
- What is the police justification for the use of force?
 - Stop the attack
 - Overcome resistance to lawful duties
 - Force will be objectively reasonable, necessary and proportional

Display Media Slide: *Use of Force Cont.*

- **ASK:** How is the police use of force judged?
 - Minimum force necessary to control
 - Based on resistance by the person
- **ASK:** Name the three types of suspects in the Use of Force?
 - Cooperative, Resister, and Assailant

Display Media Slide: *Cooperative*

Explain: **Cooperative Person:** a person who is compliant without the need for physical force, including individuals lawfully and peacefully exercising their First Amendment rights (i.e., lawful demonstrations).

Display Media Slide: *Resister*

Explain: **Resister:** a person who is uncooperative. Resisters are further subdivided into two categories (1) passive resister; and (2) active resister.

Passive Resister: a person who fails to comply (non-movement) with verbal or other direction.

Active Resister:

- Actively attempts to avoid physical control by officer
- The person creates space between the officer's reach and themselves
- The person ranges from slight evasive movements of arms to full flight
- Active resister behaviors are not harmful, just difficult to control

Display Media Slide: *Assailant*

Explain: **Assailant** is a person who is using or threatening the use of force against another person or themselves which is likely to cause physical injury. Assailants are further subdivided into two categories.

(1 a person whose actions are aggressively offensive with or without weapons,

(2) a person whose actions constitute an imminent threat of death or great bodily harm to a police officer or to another person (CPD, 2021).

Display Media Slide: *Deadly / Non-deadly force, proportionality and necessary*

Explain: **Use of Force (Non-Deadly)** – Police officer may use only force which is “objectively reasonable” to:

- Defend themselves;
- Defend others;
- Effect an arrest or detention;
- Prevent escape; or,
- Overcome resistance.

Deadly Force is defined as that force which creates a substantial risk of causing death or serious bodily injury, including but not limited to, the discharge of a firearm.

Display Media Slide: *Necessary and Proportionality*

Explain: **Necessary**—police officer shall evaluate whether deadly force was necessary by looking at:

- a) The totality of the circumstances from the perspective of a reasonable Police Officer with similar training and experience;
- b) The factors used to evaluate whether force is objectively reasonable;
- c) An evaluation of whether the officer exhausted the available and feasible alternative to deadly force; and
- d) Whether a warning was feasible and/or given.

Proportionality -- officers may only use a level of force that they reasonably believe is proportional to the seriousness of the suspected offense or the reasonably perceived level of actual or threatened resistance.

Display Media Slide: *Unbiased policing, De-escalation techniques*

Explain: **Fair and Unbiased Policing**--officers shall carry out their duties, including use of force, in a manner that is fair and unbiased. Discriminatory conduct on the basis of race, religion, color, ethnicity, national origin, age, gender, gender identity, gender expression, sexual orientation, housing status, or disability while performing any law enforcement activity is prohibited.

Use of De-Escalation Techniques--whenever feasible, officers shall use techniques and tools consistent with de-escalation training to reduce the intensity of any encounter with a suspect and enable an officer to have additional options to mitigate the need to use a higher level of force while maintaining control of the situation.

Verbal Warnings--where feasible, a police officer shall, prior to the use of any force, make reasonable efforts to identify themselves as a police officer and to warn that force may be used, unless the officer has objectively reasonable grounds to believe that the person is aware of those facts.

Display Media Slide: *Reasonableness*

Explain: **Factors Used to Determine Reasonableness** -- pursuant to the opinion issued by the United States Supreme Court in *Graham v. Connor*, Police Department examines the reasonableness of any particular force used:

A) From the perspective of a reasonable Police Officer with similar training and experience, in the same situation; and

B) Based on the facts and circumstances of each particular case. Those factors may include, but are not limited to:

- The feasibility of using de-escalation tactics, crisis intervention or other alternatives to force;
- The seriousness of the crime or suspected offense;
- The level of threat or resistance presented by the subject;
- Whether the subject was posing an immediate threat to officers or a danger to the community;
- The potential for injury to citizens, officers or subjects;
- The risk or apparent attempt by the subject to escape;
- The conduct of the subject being confronted (as reasonably perceived by the officer at the time);
- The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable;
- The availability of other resources; • The training and experience of the officer; • The proximity or access of weapons to the subject;
- Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects;
- The environmental factors and/or other exigent circumstances; and,
- Whether a person is a member of a vulnerable population.

Display Media Slide: *Reasonableness cont. and Totality of the Circumstances*

Explain:

- The conduct of the subject being confronted (as reasonably perceived by the officer at the time);
- The amount of time and any changing circumstances during which the officer had to determine the type and amount of force that appeared to be reasonable;
- The availability of other resources; • The training and experience of the officer; • The proximity or access of weapons to the subject;
- Officer versus subject factors such as age, size, relative strength, skill level, injury/exhaustion and number of officers versus subjects;
- The environmental factors and/or other exigent circumstances; and,
- Whether a person is a member of a vulnerable population.

Totality of the Circumstances – all facts known to or reasonably perceived by the officer at the time, including the conduct of the officer and the subject leading up to the use of force.

Display Media Slide: *Rendering aid, shooting at moving vehicles*

Explain: **Rendering Aid** -- after any use of force, officers shall immediately request a rescue ambulance for any person injured. In addition, officers shall promptly provide basic and emergency medical assistance to all members of the community, including victims, witnesses, subjects, suspects, persons in custody, subjects of a use of force and fellow officers:

- To the extent of the officer's training and experience in first aid/CPR/AED; and
- To the level of equipment available to an officer at the time assistance is needed.

Shooting At or From Moving Vehicles -- firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving vehicle itself shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances regarding the use of deadly force.

Display Media Slide: *Duty to intervene and report of excessive force*

Explain: **Requirement to Report Potential Excessive Force** -- an officer who is present and observes another officer using force that the present and observing officer believes to be beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances based upon the totality of information actually known to the officer, shall report such force to a superior officer. Requirement to Intervene When Excessive Force is observed. An officer shall intercede when present and observing another officer using force that is clearly beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances, taking into account the possibility that other officers may have additional information regarding the threat posed by a subject.

Requirement to Intervene When Excessive Force is Observed -- an officer shall intercede when present and observing another officer using force that is clearly beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances, taking into account the possibility that other officers may have additional information regarding the threat posed by a subject (LAPD, 2020, pp. 1-6).

- VIDEO EXERCISE – Springfield, IL PD
 - Discussion Point (Play video – length 1:11)
 - Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? This type of behavior is unacceptable, illegal, and against the core values of law enforcement.

Display Media Slide: *Prohibited Use of Deadly Force*

Explain: The use of deadly force is prohibited by Chicago PD and LAPD in the following ways: Shooting at a fleeing person unless the person poses an imminent threat of death or great bodily harm to a sworn member or another person unless arrested without delay.

Additional prohibition:

- Firing into crowds
- Firing into buildings or through doors, windows, or other openings when person lawfully fired at is NOT clearly visible
- Firing at a person whose action is only a threat to themselves
- Firing at or into a moving vehicle when the vehicle is the only force used against the officer (CPD, 2021).

Instructor Note: Play the video of the RTP shooting into a fleeing vehicle and explain that is NOT best practice based on the sanctity of human life and UN Human Rights.

Display Media Slide: *Shooting at or From Moving Vehicles*

Explain: Firearms shall not be discharged at a moving vehicle unless a person in the vehicle is immediately threatening the officer or another person with deadly force by means other than the vehicle. The moving vehicle itself shall not presumptively constitute a threat that justifies an officer's use of deadly force. An officer threatened by an oncoming vehicle shall move out of its path instead of discharging a firearm at it or any of its occupants. Firearms shall not be discharged from a moving vehicle, except in exigent circumstances and consistency with the policy regarding the use of deadly force. The driver of a vehicle should not draw their weapon while operating a moving vehicle; the drawing of a weapon while operating a moving vehicle is unsafe for both officers and the community. If an officer determines that it is necessary to draw their firearm while operating a vehicle, it should be to address an imminent threat and conform to the Department's policy on drawing and exhibiting firearms (LAPD, 2020).

