

TRAINING INJURY LIABILITY MANAGEMENT THIRD EDITION

BY: GARY KLUGIEWICZ
JAMES SMITH
ROBERT WILLIS
TIM POWERS

I. INTRODUCTION: THE WAY A TRAINER MINIMIZES HIS LIABILITY IN THE TRAINING ENVIRONMENT MIRRORS THE WAY A POLICE OFFICER CONDUCTS THE ARREST PROCESS:

- A. APPROACH CONSIDERATIONS -- HOW THE TRAINING PROGRAM IS DESIGNED.
- B. INTERVENTION OPTIONS -- HOW THE TRAINING PROGRAM IS IMPLEMENTED.
- C. FOLLOW-THRU CONSIDERATIONS -- WHAT PROCEDURES ARE FOLLOWED AFTER THE INJURY HAS OCCURRED.

II. PROGRAM DESIGN.

- A. THE TRAINING PROGRAM MEETS THE CRITERIA FOR A VIABLE DEFENSIVE TACTICS SYSTEM:
 - 1. WORKS.
 - 2. COURT DEFENSIBLE.
 - 3. ADMINISTRATIVELY FEASIBLE.
 - 4. REVIEW AND REVISION PROCEDURE.
- B. DEVELOPMENT AND UTILIZATION OF A DETAILED TRAINING OUTLINE.
- C. THE CLASS LENGTH SHOULD BE LIMITED TO A MAXIMUM OF FOUR HOURS OF HANDS ON TRAINING FOR BASIC LEVEL CLASSES.
- D. BREAKS SHOULD BE SCHEDULED ON A REGULAR BASIS AND WATER MUST BE AVAILABLE FOR THE PARTICIPANTS.

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III. PROGRAM IMPLEMENTATION:

- A. A WAIVER SHOULD BE COMPLETED FOR ALL NON-DEPARTMENTAL PARTICIPANTS AND/OR VOLUNTARY CLASSES.
- B. STUDENTS SHOULD BE PHYSICALLY/MEDICALLY EVALUATED SO THAT THE CLASS CAN BE SET AT THE PROPER INTENSITY LEVEL.
- C. THE INSTRUCTOR(S) SHOULD GIVE THE STUDENTS AN EXPLANATION OF THE CLASS SAFETY RULES.
- D. THE STUDENTS SHOULD BE PROPERLY WARMED UP, TUNED UP, AND COOLED DOWN.
- E. THE INSTRUCTOR SHOULD FOLLOW A PROPER TEACHING SEQUENCE OF DEMONSTRATION, EXPLANATION, AND REPETITION. REPETITIONS SHOULD CONSIST OF BY THE NUMBERS, SLOW FOR FORM, AND FULL SPEED AND POWER DRILLS.
- F. SIMULATION SHOULD BE DESIGNED TO MINIMIZE THE POSSIBILITY OF INJURY:
 - 1. SAFETY FEATURES.
 - a. STUDENTS SHOULD BE BRIEFED ON THE DRILL'S FORMAT.
 - b. MOUTH GUARDS SHOULD BE WORN FOR HIGH LEVEL SIMULATIONS.
 - c. PROTECTIVE GEAR SHOULD BE USED, AS NEEDED.
 - d. SAFETY OFFICER(S) SHOULD BE USED, AS NEEDED.
 - e. THE SIMULATIONS SHOULD BE CONTROLLED BY A WHISTLE.
 - f. INSTRUCTOR(S) SHOULD PHYSICALLY "RIDE"/CONTROL THE STUDENTS TO PREVENT INJURIES/OVER-REACTION.
 - g. INSTRUCTOR(S) SHOULD ISSUE VERBAL COMMANDS AND SUGGESTIONS TO STUDENTS TO CONTROL THEIR ACTIONS AND INTENSITY LEVELS.

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2. A "PEER JURY" MADE UP OF THE STUDENTS MAY BE USED TO EVALUATE THE PARTICIPANT'S RESPONSES AND THEREFORE TAKE THE STIGMA OFF BEING CRITIQUED BY THE INSTRUCTOR(S).
3. THE PARTICIPANTS SHOULD BE DEBRIEFED ON THEIR ABILITY TO:
 - a. VERBALIZE UNDER STRESS.
 - b. PERFORM THE TECHNIQUES UNDER STRESS.
 - c. CHOOSE THE PROPER FORCE OPTIONS UNDER STRESS.
- G. THE INSTRUCTOR(S) SHOULD MAINTAIN CONTROL OF THE CLASS THROUGH PROPER INSTRUCTOR/STUDENT RATIOS (A RATIO OF ONE INSTRUCTOR FOR EACH GROUP OF EIGHT STUDENTS IS SUGGESTED), PROPER DISCIPLINE, AND PROPER USE OF THE WHISTLE.
- H. THE INSTRUCTOR(S) SHOULD MAINTAIN PROPER "FLOOR DYNAMICS" (USE OF FLOOR SPACE, TRAINING AIDS, AND SAFETY EQUIPMENT).
- I. THE INSTRUCTOR(S) SHOULD CONSTANTLY MONITOR THE CLASS FOR POTENTIAL PROBLEMS: STUDENTS WITH LOW PSYCHO-MOTOR SKILL OR LOW FITNESS LEVELS, DISCIPLINE/ATTITUDE PROBLEMS, HORSEPLAY, INJURIES, AND LEVEL OF EXHAUSTION.
- J. THE INSTRUCTOR(S) SHOULD CONDUCT A FINAL WELLNESS CHECK AT THE END OF THE TRAINING SESSION (ASK IF THERE ARE ANY INJURIES AND VISUALLY CHECK THE STUDENTS FOR ANY SIGN OF INJURY).

IV. INJURY PROCEDURES/INVESTIGATION:

- A. PREPARATION.
 1. STUDENTS SHOULD BE CAUTIONED TO REPORT ALL INJURIES IMMEDIATELY.
 2. A TRAINING INJURY "FIRST RESPONDER" KIT SHOULD BE AVAILABLE AT THE TRAINING SITE CONSISTING OF ICE PACKS, ELASTIC BANDAGES, ADHESIVE TAPE, AND BAND AIDS.
 3. INSTRUCTOR(S) SHOULD CONSTANTLY MONITOR THE CLASS FOR INJURIES AND IRRITATION OF CHRONIC CONDITIONS.

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B. TREATMENT.

1. STABILIZE THE INJURED STUDENT.
2. ADMINISTER PROPER FIRST AID.
3. ACTIVATE THE E.M.S. SYSTEM IF NECESSARY -- INJURED PARTIES SHOULD BE CONSTANTLY MONITORED AND ESCORTED TO THE EMERGENCY ROOM BY A REPRESENTATIVE OF THE TRAINING FACILITY SHOULD TRANSPORTATION BECOME NECESSARY.
4. NOTIFY THE TRAINING FACILITY ADMINISTRATION.
 - a. SPECIFICS OF THE INJURY.
 - b. INQUIRE AS TO WHAT THE ADMINISTRATION WANTS THE INSTRUCTOR(S) TO DO IN THE WAY OF AN INVESTIGATION I.E. REPORT WRITING -- MAKE SURE A THOROUGH INVESTIGATION IS COMPLETED AND A REPORT IS FILED.

C. INVESTIGATION/DOCUMENTATION.

1. ATTEMPT TO DETERMINE WHAT APPARENTLY OCCURRED.
2. REQUEST WRITTEN REPORTS FROM THE INJURED PARTY AND ALSO FROM THE WITNESSES IF DEEMED NECESSARY.
3. WRITE YOUR REPORT (SUMMATION OF WHAT HAPPENED).
 - a. INJURED SUBJECT'S BIOGRAPHICAL INFORMATION.
 - b. DATE, TIME, AND LOCATION OF INJURY.
 - c. LIST ANY WITNESSES.
 - d. SPECIFICS OF INJURY.
 - e. ACTIVITY INVOLVEMENT AT TIME OF INJURY.
 - f. SUMMARY OF WHAT HAPPENED.
 - g. TREATMENT RENDERED INJURED SUBJECT.
 - h. SURFACE ON WHICH THE INJURY OCCURRED.

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- i. WERE THE CLASS SAFETY RULES EXPLAINED PRIOR TO TRAINING?
- j. WAS THERE A PROPER WARMUP CONDUCTED PRIOR TO TRAINING?
- k. WHAT TYPE OF SHOES WERE BEING WORN AT THE TIME OF THE TRAINING?
- l. DID THE STUDENT HAVE REGULAR EXERCISE HABITS PRIOR TO THE TRAINING?
- m. WHAT SAFETY PRECAUTIONS WERE TAKEN PRIOR TO THE TRAINING?
- n. WAS THE INJURY PREVENTABLE?
- o. WHAT CHANGES, IF ANY, COULD BE INSTITUTED TO PREVENT THE REOCCURRENCE OF THIS TYPE OF INJURY?

V. CONCLUSION.

- A. THE PROBLEM -- TRAINING LIABILITY.
- B. THE SOLUTION -- PROPER PROGRAM DESIGN, PROGRAM IMPLEMENTATION, AND PROPER INVESTIGATION AND DOCUMENTATION OF INJURIES.
- C. THEORY VERSUS REALITY -- WHERE DO WE GO FROM HERE?

YOU CAN'T PREVENT ALL INJURIES BUT YOU CAN MINIMIZE YOUR LIABILITY BY DEMONSTRATING "DUE CARE".