Display Media Slide: *RTP Video Exercise 1*

Instructor Note: The following RTP incidents videos should facilitate in a "question and answer" format to quiz participants' knowledge learned up to this point on the use of force in relation to the sanctity of human life.

- Class discussion Point (Play video – length 2:16)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you consider an attempt to break the car window and deploy OC spray to neutralize the driver instead of shooting at the tires or into the car? Or would you continue to fire your gun? Is the deadly force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justify? Please explain your action and why?

- Can you bullets ricochet the ground or the wheel and hit your partners or someone else?
- Although, you have no intention but this could be a devastated circumstance.

Display Media Slide: *RTP Video Exercise 2*

Instructor Note: The following RTP incidents videos should facilitate in a “question and answer” format to quiz participants’ knowledge learned up to this point on the use of force in relation to the sanctity of human life.

- Class discussion Point (Play video – length 0:58)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you consider an attempt to break the car window and deploy OC spray to neutralize the driver instead of shooting at the tires or into the car? Or would you continue to fire your gun? Is the deadly force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justify? Please explain your action and why?
- Can the officer get shot or stab if the driver has weapon(s) within reach?
- Can you bullets ricochet the ground or the wheel and hit your partners or someone else?
- Although, you have no intention but this could be a devastated circumstance.

Display Media Slide: *Principles of Threat Assessment*

Instructor will explain:

- Principles of Threat Assessment: Police officers are employed in a fast moving, high stress job that requires an accurate assessment of a possible threat. Threat Assessment is a critical safety valve and increases the awareness of a police officer. It can prevent you from shooting yourself, other police officers, and innocent people.
- The assessment skills of police officers should be at the same level as their shooting skills. Even if an area is known to be free of police officers, additional officers moving through the area may be mistaken as suspects and engaged unless police officers are disciplined and well-trained. Even with well-trained, disciplined police officers, the lack of threat assessment can result in unintentional casualties.
- The assessment process takes place with or without a weapon, and can be applied to all law enforcement environments where people are present. The process takes place almost simultaneously but is designed in an order that promotes safety and efficiency. The following process will ensure you have assessed thoroughly and effectively prior to engaging a person:
 - Whole Person – vital to law enforcement by helping reduce the potential for friendly fire. This built-in safety requires you to think critically before utilizing deadly force. Once the identification of another police officer has been made (i.e.,

blue on blue), your weapon should be placed in the alternate position and verbal commands should be made. If identification of a police officer cannot be made, the officer should automatically scan the hands.

- Hands – After collapsing the hands, police officers should be immediately looking for weapons and giving verbal directions. If only one hand can be seen, the person's other hand needs to be seen before continuing to scan the person. If no weapons are visible in the person's hands, a scan of the waistline should be conducted.

Instructor Note: Explain that when a suspect's hands are NOT visible, verbal commands must be given that do not direct movement which could bring a firearm toward the officer or an innocent bystander. Upon contact, the officer should ensure they can clearly see the palms of the suspect's hands. If the suspect's hands are concealed in pockets, the officer must establish immediate control by directing the suspect not to move their hands. The officer can then give commands to slowly pull the hands out—thumb first if possible while rotating the palms forward and then clear them away from the body (FLETC, 2018).

- Waist – Once the hands have been cleared, the police officer should scan the area of the person's waistline looking for visible weapons and visible bulges under the shirt that are consistent with a weapon. Due to physiological factors brought on by an accelerated heart rate, police officers often get tunnel vision after clearing the person's hands and forget to scan the area the hands can quickly access on the person. Also, plain clothes and off duty personnel often carry their agency badge in front of their concealed weapon on their belt. This creates another safety valve for law enforcement personnel.
- Immediate Area – Once the waistline has been cleared, the police officer should scan the immediate area around the suspect for weapons. What is within reach of the person that the officer has NOT seen or mentally processed as being dangerous? This will help reduce the police officer's tunnel vision and increase their awareness of the suspect's lunging area.
- Demeanor – Police officers should be aware of any pre-assault indicators that may be presented by the person (i.e., glancing, clenching fist, thousand-yard stare, bladed stance)
 - When processing multiple people, the threat assessment process should be: whole person, hands, and waist. This allows the police officer to quickly and efficiently assess multiple people (FLETC, 2018).

Display Media Slide: *Theory of Attack Management*

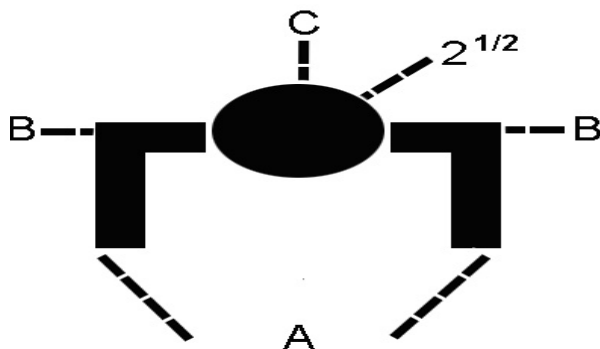
Instructor will explain:

- Officers should use good tactics when dealing with all persons. Tactics are small momentary plans intended to provide a tactical advantage. When an attack has been

initiated by a person, officers will employ principles of shielding, distance and movement in order to avoid the attack, but these alone will not necessarily stop the attack.

- To stop an attack, the officer must respond to the attack with a reasonable amount of force that is intended to mitigate the attacker's delivery system. (The delivery system is the mode in which the attack is carried out). The Ready Stance Position is performed by blading the torso at a 45-degree angle, with the weapon side furthest from the person. The hands are above the belt line, and the officer's stance or footing is shoulder width apart with knees bent (lowering the officer's center of gravity.)
- This is a tactically advantageous, position that reveals a state of preparedness. Remember, most physical confrontations are struggles for balance and shock. The combatant who keeps their balance generally keeps the advantage. Physical stability comes from a wide stance with bent knees that lower your center of gravity closer to the ground. The minimum safe distance to successfully react to a person's physical attack is two arm's length, or double arm's length. This measurement is taken from the officer's and persons' outstretched arm.
- Relative positioning helps illustrate at which position an officer, relative to a person, may be either at an advantage or disadvantage.

Overhead View of Subject



- The 2 1/2 position is the position of greatest advantage for an officer. By contrast, the inside position places the officer at the disadvantage and should be avoided.
- A = Inside Position or Power Envelope (no advantage for officer)
- B = or 2 Position, used for interview position
- C = or 3 Position, advantageous for control, but difficult for escorting (CPD, 2015).

Display Media Slide: *Contact & Cover Tactical Positions*

Instructor will explain:

- The application of “contact/cover” and tactical “L” and tactical “V” is of great benefit for officers when it comes to positioning. If done properly, police officers will be in the position of advantage (POA) and suspect will be in position of disadvantage (POD).

- The designated roles of the contact officer and cover officer are used so that the responsibilities of the police officers at the scene are clearly defined. By clearly defining responsibilities, officer safety is greatly increased and, in turn, so is the safety of all persons involved. Keep in mind, officers need to be able to change roles as required by the situation.
 - The contact officer is responsible for communication with the suspect and such things as recording incident information, searching suspects, issuing citations, weapon recovery, and handcuffing.
 - The cover officer is responsible for 360° security, provides witness/backup to the contact officer, control of all suspects, and assures integrity in the chain of custody for evidence. The cover officer can also assist the contact officer with duties such as recording incident information, searching suspects, issuing citations, and radio communications as necessary.
- Positioning- The contact officer is generally closer to the suspect and the cover officer is in a position further away to see the “big” picture. Commonly referred to as the tactical “L,” each officer is positioned around the person while avoiding crossfire.
- The tactical “L” or “V” allows the cover officer to provide a clear view of the suspect(s) as well as a view of the surrounding area. Police officers may not be able to always obtain these positions. However, officers need to be aware of their backstop.
- The principle of Contact/Cover is one of the most important survival procedures in modern law enforcement for two main reasons.
 - Teamwork: Teamwork is extremely important. There is no safety in numbers alone. Merely having other police officers at the scene does not automatically ensure officer safety. Contact/Cover establishes the guidelines for the "two officer" team.
 - Safety: When referring to safety, most police officers think about preventing an assailant, not a partner, from hurting them. However, every year officers shoot other officers. Contact/Cover and similar procedures can prevent or at least minimize friendly fire incidents. Police officers must understand how to work with a partner. If you do not understand how to work as a team, there is little benefit to having a partner.
- Additional considerations:
 - It is recommended that police officers not attempt to clear structures or rooms alone. Use the contact/cover principle. A minimum of two police officers to a room.
 - Maintain contact with team members. Do not separate unnecessarily.

- Always be aware of your backstop and avoid potential crossfire situations. Keep in mind the tactical "L"/ "V." Examples include traffic stops, doorways, etc.
- Keep both eyes open. Know what your area of responsibility is and maintain your focus.
- Good communication is paramount to the success of any situation. Use whatever form of communication is best suited at the time. This may include loud and clear commands. Keep commands simple and direct.
- Whenever a police officer encounters a threat, the officer should attempt to gain a position of advantage, visually, verbally, and if necessary, physically. Take control and command of the individual. Verbal direction by stating "POLICE! Don't move!" Once the officers stop all the suspect's movement, then give follow up commands to gain sight of the suspect's hands and gain control of the suspect, like, "put your hands up", "get down on the floor," or "keep your hands away from your body." Any visible weapons in the hands of a suspect should be described to other officers such as, "put the knife down." The officer's response to weapons possessed by individuals should be appropriate to the situation. This alerts other police officers to the seriousness of the situation. The assumption should not be made that all officers have the same view or see the same things. Avoid giving commands that inadvertently give the suspect a position of advantage, (i.e., seated to standing).
- When the contact officer is performing weapon recovery or handcuffing a suspect, the cover officer should be focused on the suspect and use their peripheral vision to stack all other danger areas (FLETC, 2011; 2018).

Display Media Slide: *End of Module Four*

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point.

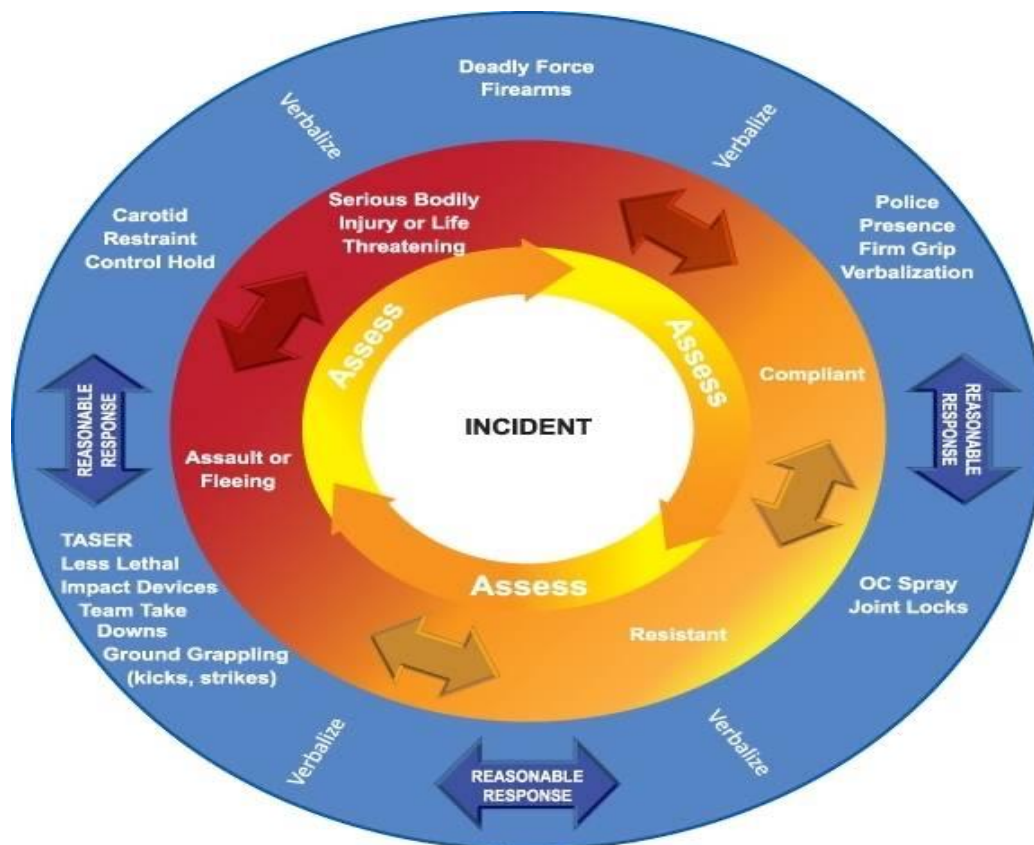
- Lunch break

MODULE FIVE: De-escalation, Officer's Proportional Response

Display Media Slide: *MODULE FIVE: De-escalation, Officer's Proportional Response*

Display Media Slide: *LAPD Use of Force Model (Graphic)*

Explain: The LAPD Use of Force Options Model



Display Media Slide: *Chicago Police Use of Force Model (Graphic)*

Explain: The Chicago Police Department Force Options Model

Instructor Note: This slide has animation in which the wording of the model gradually appears. This allows the instructor to discuss the various aspect section by section. When discussing the force options model, remind the participants that the force options matrix does not require sequential progression, i.e., officers are not required to move through each category of force as they transition to higher or lower levels of force. The force options matrix requires officers to pay attention to context and consider the person's age, disability, physical condition, sobriety, injury, or if the person is in crisis. Officers will continually assess the necessity of the use of force and whether alternatives may be employed, including de-escalation techniques, other response options, and the availability of other resources (CPD, 2020).

Force Options



Instructor will explain:

- **Cooperative Person:** a person who is compliant without the need for physical force, including individuals lawfully and peacefully exercising their First Amendment rights (i.e., lawful demonstrations). The following options are authorized when dealing with a cooperative person:
 - Police Presence:
 - Police presence is established through identification of authority and proximity to the person. Mere police presence may result in compliant behavior by the person.
 - Police presence alone is the only option authorized for use with persons who are fully cooperative without the need for further intervention.
 - Verbal Response:
 - Verbal response consists of persuasion, advice, instruction, and warning in the form of verbal statements or commands that may result in compliant behavior.

- Whenever it is safe and feasible, police officers will attempt to de-escalate confrontations by utilizing verbal control techniques prior to, during, and after the use of physical force (CPD, 2021).
 - Behavioral considerations
 - Least critical regardless of risk posed
 - Complies with officer's social cues and verbal direction
 - Person responds to verbal direction in a timely manner
 - Proximity is a risk factor
 - The closer the person is to the officer or other, the more risk
 - A person controlled by verbal direction may become a resister or a dangerous assailant
 - Complies with appropriate non-verbal cues
 - Person's actions are self-initiated
 - Distance is the key element (CPD, 2015).
- **Resister**: a person who is uncooperative. Resisters are further subdivided into two categories (1) passive resister; and (2) active resister.
 - Passive Resister: a person who fails to comply (non-movement) with verbal or other direction. Passive Resister behavior:
 - Does not respond to social or verbal direction
 - Does not attempt to flee
 - Person simply tries NOT to be moved
 - Passive resistance measured by, for example: Muscular resistance of the arm to the touch of the officer
 - The following options are authorized when dealing with a passive resister:
 - Holding Techniques--holding techniques include a firm grip, grabbing an arm, wristlocks, and come-along holds (i.e., escort holds that are not elevated to compliance techniques), as well as any combination of the above.
 - Compliance Techniques--compliance techniques are designed to amplify nonimpact pressure and increase the potential for controlling a passive resister.
 - The goal of applying joint manipulation and pressure point techniques to pressure sensitive areas of the body is to elicit and maintain established control through non-impact pressure compliance (CPD, 2015).

Instructor Note: Explain the officer's proportional response and, in addition, demonstrate in front of the class the holding techniques: Firm grip, grabbing an arm, come-along holds and wristlocks (left and right side).

- Control instruments: are designed to amplify nonimpact pressure in order to increase the potential for controlling a passive resister. These instruments are placed mainly on the sensors of the skin covering bone. Control instruments are tools (e.g., baton) applied to joints and pressure sensitive areas of the body with non-impact pressure (CPD, 2021).
- **Active Resister:**
 - Actively attempts to avoid physical control by officer
 - The person creates space between the officer's reach and themselves
 - The person ranges from slight evasive movements of arms to full flight
 - Active resister behaviors are not harmful, just difficult to control
 - The following options are authorized when dealing with an active resister:
 - **Stunning:** Stunning techniques are authorized on active resisters, and assailants, who are struggling forcefully to avoid being held by the officer. The purpose for this technique is to temporarily stun or disorient a person so that the arrestee can be restrained or controlled.
 - The three types of stuns normally used for arrestee control are:
 1. Neurological – open hand defused strike to the side of the person's head.
 2. Diaphragmatic – open hand defused strike to the person's solar plexus.
 3. Neuromuscular – a defused knee strike to the side or back of the person's upper leg.
 - Stunning results in a temporary inhibition and diminished function causing mental disorientation and loss of muscular coordination.
 - Stunning is non-impact pressure spread over large area of the body to lessen the effect of sharp penetration of breaking of skin or bone.
 - Stunning is used to provide the officer with an opportunity to apply holds
 - Characteristics of stunning techniques
 - Some possibility of physical injury
 - More reliable than holds
 - Easier to apply than holds
 - Temporary effect (CPD, 2015).

- OC spray: is an authorized force option against active resisters. If the active resister is part of a group or crowd, OC spray is authorized after obtaining approval from the Superintendent of Police or his or her designee.

Instructor Note: OC used for a group or crowd must be approved by the Chief of Police (CPD policy).

- Takedown: the act of physically directing an active resister to the ground to limit physical resistance, prevent escape, or increase the potential for controlling an active resister.
- Canines used by canine handlers: a canine under the control of a canine handler is an authorized force option when used consistent with the provisions of the Department directive titled "Canine Use Incidents."
- Taser: is a device used to control and subdue an active resister through the application of electrical impulses that override the central nervous system and cause uncontrollable muscle contractions.
 - Using the Taser to drive stun an active resister is prohibited (CPD, 2021).

Instructor Note: Demonstrate in front of the class as a person that is under arrest and actively resisting in which Taser or OC spray would be objectively reasonable to use.

- **Assailant** is a person who is using or threatening the use of force against another person or themselves which is likely to cause physical injury. Assailants are further subdivided into two categories. (1): a person whose actions are aggressively offensive with or without weapons and (2): a person whose actions constitute an imminent threat of death or great bodily harm to a police officer or to another person.

Assailant 1: The person's actions are aggressively offensive with or without weapons. This category may include an assailant who is armed with a deadly weapon but whose actions do not constitute an imminent threat of death or great bodily harm (CPD, 2021).

Instructor Note: Demonstrate in front of the class as a person that is under arrest who is an Assailant 1 with and without weapon and will not comply with officer's verbal direction. Under this particular circumstance, Taser or OC spray would be objectively reasonable and necessary to use

Assailant 2: The person's actions constitute an imminent threat of death or great bodily harm to a police officer or to another person (CPD, 2021).

Instructor Note: Demonstrate in front of the class as a person that is under arrest who is an Assailant 2 with a weapon and will not comply with officer's verbal direction. Role player will retrieve a handgun from his waistband and point at the officer. Under this particular

circumstance, deadly force response would be objectively reasonable and necessary to use when dealing with this type of assailant.

Display Media Slide: *What is De-escalation?*

- **ASK:** What is meant by de-escalation?
- **De-escalation** defined – “De-escalation is the process of using strategies and techniques intended to decrease the intensity of the situation” (POST, p. 1, 2020)
- In addition, according to National Consensus Documents on Use of Force (2020), de-escalation is taking action or communicating verbally or non-verbally during a potential force encounter in an attempt to stabilize the situation and reduce the immediacy of the threat so that more time, options, and resources can be called upon to resolve the situation without the use of force or with a reduction in the force necessary.

Display Media Slide: *De-escalation / Force Mitigation*

Instructor will explain:

- Let’s look at various techniques for de-escalating a situation:
- **Time** – Time as a Tactic
 - If time permits, officers should use time to achieve tactical advantages, i.e., have a plan. Officers in position of advantage are able to evaluate the person(s), monitoring the scene may uncover options to use sound tactics to eliminate the need to use force or reduce the need for force. In addition, time may permit the scaling down of emotions and encourage conforming behaviors.
- **Position** – Distance, Cover, Concealment, Movement
 - Reactionary Gap – Distance, Cover, Movement, Shielding, Concealment; this will give the officer more time to react.
 - Action beats Reaction?
 - We often have to react to circumstances and people around us. Action always beats reaction, making it even more critical to respond to the threat of violence and not to the actual violent itself. In any violent encounter, one party takes advantage of the reactionary gap; the other must react and be at a significant disadvantage (FBI, 2002; Police One, 2020).
 - Backing away doesn’t mean backing down! Re-assess; increase of peripheral vision. Officers are encouraged to create more distance, use cover or concealment, and zone of safety so that they give themselves more time to respond.
 - Officers have several options in managing an attack:

- Cover is something that will slow, deflect, or stop bullets. Things like large trees, fire hydrants, dirt or rock, an engine block, etc. Cover can become concealment based on the level of protection being reduced or a change in the equipment being used.
 - Concealment is anything that hides or obscures an officer from the suspect. Simple actions can obscure the adversary from seeing officers, such as silhouetting yourself lower than the horizon, using bushes, high grass, smoke, and blending deeply into shadows. The use of concealment limits or reduces the police officer's chance of being seen. Concealment will not stop bullets or become cover.
 - Shielding – is material positioned between you and the source of the attack that will stop the force of the attack from injuring or controlling you. Why leave the safety of shielding unless you have to?
 - Distance – use distance with shielding. If shielding is not available, distance is the next best tactic. Distance and relative positioning are all important. Why? The closer you are to the person, the less time you have time to react to the person's movements. For example: Tactical Repositioning or Tactical Withdrawal which will be covered in the next module.
 - Movement – use shielding whenever possible. Use shielding and distance whenever possible. If no shielding is available, your only sources of attack management are movement and weapons (FLETC, 2011; 2013).
 - Zone of Safety – the distance to be maintained between the person and the responding member(s). This distance should be greater than the effective range of the weapon (other than a firearm) and it may vary with each situation e.g., the type of weapon possessed, condition of the person, surrounding area (CPD, 2021).
- **Communications** – Verbal de-escalation; communicate with partner, dispatcher
 - Verbal de-escalation starts with effective communications; continue communication whenever reasonable, and use persuasion, advice, and warning before resorting to force.
 - One-on-one communication – when practical, only one officer should give verbal direction. (i.e., contact officer.)
 - Respectful queries – tone – stay calm, remain non-confrontational, be patient, be truthful, and don't take it personally. Respect does not mean trust. Use clear, concise and respectful commands – especially where a serious crime has been committed or life is at risk.
 - **Assistance** – Request assistance – another tactic for de-escalating a situation (except in the case of preservation of human life); Examples: Additional units, specialized units, such as Crisis Intervention Team, Swat, etc.

Display Media Slide: *De-escalation – Communication Techniques*

Instructor will explain:

- Let us now review some of the communication techniques from previous annual Use of Force trainings that lend well to de-escalation.
- **Active listening**
 - Understand how the person feels and how they view the situation.
 - Importance of listening to a person without judging.
- **Encouraging/reassuring**
 - Encourage person not to give up on finding appropriate professional help.
 - Encourage the person to provide full answers rather than one- or two-word responses.
- **Paraphrasing**
 - Emphasizes what is important to the person.
 - Builds trust and rapport.
- **Emotional labeling**
 - Address the emotion the person is expressing
 - Doing so lets the person know that you are trying to understand how they feel.
- **Mirroring**
 - Repeating the last word or phrases the person used and adding a question mark.
 - It asks for more information without questioning the direction of their thoughts.
- **Summarizing**
 - Tells the other person you are listening, learning, and remembering while allowing for clarification.
 - Helps the officer to review what they have heard and discussed (CPD, 2017).

Display Media Slide: *End of Module Five*

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point.

- Provide participants with a short break.

MODULE SIX: Use of Taser and OC spray in relation to sanctity of human life

Display Media Slide: *MODULE SIX: Use of Taser and OC spray in relation to the sanctity of human life*

Display Media Slide: *When to Use Less-lethal Force Option Devices*

Less-Lethal force options shall not be used on a suspect or subject who is passively resisting or merely failing to comply with commands. Verbal threats of violence or mere non-compliance do not alone justify the use of less-lethal force.

The LAPD's guiding principle when using force shall be reverence for human life. Officers shall attempt to control an incident by using time, distance, communication, and available resources in an effort to de-escalate the situation, whenever it is safe, feasible and reasonable to do so. When warranted, police officer may use objectively reasonable force to carry out their duties. Officers who use unreasonable force degrade the confidence of the community we serve, expose the Department and fellow officers to physical hazards, violate the law and rights of individuals upon whom unreasonable force or unnecessary deadly force is used, and subject the Department and themselves to potential civil and criminal liability. Conversely, officers who fail to use force when warranted may endanger themselves, the community, and fellow officers. Officers may only use a level of force that they reasonably believe is proportional to the seriousness of the suspected offense or the reasonably perceived level of actual or threatened resistance. An officer may use less-lethal devices as a reasonable force option to control a suspect when the suspect poses an immediate threat to the safety of the officer or others (LAPD, 2021).

Display Media Slide: *When to Use the Taser as Less-lethal Force Option Device*

Taser Use Must Be Objectively Reasonable, Necessary, and Proportional

- **Active Resisters**

The use of a Taser as a less-lethal force option against an active resister is limited to when there is an objectively reasonable belief at the time of ANY of the following:

- a subject that is armed.
- a subject that is violent or exhibiting violent or aggressive behavior.
- a subject that has committed a felony.

Display Media Slide: *When to Use the Taser as Less-lethal Force Option Device Cont.*

- **Assailants**

In determining the appropriate use of a Taser, Police officers **will balance the risks** and benefits of a Taser discharge based on several factors, including, but not limited to the:

- Threat presented by the subject to the officer or the public.
- Threat presented by the subject to himself or herself.
- Availability of other force options.
- Likely outcome of the Taser use.
- Risk of injury.
- Subject's apparent age, size, physical and mental condition, disability, and impairment.
- The seriousness of the offense and whether Taser discharge is immediately necessary.

Instructor Note: Instructor will demonstrate in front of the class, examples of an active resister and an assailant.

Active Resister: is a person who actively attempts to avoid physical control by officer. The person creates space between the officer's reach and himself. The person ranges from slight evasive movements of arms to full flight.

Assailant: is a person who is using or threatening the use of force against another person or himself/herself which is likely to cause physical injury. Assailant (1) is a person whose actions are aggressively offensive with or without weapons, but NOT immediate likely to cause death or great bodily harm (CPD, 2021).

Display Media Slide: *Taser Discharge Risk*

Explain: Although Tasers are considered less-lethal weapons, Taser discharges under certain circumstances may increase the risk of serious injury or death. When practicable, Department members should avoid the use of a Taser on subjects who:

- Are elevated above the ground or are in an unstable position (e.g., tree, roof, ladder, ledge, balcony, porch, bridge, or stair);
- Could fall and suffer an impact injury to the head or other area;
- Could fall on a sharp object or surface (e.g., holding a knife, falling on glass);
- May be less able to catch or protect themselves in a fall (e.g., restrained, handcuffed, incapacitated, or immobilized);
- May have impaired reflexes (e.g., from alcohol, drugs, or certain medications);
- Are running, or are otherwise in motion;
- Are operating or riding any mode of transportation (e.g., vehicle, bus, bicycle, motorcycle, or train); or
- Are located in water, mud, or marsh environment if the ability to move is restricted (CPD, 2021).

Display Media Slide: *Taser Post-Discharge Responsibilities*

- As soon as it is safe and feasible to do so, place the subject in a position that does not impair respiration.
- Avoid placing additional stress on the subject (for instance, avoid kneeling on the subject).
- Request the appropriate medical aid, if: Subject was exposed to electricity; Probes penetrated the subject's skin; or subject appears to be in any physical distress or complains of injury (CPD, 2021).

Display Media Slide: *When to Use OC spray as Less-lethal Force Option Device*

Explain: Whenever practicable, officers shall exercise de-escalation techniques to resolve potential use of force incidents and seek voluntary compliance from suspects/subjects. The courts have held that Less-Lethal force options are “capable of inflicting significant pain and may cause serious injury.” Therefore, consistent with best practice, and Use of Force Policy, Less-Lethal force options are only permissible when:

An officer reasonably believes that a suspect or subject is:

- Violently resisting arrest or poses an immediate threat of violence or physical harm.
- Less-Lethal force options **shall NOT** be used for a suspect or subject **who is passively** resisting or merely failing to comply with commands.
- Verbal threats of violence or mere non-compliance **do not alone** justify the use of Less-Lethal force.
- An officer may use OC Spray as a reasonable force option to control a suspect when the suspect poses an immediate threat to the safety of the officer or others.

Display Media Slide: *When to Use OC spray as Less-lethal Force Option Device Cont.*

Officers shall also consider:

- The severity of the crime versus the governmental interest in the seizure; and,
- Whether the suspect was actively resisting arrest or attempting to evade arrest.

The following **do not alone** justify the use of OC Spray:

- Verbal threats of violence
- Mere non-compliance (LAPD, 2020).

Display Media Slide: *When to Use OC spray as Less-lethal Force Option Device Cont.*

Use of OC device must be objectively reasonable, necessary, and proportional to the threat, actions, and level of resistance offered by a subject, under the totality of the circumstances.

Use of OC spray is an authorized use of force options against an **assailants** and **active resisters**.

Use of OC spray is an authorized force option against **passive resisters** only under the following conditions:

- Occupants of a motor vehicle who are passively resisting arrest.

Instructor Note: Instructor will demonstrate and provide an example of a passive resister in a motor vehicle in front of the class.

Passive Resister: a person who is uncooperative. Passive Resister: a person who fails to comply (non-movement) with verbal or other direction. Passive Resister behavior:

- Does not respond to social or verbal direction
- Does not attempt to flee
- Person simply tries NOT to be moved

Display Media Slide: *OC Spray Discharge Risk*

Persons Vulnerable to Injury. OC spray **will not** be used on a subject who is at a greater risk of serious injury from their use, unless the subject is defined as **an assailant** and other force options are not readily available or would otherwise be ineffective. People who are potentially at greater risk of serious injury from OC device include, but are not limited to, children, pregnant women, and the elderly.

Enclosed Areas. OC spray **will not** be used in enclosed areas unless the subject is defined as an **assailant** and other force options are not readily available or would otherwise be ineffective (CPD, 2021).

Display Media Slide: *OC Post-Discharge Responsibilities*

OC spray: Generally—medical treatment is not required for suspects who have been sprayed with OC.

- If a suspect who has been sprayed with OC experiences continued difficulty in breathing and/or vision impairment for an extended period, officers shall immediately request medical treatment (LAPD, 2020).

Display Media Slide: *The Sanctity of Human Life*

- Ask: Why are members required to provide lifesaving aid? Is it a good idea?
 - Yes; The Police Department’s highest priority is the sanctity of human life. The concept of the sanctity of human life is the belief that all human beings are to be perceived and treated as persons of inherent worth and dignity, regardless of race, color, sex, gender identity, age, religion, disability, national origin, ancestry, sexual orientation, marital status, parental status, military status, immigration status, homeless status, source of income, credit history, criminal record, criminal history, or incarceration status. Police officers will act with the foremost regard for the preservation of human life and the safety of all persons involved (CPD, 2021).

Display Media Slide: *After Action Report / Tactical Repose Report*

Document, investigate, and evaluate reportable use of force incidents where police officers respond to the actions of a subject, including any force de-escalation efforts, or when members use a reportable use of force. A report is also completed when an officer is assaulted or battered by an individual and no response option was used by the member (CPD, 2021).

All Incidents involving below will be documented:

- pressure point compliance and joint manipulation techniques;
- wristlocks, armbars, and other firm grips; and
- any leg sweep, takedown, stunning technique, or weaponless direct mechanical action or technique (including kicks, knee strikes, elbow strikes, closed hand strikes, or punches) that do not result in an injury or complaint of injury
- impact weapons strike (baton, asp, or other impact weapon) to the body other than the head or neck;
- any leg sweep, takedown, stunning technique, or weaponless direct mechanical action or technique (including kicks, knee strikes, elbow strikes, closed hand strikes, or punches) that results in an injury or complaint of injury.
- OC spray and Taser;

- impact munitions;
- canines as a force option;
- a Long-range Acoustic Device (LRAD) acoustic transmission to cause discomfort as a compliance technique; and
- an unintentional firearms discharge or a firearm discharge solely to destroy/deter an animal that did not involve a firearm discharged at a person and did not result in injury to any person.
- Discharging a firearm;
- Using a chokehold, force that causes injury or force that causes death of any person (CPD, 2021).

Display Media Slide: *Core Values of the LAPD*

Instructor Note: Let's discuss the Core Values of the LAPD and CPD

LAPD Core Values:

- Service to Our Communities
- Reverence for the Law
- Commitment to Leadership
- Integrity in All We Say and Do
- Respect for People
- Quality Through Continuous Improvement

Display Media Slide: *RTP Video Exercise 1*

Instructor Note: Break the class into 7 groups and use the following 7 RTP incidents videos for group discussion and should facilitate in a “question and answer” format to quiz participants’ knowledge learned up to this point on the use of force in relation to the sanctity of human life.

- Class discussion Point (Play video – length 1:22)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justified? Please explain your action and why?

Display Media Slide: *RTP Video Exercise 2*

- Discussion Point (Play video – length 8:00)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justified? Please explain your action and why?

Display Media Slide: *RTP Video Exercise 3*

- Discussion Point (Play video – length 2:11)

- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justice? Please explain your action and why?

Display Media Slide: *RTP Video Exercise 4*

- Discussion Point (Play video – length 3:04)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justified? Please explain your action and why?

Display Media Slide: *RTP Video Exercise 5*

- Discussion Point (Play video – length 1:43)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justified? Please explain your action and why?

Display Media Slide: *RTP Video Exercise 6*

- Discussion Point (Play video – length 1:41)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justified? Please explain your action and why?

Display Media Slide: *RTP Video Exercise 7*

- Discussion Point (Play video – length 3:04)
- Imagine that you arrived on scene to back up the officer and, upon arrival, encountered this situation. What would you do? Would you attempt to deploy the Taser or OC spray? Or would you fire your gun? Is the force you use objectively reasonable in relation to the sanctity of human life? Is it legal and justified? Please explain your action and why?

Instructor Note: Instructor will give DEBRIEF base on the course objectives using the "Student Centered Feedback Model" listed at the end of this lesson plan.

Display Media Slide: *End of Module Six*

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point.

- Provide participants with a short break.

MODULE SEVEN: Force options transition drill

Display Media Slide: *MODULE SEVEN: Force options transition drill*

- Training Materials and Equipment Required:
 - Duty belt
 - Red-Blue Training Rubber Pistols
 - Inert Training sprays
 - Training Tasers
- Location: Large Open Training Room or Gymnasium

Instructor Note: Conduct a mandatory safety check in strict accordance with the safety protocol listed in under the “Risk Assessment” section of this lesson plan.

Draw and Holster firearm without looking down at the Holster

- Overview and Purpose: Draw and Holster (firearm) without looking at the holster. The purpose of the drill is to holster and un-holster the firearm quickly and safely to create muscle memory; it is unsafe to have to look at your holster, thereby taking your eyes off of what is in front of you or your surroundings.
- The participants will line up in a single line facing the lead instructor with enough space between each participant. Lead instructor will explain the purpose of the drill, demonstrate the drill, and from a ready stance, they will slowly draw, present, and re-holster the firearm while maintaining eye contact with the participants.
- At the command of lead instructor:
 - With the single line facing the lead instructor.
 - From a ready stance, participants will slowly draw, present, and re-holster their firearm while maintaining eyes contact with the lead instructor. Participants will complete 10 repetitions at their own pace.
 - Participants then quickly draw and present firearm while maintaining eyes contact with the lead instructor, then re-holster. Participants will complete 10 repetitions at their own pace.

Introduction of the SUL Position (South)

- Overview and Purpose: participants will properly perform the SUL position technique. It intends to provide for safe carry when necessary to have the firearm out of the holster; the SUL position also accounts muzzle awareness and to avoid accidental injury to others.
- At the command of lead instructor:
 - With the single line facing the lead instructor.
 - SUL position: Participants will take a support hand and place in center of chest with thumb facing towards chin. Participants then draw firearm and place the slide along their knuckles of support hand with muzzle facing straight down and connect the tips of their thumbs.
 - Present from SUL: participants present firearm from SUL position to high ready while maintaining eye contact with the lead instructor. Participants will complete 10 repetitions at their own pace.
 - From a ready stance, participants will draw and present their firearm to the high ready position, while maintaining eye contact with the lead instructor. Participants then return to SUL position and re-holster. Participants will complete 10 repetitions at their own pace (CPD, 2018).

Quick Draw with Lateral Movement

- **Overview and Purpose:** Quick draw with lateral movement without looking at the holster. The purpose of the drill is to holster and un-holster the firearm quickly and safely; perform lateral movement to avoid becoming a stationary target (Get out of the X).
- The participants will form two staggered lines facing the lead instructor. Instructor will be armed with a firearm and have it concealed at the front waistband. While the participant is in a ready stance, the instructor will surprise the participant, retrieve the firearm and point it at the participant's direction.
 - From a ready stance, participants will quickly draw and present their firearm while simultaneously taking one step to the **left** and returning to a shooting stance.
 - From a ready stance, participants will quickly draw and present their firearm while simultaneously taking one step to the **right** and returning to a shooting stance.
 - Participants will conduct the drill while maintaining eye contact with the instructor.
 - Instructor will direct 4-5 repetitions.

Force Options Transitioning

- **Overview and Objectives:** Participants will practice transitioning from lethal to non-lethal and from non-lethal to lethal. The purpose of the drill is using the various force options as necessary based on the person's actions. Lead instructor will ensure that

participants practice using verbal directions, persuasion, advice, and warning while transitioning and without looking down at their duty belt.

- Participants will stand in a line or half-circle formation around the lead instructor, who will serve as the “threat” for this drill. Instructor will call out which “Force Option” they want the participants to draw, i.e., Taser, OC spray, or firearm.
 - Participant will draw a training Taser, disengage safely, and present it at the “SUL” position.
 - Participant will draw an OC spray and assume a ready stance, point it in the direction of the threat and re-holster.
 - Participant will draw the firearm, assume a ready stance, face the threat, and present it at the “SUL” position.
 - Option: Participants will draw the firearm, assume a ready stance, face the threat, and present at the high ready position or low ready position (CPD, 2021).

Instructor Note: Start by calling out the “Force Options” in a slow and methodical manner and then increase in speed as participants gain proficiency with the drill. The other instructors should ensure that participants perform the techniques properly, safely and efficiently in transitioning between these options. Expected Sequence and evaluation criteria as follows:

- Quick and safe draw of the firearm from the holster.
- The SUL (south) position.
- Lateral movement to avoid or minimize a stationary target.
- Maintains eye contact with the immediate or potential threat.
- Transitioning of force options without looking down at the duty belt.
- Communication, persuasion, advice, warning, and direction.

End of Module Seven:

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point.

- Provide participants with a short break.

MODULE EIGHT: Threat assessment drill

Display Media Slide: *MODULE EIGHT: Threat assessment drill*

- Training Materials and Equipment Required:
 - Duty belt
 - Red-Blue Training Rubber Pistols
 - Inert Training sprays
 - Training Tasers
- Location: Large Open Training Room or Gymnasium

Instructor Note: Conduct a mandatory safety check in strict accordance with the safety protocol listed in under the “Risk Assessment” section of this lesson plan.

- Overview and Objectives: The drill will require participants to identify and demonstrate the 5 parts of the Threat Assessment, critical decision-making, and the ability to distinguish what is being presented to them (e.g., cell phone, knife or handgun). In addition, they will be required to call out what they are seeing, communicate with their partner, move to cover or concealment and articulate their observations and actions.
- When participants are presented with an imminent threat, they will safely perform the technique of drawing their firearm, OC spray or Taser while simultaneously moving to cover or concealment, evaluate, reassess the necessity to use any force and avoid becoming a stationary target.
- Participants are paired with a partner.
 - Role player will have a prop pistol, a prop knife concealed and tucked away in the front waistband. Role player will also have a cell phone in one of the pockets.
 - The role player will face the participants and upon contact approximately 20-30 feet away, the role player will start to walk away (slowly), the participants will be required to follow the role player.
 - While stationary, of their choosing, the role player will retrieve either a pistol, a phone, or a prop knife from the waistband, one at a time, stop, and turn around and point it at one of the participants.
 1. Role-player will stop, retrieve a cell phone, turn around and pretend to record the incident (NO force).
 2. Role-player will stop, turn around and with close fists, and WILL advance toward participants slowly in an aggressive manner with intend to cause physical injury (NO deadly force). However, it would be objectively reasonable to use Taser or OC spray.
 3. Role-player will stop, retrieve a prop knife, and turn around at point it at the participants, role-player will NOT advance toward participants (NO deadly force). However, it would be objectively reasonable to use Taser or OC spray.
 4. Role-player will retrieve a handgun, and point it at one of the participants (It would be objectively reasonable and necessary for participants to use deadly force).
 - Role player will repeat this drill 6-7 times.
 - Participants are expected to perform lateral movement to cover or concealment.

Instructor Note: If any excessive force occurs during this drill, instructor will ensure to refer to the EVALUATION PLAN AND ASSESSEMENT for appropriate correction at the point of error. Expected sequence/evaluation criteria as follows:

- Contact / Cover duties

- Deep breathing, tactical breathing, attempt to avoid tunnel vision, auditory exclusion
- Threat assessment (identification of what is in the hands of the role player)
- Clear verbal direction (one voice), persuasion, advice, warning
- De-escalation techniques to eliminate or reduce the need to use force.
- Communication with partner--calling out what you're seeing.
- Use distance and lateral movement to cover or concealment.
- Use of deadly force only when it is necessary as a last resort
- Maintain distance, not closing the gap (CPD, 2021).

Student-Centered Feedback Model

- At the conclusion of the scenario, instructors will initiate the feedback session by asking students to identify their actions during the scenario. This is generally accomplished with the phrase, "From the time you began the scenario until we started this debriefing, describe what happened."
 - Instructors can use other leading questions such as, "What kind of call did you receive?" "What information did you collect prior to arriving on the scene?" and "What was your initial assessment of the situation?"
 - The purpose of this step is to allow students to identify their actions and for instructors to get a clear understanding of how students perceived the situation and why they chose particular actions during the scenario.
- Once participants have identified what they did and why they did it, instructors will ask them to identify what were the strengths of their performance during the scenario (i.e., What went well?) This accomplishes two objectives: it keeps the session on a positive note; and provides an opportunity to correct misconceptions (when participants think something went well, when in fact it did not; or students state that they did poorly, when in fact they did reasonably well). This allows instructors to reinforce an effective thought process that correctly identifies and responds to a situation and extinguishes incorrect thought processes or techniques that students may still have. These two steps enable the feedback session to be a positive and fruitful learning experience.
- The next step of the model focuses on areas for improvement. Asking participants, a positive question like, "If you were to encounter this same event again, what would you do differently?" allows students to relive the experience and identify their own ways to improve their performance. This technique encourages students, develops problem solving skills and provides instructors with a more complete picture of the students' knowledge and understanding of the performance. Again, instructors have an additional opportunity to correct misconceptions and provide additional feedback as necessary.
- The next step in the process is to identify alternate solutions. Although this step provides another opportunity to reinforce critical thinking skills, it is just as important to avoid the pitfall of suggesting too many alternate solutions that will produce memory overload. The

focus will be on one or two alternatives and allow participants to do some problem solving and planning. This step also allows participants a final opportunity to clarify any lingering uncertainties. At the conclusion of the alternate solutions step, instructors can focus on lessons learned and identify goals for improvement for the next scenario (FLETC, 2013; 2018).

Display Media Slide: *Conclusion*

Let's discuss the Core Values of the LAPD and Chicago PD

Display Media Slide: *Core Values of the LAPD*

- **Service to Our Communities:** We are dedicated to enhancing public safety and reducing the fear and the incidence of crime. People in our communities are our most important customers.
- **Reverence for the Law:** We have been given the honor and privilege of enforcing the law. We must always exercise integrity in the use of the power and authority that have been given to us by the people.
- **Commitment to Leadership:** We believe LAPD should be a leader in law enforcement. Each officer needs to be a leader in his or her area of responsibility.
- **Integrity in All We Say and Do:** Integrity is our standard. We are proud of our profession and will conduct ourselves in a manner that merits the respect of all people. We demonstrate honest, ethical behavior in all our interactions.
- **Respect for People:** We believe in treating all people with respect and dignity. We show concern and empathy for the victims of crime and treat violators of the law with fairness and dignity (*Treat people the way you want to be treated*).
- **Quality Through Continuous Improvement:** we will strive to achieve the highest level of quality in all aspects of our work. We must aim for continuous improvement in serving the people in our communities. We realize that constant change is a way of life in a dynamic city like Los Angeles, and we dedicate ourselves to proactively seeking new and better ways to serve (LAPD, 2021).

Display Media Slide: *Core Values of the Chicago PD*

- **Professionalism:** We will conduct ourselves in a manner that is consistent with professional standards for performance, both on duty and off duty.
- **Integrity:** The adherence to moral and ethical principles and the consistency of value-based actions is our standard. We strive to earn the trust and respect of those whom we serve (*Do the right thing when no one is looking*).
- **Courage:** Courage is not the absence of fear, but rather its mastery. We recognize that there are two types of courage, physical and moral. Physical courage is recognizing danger to oneself or to others, but persisting in our duty regardless. Moral courage is the adherence to principle, integrity and dedication. It is putting character ahead of expediency; putting what is right ahead of what may be popular.
- **Dedication:** As police officers, we are charged to serve and protect all people of the City of Chicago, to preserve order, and to uphold the law. However, our calling extends above

and beyond the obligations of professionalism or the law. Dedication means that we are driven by a sense of personal duty to our work and the Department's Vision, Mission Statement and Core Values.

- **Respect:** Respect means that we treat each other and the communities we serve as would like to be treated: with compassion and dignity. We strive to partner with the communities we serve through transparency, accountability, and building mutual trust (CPD, 2019).

End of Module Eight:

Instructor should ask if there are any questions, comments, or concerns about any material covered up to this point. Otherwise, thank you all participants for participating in the course.

- Provide participants with a short break.
- After the break, they will be asked to participate in the post-intervention course virtual scenario assessment.

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COURSE EDITORIAL HISTORY:

Origin: *The first design of all materials for the course.*

Review: *An examination of the material(s) to determine if any revisions are necessary in relation to specific content, such as a change in law, official terminology or procedure addressed in the materials.*

Revision: *Changes made to correct, update, expand or diminish original materials as the result of a review.*

Type	Name/Section	Date
Origin	Trak Silapaduriyang	Nov 2021
Reviewed	Thomas Noel PhD	Dec 2021

Appendix G: RTP Approved Letter



No.RTP0034.713/ 1407

The Central Police Training Center,
Education Bureau, Nong Sarai,
Pak Chong District, Nakhon Ratchasima
30130, Thailand

Tel/Fax: +66 44-756543 ext.124

24 November 2021

To Whom It May Concern:

On behalf of the Central Police Training Center, Education Bureau, the Royal Thai Police (RTP), we would like to take this opportunity to express our gratitude to you. The purpose of this letter is to identify Mr. Trak Silapaduriyang, who is a friend of the RTP, a member of the Chicago Police Department Training Academy, and a doctoral candidate of the Educational Leadership Program working on his dissertation at DePaul University.

Since 2012, we have had the great fortune to host Mr. Silapaduriyang for his engagements with the RTP instructors' capacity buildings in education and training development. His substantive knowledge and skills in law enforcement training, fluency in the Thai language, and ability to bridge American and Thai cultural norms make him a unique scholar.

We are honored to approve and collaborate with Mr. Silapaduriyang in conducting his dissertation with the RTP officers. We will accommodate the facilities, logistics at all three training centers (Region 5-Lampang, Region 8-Surat Thani, and Region 7-the Royal Police Cadet Academy, Nakhon Pathom). We will also send invitations via email to our officers from each region. The first one hundred who responded from their region will be selected to participate in the research (total three hundred participants).

-2-

Furthermore, we are looking forward to obtaining the research findings to utilize the results for policy implementation and enhance curriculum development.

Should you have any questions, do not hesitate to contact directly me via phone +66817324999 and e-mail Masirichai47@gmail.com.

Sincerely Yours

Police Colonel



(Sirichai Masileerungsie)

Deputy Commander of the Central Police Training Center,
Education Bureau, the Royal Thai Police

DePaul University College of Education
Chicago, Illinois, USA 60614

Appendix H: Virtual Use of Force Scenarios

Pre-and Post-8-hour intervention Course Scenarios

Below is the first set of four scenarios, including the warm-up scenario. Both groups will participate in the same four scenarios. Each participant will participate in the warm-up scenario in which data will NOT be collected. Data will only be collected from scenarios A, B, and C. Each scenario will last approximately three minutes.

Warm-up scenario—Armed Robbery at a jewelry store: The scenario begins with the participant responding to a call of an armed robbery in progress at the jewelry store. Participant observes a subject armed with a firearm, pointing it at two employees, and demands proceeds. The subject sees the participant and points the firearm in the participant's direction. The participant can engage in a lethal encounter if they reason to believe the subject's action will cause death or great bodily harm to the participant. Data will NOT be collected from this warm-up scenario. Data will only be collected from scenarios A, B, and C.

Scenario A — Intoxicated individual with a knife: The subject is armed with a kitchen knife, standing in the middle of the street, the subject is intoxicated, threaten other citizens and the participant with a knife, refuses to drop it, takes several steps slowly toward the participant and stop, raise the knife above the shoulder and threaten to use it against the participant.

Scenario B — Vehicle Checkpoint: The subject is pulled over at the checkpoint. The subject is intoxicated, retrieves a wooden stick, and threatens to hit the participant with it if they arrest him. The subject steps out of the vehicle and is upset that he is pulled over for no reason.

Scenario C — Burglary in progress: The scenario begins with the subject armed with a knife, trying to pry the front door lock of an apartment with his knife. The subject is argumentative (i.e., looking for cash to buy drugs), pacing laterally, and refuses to drop the knife.

Before each scenario, the evaluator will provide a brief synopsis of each scenario, e.g., what type of call for service will the participant respond to?

At the conclusion of the scenario, evaluators will initiate the feedback session by asking participants to identify their actions during scenario. This is generally accomplished with the phase, "from the time you began the scenario until we started this debriefing, describe what happened." Evaluators can use other leading questions such as "what kind of call did you receive?" "What information did you collect prior to arriving on the scene?", and "what was your initial assessment of the situation?" The purpose of this step is to allow evaluators to identify their actions and for evaluators to get a clearer understanding of how participants perceive the situation and why they chose particular actions during the scenario.

Appendix I: Contact for Further Instruction if Selected Script via-email

To: RTP Officer

From: Trak Silapaduriyang

Dear: Officer

Congratulations, you have been selected to participate in a research study. Again, this research study is granted by the RTP Education Bureau and will be conducted by me (Education Bureau approval letter is attached). Your participation is voluntary, and there will be no negative consequences if you decide not to participate or change your mind later.

I appreciate that your time is valuable and I thank you in advance for participating. Your participation to this research study will be a meaningful contribution to a worthy cause.

Please bring a copy of this email with you to the training center. You are scheduled to report to the RTP training center region _____ (5, 7 or 8) on _(date)_ @ 0800. Upon arrival, you will meet the RTP staff and I for further instruction.

Thank you very much,

Trak Silapaduriyang

ถึง: เจ้าหน้าที่ RTP

จาก: ตรรก ศิลปะดริยางค์

เรียน: เจ้าหน้าที่

ขอแสดงความยินดี คุณได้รับเลือกให้เข้าร่วมการศึกษาวิจัย การศึกษาวิจัยนี้ได้รับการสนับสนุนจากสำนักงานการศึกษา RTP และจะดำเนินการโดยฉัน (แนบจดหมายอนุมัติของสำนักงานการศึกษา) การเข้าร่วมของคุณเป็นไปโดยสมัครใจ และจะไม่มีผลเสียใดๆ หากคุณตัดสินใจที่จะไม่เข้าร่วมหรือเปลี่ยนใจในภายหลัง

ฉันขอขอบคุณที่เวลาของคุณมีค่าและฉันขอขอบคุณล่วงหน้าสำหรับการเข้าร่วม การมีส่วนร่วมของคุณในการศึกษาวิจัยนี้เป็นประโยชน์ต่ออดมการณ์ที่คู่ควร โปรดนำสำเนาอีเมลนี้มาที่ศูนย์ฝึกอบรม คุณมีกำหนดจะรายงานไปยังภูมิภาคศูนย์ฝึกอบรม RTP _____ (5, 7 หรือ 8) ในวันที่ (วันที่) @ 0800 เมื่อมาถึงคุณจะได้พบกับเจ้าหน้าที่ RTP และฉันเพื่อขอคำแนะนำเพิ่มเติม

ขอขอบคุณสำหรับการให้ความร่วมมือ

ตรรก ศิลปะดริยางค์

Version 1 6/14/22